

ORTAÖĞRETİM

NOTIFIER

ENGLISH 12 TEACHER'S BOOK

Yazarlar

Fethi ÇİMEN
Bilgen TAŞKIRAN TİĞİN
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DEVLET KİTAPLARI
Kitabın Basıldığı Matbaa Adı, 2024

MİLLİ EĞİTİM BAKANLIĞI YAYINLARI : 9521
DERS KİTAPLARI DİZİSİ : 1964

Her hakkı saklıdır ve Milli Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiç bir surette alınıp yayımlanamaz.

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ISBN 978-975-11-7704-9

Milli Eğitim Bakanlığı, Talim Terbiye Kurulunun 30.01.2024 gün ve 95439930 sayılı kararı ile ders kitabı olarak kabul edilmiştir.



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

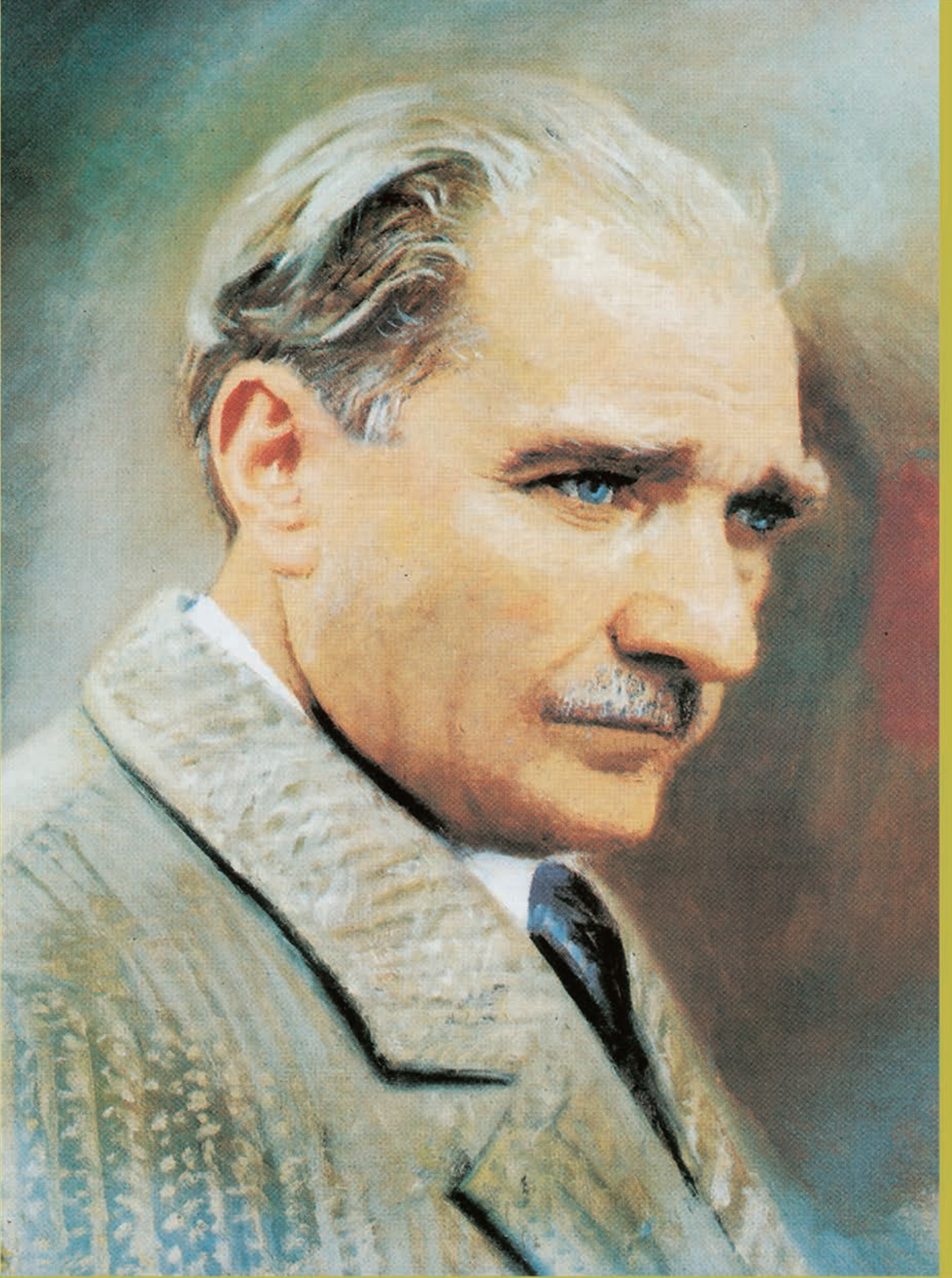
GENÇLİĞE HİTABE

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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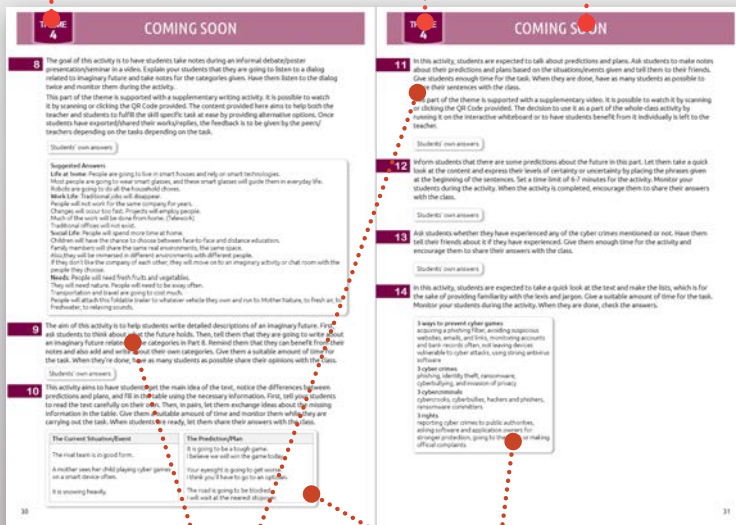
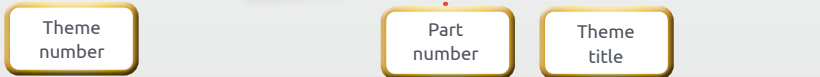
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About the Set of Books

The books of this set have been prepared in accordance with the 9th-12th Grades English Curriculum provided by the Ministry of National Education, Republic of Türkiye. Thus, they are linked to the descriptive and pedagogical principles of the Common European Framework of Reference for Languages (CEFR), on which the curriculum is based (MEB-TTKB, 2018).

The action-oriented approach, which focuses on what language users do with the language in real life (CoE, 2001), is reflected through authentic tasks. In this sense, language skills are presented and practiced in an integrated way rather than in isolation. Since language skills are interwoven in real-life use, the tasks are not phased as pre-, while, and post-. It is essential that the self-assessment and portfolio projects at the end of each theme should be carried out to support learning.

ABOUT THE PAGE LAYOUT



Instructions for teachers

Teacher's notes

MUSIC

THEME 1

- Expressing opinion (agreeing, disagreeing, etc.)
- Expressing preferences



QR Code of
the Theme

- 1 Tell students that they will be discussing the questions about their favorite musical instruments. Let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class.

Students' own answers

- 2 Inform your students that the words in the boxes represent musical instrument families or some musical terms. Then, put them into groups for cooperation and tell them to match the words in the boxes with the images given. Allow them to use dictionaries if they need to. Also remind your students that one word is extra. When they are done with the task, check the answers.

Special Note to the Teacher:

For the answers requiring matching, an extra option has not been provided in the coursebook while for those in the workbook, an extra option has been provided. We would like to emphasize that this is a purposeful choice in that the coursebook presents a learning environment in which students' learning should be enhanced through tasks that are less challenging while the workbook which presents an assessment environment aims to test learning through challenges.

1 e	3 f	5 b	7 h
2 a	4 c	6 g	Extra: d

- 3 This part of the theme is to cater for raising awareness about the way music choices/preferences are expressed. Going through a stress-free activity just requiring the statement of agreeing or disagreeing, students will be exposed to statements with content presenting good examples of expressing choices. It also helps with vocabulary related to music. First, ask your students what kind of ringtones they prefer and why. Elicit the answers of a few volunteer students. Then, tell your students to read the reasons provided and to think about them for a short time. When students are ready, let them state whether they agree or disagree.

Students' own answers

- 4 Tell students that they will hear extracts of some ringtones, and then discuss the reasons why they may have been chosen. Emphasize that they should remember how people expressed their music preferences in Part 3 and advise them to benefit from those examples. Play the tapescript twice. The aim of the first listening is only to distinguish the extracts from one another, so you don't need to pause. During the second listening, pause at the end of each extract and ask students to discuss why people may have chosen it. Encourage your students if necessary.

Students' own answers

- 5 First, ask students to read the dialog on their own. Then, in pairs, have them go over the dialog together and list the expressions for preferences.

- If a university student or an architect needs to stay up late for a project, they are more likely to prefer complex, energetic, and upbeat music.
- They prefer genres like country, rock, or folk music.
- I'd rather listen to energetic, upbeat music for most of the time in the office.
- They may prefer the ringtone or song just because of a drummer, violinist, or pianist.

6 Through this activity, it is aimed to give students an opportunity to exchange ideas about their music preferences. Ask your students to work in pairs and remind them to include instruments, artists, tunes, moods, etc. Give them some time to think and practice what they would like to say. Monitor your students and help them with vocabulary using the target language if necessary. Encourage them to share their answers with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

7 The aim of this activity is to help students infer people's music preferences from their ideas about music. Set a time limit of 5-6 minutes for the activity and let students work in pairs. Ask them to read the forum members' comments about music by decades and tick the statements that can be inferred from their ideas. Finally, check students' answers.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

- 1 Masu's choices about songs do not depend only on rhythm and melody.
- 2 Paws likes the music of the 90s.
- 3 Stallion believes that music choices should not be considered without moods.
- 4 Earthling thinks music stars do not have a key role in people's music choices.
- 5 Li is of the opinion that meaning matters in music.

8 In this activity, students are expected to take a quick look at the dialog and place the expressions in bold related to agreeing, disagreeing, and preferences in the table given. Tell them to work in pairs and give a suitable amount of time for the task. When they are done, check the answers.

Phrases for Agreeing	Phrases for Disagreeing	Phrases for Expressing Preferences
<ul style="list-style-type: none"> • that is so true. • You are right. 	<ul style="list-style-type: none"> • I'm afraid I disagree. • that's not always true. 	<ul style="list-style-type: none"> • I prefer
2, 4, 7, 8, 9, 12 (Part 9)	5, 10, 11 (Part 9)	1, 3, 6 (Part 9)

9 Tell students to take a short look at the table provided in Part 8. Then, let them discuss, in pairs, where the following phrases go in the same table. Be careful about pronunciation issues and encourage them to share their answers.

The answers related to this part are given in the table in Part 8.

10 This activity aims to involve students in exchanges focusing on agreeing or disagreeing with others by sharing their opinions about music. Tell students that Scarlett and Gary's dialog in Part 8 is based on the posts in Part 7. Let them take a quick look at the posts again and find out who they agree and disagree with. Have them study the example given and remind that they can benefit from the phrases in Part 8. When they are done, have students share their opinions and preferences about music with their classmates.

Students' own answers

- 11** The aim of this activity is to help students detect the embedded information in media tools. Explain students that they will listen to a media tool ad and fill in the missing parts of the flier given. Have your students listen to the ad twice. Monitor your students during the activity. When the activity is completed, check the answers.

This part of the theme is supported with a further listening activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

Venue	: The City Park	Times	: from 6 to 10 p.m. every day
Dates	: 18 th , 19 th , 20 th of July	Tickets for	: \$10 per day

- 12** Through this activity, students are expected to analyze surveys/interviews to answer related questions. First, put your students into pairs and ask them to study the results table of the survey given by the organizing committee of a festival. Then, have them discuss and answer the questions. Set a time limit of 5-6 minutes for the activity. Finally, check students' answers.

1 United Organizing Committee
 2 How would you comment on the concert weekend?
 3 238
 4 Students' own answers (**Suggested Answer:** The participants think that the concert was unforgettable.)

- 13** Explain students that the phrases given are related to the bars of the survey in Part 12. Ask them to work in pairs, to find out which phrases belong to which bar, and to write the letters of the phrases into the boxes given beside the bars. Remind them that more than one option is possible. Give them a suitable amount of time to complete the activity. Encourage them to share their answers with the class.

1 b, c 2 a, f 3 d, g 4 e, h

- 14** Put your students into pairs and explain them that the sentence colors represent the functions given in the boxes. Ask them to study the survey report on the comments of a festival's participants and match the colors with the functions. Remind students that one has been done for them. Give them some time for the activity and check the answers.



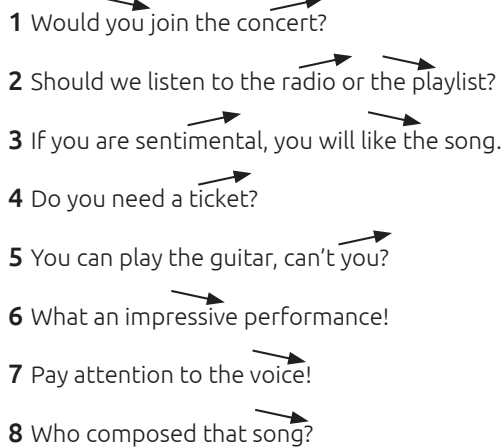
- 15** The aim of this activity is to help students write a survey report on their friends'/ teachers' music preferences. Tell students to imagine that the table given shows the survey results of their classmates' music preferences. Tell them to study the table, and then to write a survey report. Explain students that they can also benefit from the survey report in Part 14. Remind them that, as an alternative, they can walk around the class asking the given survey question to their friends, create their survey result bars, and write a report based on them. Monitor students while they are writing and help if they have problems.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

16 Ask students to work in pairs, listen and study the intonation patterns in the sentences given. After listening, you can ask your students some questions about how falling and rising intonation occur, and add some more examples. It is suggested that you play the tapescript twice.

17 The aim of this activity is to enable students to practice intonation in sentences. Put your students into pairs. Assign them to discuss where intonation, either rising or falling, may occur in the sentences given. Remind them that they can benefit from Part 16 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

- 
- 1 Would you join the concert?
 - 2 Should we listen to the radio or the playlist?
 - 3 If you are sentimental, you will like the song.
 - 4 Do you need a ticket?
 - 5 You can play the guitar, can't you?
 - 6 What an impressive performance!
 - 7 Pay attention to the voice!
 - 8 Who composed that song?

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as part of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by the students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.



TEACHER'S ANECDOTAL OBSERVATION NOTES

A series of horizontal lines for writing, starting from the top of the notepad and extending to the bottom, providing space for anecdotal observations.

FRIENDSHIP

THEME 2

- Describing personal features
- Making conclusions
- Stating reasons



QR Code of
the Theme

- 1** The aim of this activity is to activate students' speaking skills through describing a image. Tell your students to look at the image and ask them a few questions related to the image, such as "How old are these people?, How do they look?, How long do you think they have been friends?, How do you think they have managed to remain friends for such a long time?, What are the secrets of true friendship?", etc., and encourage them to share their opinions. Give your students some time to think and make notes, and then move onto discuss together.

Students' own answers

- 2** Ask your students how they would describe a good friend and tell them that they are expected to write 5 adjectives describing a good friend. Give students some time to think, and when they are done with the task, let them share their answers with the class.

Students' own answers

- 3** The aim of this activity is to have students interpret information from graphic features (graphs, charts, tables, etc.). Explain your students that the survey is about how people describe their best friends through one single adjective, and that there is a graph showing the results. Ask them to study it and share their inferences and comments with their friends. Also, remind that they can benefit from the example given. If you feel the necessity, help students with further examples.

Students' own answers

- 4** In this activity, students are expected to read the forum comments given and combine them with the sentences at the bottom of the page in the best way. Tell them to work in pairs and give a suitable amount of time for the task. Also, remind your students that one sentence is extra. When they are done, check the answers.

Loki	: b	tImBo	: f
pearl	: c	F&F	: i
domestic	: d	Mrs No	: a
BEN	: g	Extra	: e
Brad	: h		

- 5** This activity aims to help students make inferences about the qualities of a good friend through a recorded text. Tell your students that they are going to listen to Doctor Timmons, a sociologist, talking about friendship in her lecture. Play the tapescript once. Ask your students to listen carefully and tick the mentioned qualities of a good friend out of the ones given. If necessary, play the tapescript again and let your students fulfill the task in a suitable amount of time. Depending on the students' inferences, answers may vary.

- 1 supportive
- 2 generous
- 3 kind
- 4 respectful
- 5 serious
- 6 helpful

- 6** Inform your students that they will be discussing the reasons for a good friendship as the instruction suggests. Ask them to read the reasons given and think about their favorite friendship. Let them discuss in pairs first, and then guide them to a whole-class discussion. Remind students that they can also add other reasons to the ones provided. Have as many students as possible share their opinions with the class. Encourage them to speak if necessary.

Students' own answers

- 7** The aim of this activity is to have students get the main idea of the text and find the irrelevant sentence in each paragraph. First, tell your students to read the text carefully on their own for 7-8 minutes. Then, in pairs, let them exchange ideas about the irrelevant sentences and underline them in the paragraphs. Monitor them while they are carrying out the task and allow them to use their dictionaries if they need to. When students are ready, let them share their answers with the class. Finally, check the answers.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

Paragraph 1 Some people don't like them.
Paragraph 2 When he was a child, he was a great student.
Paragraph 3 He always wanted to wear his hair long.
Paragraph 4 They both liked coffee.
Paragraph 5 They both are wealthy.

- 8** The goal of this activity is to involve students in extracting information from a conversation between friends. Explain students that they will listen to a dialog and fill in the missing parts. Have your students listen to the dialog twice. Monitor them during the activity. When the activity is completed, check the answers.

Rafael Nadal

- Rank – 4
- Age – 37
- Turned professional in – 2001
- Weight – 85 kg
- Height – 185 cm
- Birth Place – Mallorca, Spain
- Plays – Left-handed

Roger Federer

- Rank – 27
- Age – 42
- Turned professional in – 1998
- Weight – 85 kg
- Height – 185 cm
- Birth Place – Basel, Switzerland
- Plays – Right-handed

- 9** First, put your students into pairs and ask them to study the images of people and sentences, which are impressions based on appearances. Then, have students discuss and find out which sentence goes best with the ones given. Also, remind them that two sentences are extra. Set a time limit of 5 minutes for the activity. Finally, check students' answers.

a 3 b 2 c Extra d 4 e Extra f 1

- 10** Through this activity, students are expected to state reasons while giving clear detailed descriptions about physical appearances. Tell your students to look at the visuals and share their impressions based on the people's appearances. Remind students that they can benefit from the sentences in Part 9 while making sentences with reasons. Give students enough time for the activity and encourage them to share their answers with the class.

Students' own answers

- 11** The aim of this activity is to help students identify the main conclusions in the argumentative text given. Set a time limit of 6-7 minutes for the activity and let students work in pairs. Ask them to read the argumentative text and write the letter of the main conclusion for each paragraph in the boxes. Finally, check students' answers.

1 b 2 d 3 e 4 a Extra: c

- 12** In this activity, students are expected to read the essay provided and join the sentences to explore the functions of the paragraphs, which is to raise awareness about the form of the essay. Tell them to work in pairs and give a suitable amount of time for the task. When they are done, check the answers.

The first paragraph b
The second paragraph c
The third paragraph a

- 13** This part of the theme is to help students think in a more critical way focusing on the topic, coming up with new thoughts, and connecting these thoughts together. The mind map provided can be considered a hint concentrating on the details of the personal qualities that are based on the ones provided on the forum page in Part 4. First, explain students that there is a mind map for the essay in Part 12. Then, in pairs, have them study it and discuss how it is related to the forum on page 23. Have as many students as possible share their opinions with the class.

Students' own answers

- 14** Explain students that they will fill in the mind map with short notes related to an opinion essay on the qualities of a good friend as in Part 12. Remind students that they can benefit from the forum notes on page 23 for personal qualities and reasons. Monitor your students during the activity. When the activity is completed, encourage them to share their answers with the class.

Students' own answers

- 15** The aim of this activity is to have students write an opinion essay about the qualities of a good friend by stating reasons. Tell students to use their mind map and write an opinion essay on the qualities of a good friend. Explain students that they can also benefit from the sentences in Part 12. Monitor students while they are writing and help them if necessary.

This part of the theme is supported with a further writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels by providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the tasks depending on the task.

Students' own answers

- 16** Tell students that they will be discussing what makes a good roommate. Alternatively, let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class. Be careful about pronunciation issues and encourage them to share their ideas.

Students' own answers

- 17 First, ask students to take a quick look at the dialog. Then, tell them to read the dialog again and imagine that if they were Lindo, what other questions they would ask about their probable roommate's personal features. Remind them that they can choose the questions from the box and/or make their own list. Set a time limit of 5-6 minutes for the activity. Then, have them discuss and answer the questions. Monitor your students during the activity.

Students' own answers

- 18 Through this activity, it is aimed to help students ask and answer questions about personal features. Put your students into pairs and tell them to imagine that as a pair, they are on the verge of becoming roommates, and they both need to ask and answer questions about each other's personal features. Let them make a dialog. Explain students that they can also make their own notes. Give them some time for the activity and let them act it out.

Students' own answers

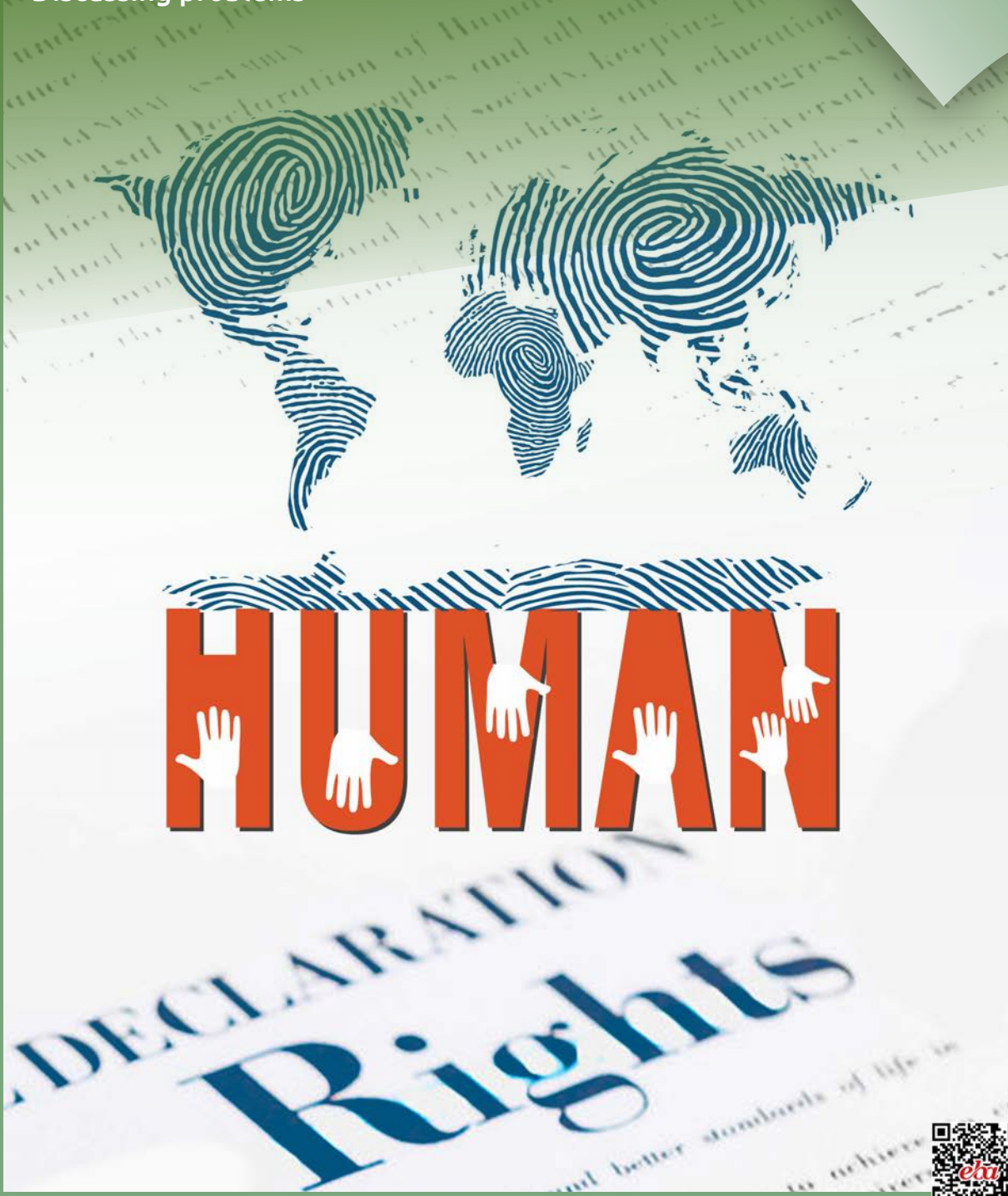
- 19 Ask students to work in pairs, listen and study the stress patterns in the words given. After listening, it is suggested that you ask students some questions about word or syllabus stress and add some more examples. It is suggested that you play the tapescript twice.

- 20 The aim of this activity is to enable students to practice syllable/word stress. Put your students into pairs. Assign them to discuss, read and determine the stress patterns of the words given. Remind them that they can benefit from the examples in Part 19 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

- 1 His daughter has **become** his whole life.
- 2 Sally always sits at the head of the **table**.
- 3 I strongly **suspect** his story is not real.
- 4 I'm **happy** to see you again.
- 5 I just need a pair of **scissors**.
- 6 Police have had a **witness** to the accident.
- 7 Please stand **aside** and let me pass.
- 8 We've experienced **fast** economic growth.
- 9 Jane was deeply sad to **witness** the accident.
- 10 He is the chief **suspect** in the case.

HUMAN RIGHTS

- Expressing ideas on human rights (gender equality, children rights ...)
- Making suggestions
- Discussing problems



QR Code of the Theme

- 1** This activity aims to have students pay attention to the images provided and share their opinions about how they are related to human rights. Give them a suitable amount of time to examine the images and discuss in pairs. Then, guide them to a whole-class discussion. It's important not to interrupt their discussion unless it's necessary.

Students' own answers

- 2** In this activity, students are expected to make meaningful phrases related to human rights bringing together the right halves. Set a time limit of 3-4 minutes for the activity and monitor them while they are carrying out the task. Allow them to use dictionaries if necessary. When they are done, have them share their answers with the class. Finally, check the answers.

1 f	4 i	7 c
2 a	5 e	8 h
3 d	6 b	9 g

- 3** The aim of this activity is to have students match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). Tell your students that they are going to read a text consisting of five paragraphs, each of which has a different relation with human rights. Students are supposed to match the paragraphs with the titles. Also, remind them that one of them isn't included. Ask them to work in pairs and allow them to use their dictionaries if they need to. When they are ready, choose some volunteers and check the answers.

1 d
2 b
3 c
4 a
The fifth paragraph is not included.

- 4** The aim of this activity is to raise students' awareness about the disadvantaged by presenting them with different aspects of being disadvantaged through images. Put your students into groups. Have them examine and discuss the images and the definitions for a few minutes. When students are ready, ask them to try to write their own definitions for the disadvantaged. Give them enough time for the task. Finally, have them exchange their definitions.

Students' own answers

- 5** Inform your students that this activity is a sort of peer-checking for their definitions of the disadvantaged. Let your students look up in their dictionaries and compare their definitions for the disadvantaged with the one in the dictionary. When they are done, ask them whether their definition is close in meaning to the one in the dictionary or not.

Students' own answers

- 6** Through this activity, students are expected to discuss the problems/difficulties of the disadvantaged people in the world and to have a whole-class discussion related to the problems of disadvantaged people. First, let students look at the pictures in Part 4 again for a short time. Then, encourage them to share their opinions and give examples about the problems the disadvantaged are facing. Also, remind them to consider age, disabilities, deprivations, poverty, war, etc. Try not to interrupt unless it's necessary.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 7** Tell your students that they are given forum entries about a disadvantaged group in Africa. Put students into pairs. Then, ask them to read the forum entries and circle the suggestion phrases. Monitor and guide them while they are carrying out the task. Finally, check students' answers.

purdy : Why don't we
jace : I suggest
purity : Let's
toby : How about
leo : We should

- 8** Explain students that this activity is linked with the forum entries in Part 7. First, set a time limit of 3-4 minutes and ask them to study the solutions to the problems of the disadvantaged. Then, tell them to fill in the missing parts of the map benefiting from the forum entries and also reflecting their own choices. Have as many students as possible share their opinions with the class.

Students' own answers

Suggested Answers

- Launching a donation campaign
- Raising money
- Sharing posts on social media to find volunteers for help

- 9** In this activity, students are expected to work on one of the solutions from the mind map in Part 8. Tell them to work in pairs and note down in their notebooks positive and negative points, 2 positive and 1 negative, about it. Remind them that the example may be of help. Give students enough time for the task. When they are done, have as many students as possible to share their sentences with the class and help with correction if necessary.

Students' own answers

- 10** Inform students that, in this activity, they are going to read an argumentative essay. While reading, they should examine the essay in terms of structure and content so that they can find the best choice about each paragraph. Give students a suitable amount of time and monitor them during the activity. When they are ready, have them share their answers with the class. Finally, check the answers.

1 b 2 a 3 a 4 b 5 a

- 11** This activity aims to have students write an argumentative essay including solutions for disadvantaged people's problems. Remind them that they should be inspired by the sample essay in terms of structure and content. Emphasize that the two positive points and one negative point made in Part 9 are used as the topic sentences of the three body paragraphs of the essay. Accordingly, remind students to compose the topic sentences of their body paragraphs using the points they have come up with in this part. Inform students that there are various ways of writing an argumentative essay and that the sample given in Part 10 is called hamburger essay, which is made up of an introduction, three body paragraphs and a conclusion.

This part of the theme is supported with a supplementary writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content provided here aims to help both the teacher and students to fulfill the skill-specific task at ease by providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the tasks depending on the task.

Students' own answers

- 12** In this activity, students are expected to study the statements from the Universal Declaration of Human Rights. Tell them to work in pairs and find out which ones they are familiar with. Give students enough time for the activity and encourage them to share their answers with the class.

Students' own answers

- 13** Tell students that they will read the sentences, and then discuss which statement(s) of the Universal Declaration of Human Rights they are related to. Set a time limit of 6-7 minutes for the activity and let students work in groups. Remind them that more than one option is possible. Have as many students as possible share their opinions with the class.

Maurice	You have the right to privacy.
Jacob	We are all born free and equal.
Mel	You have the right to privacy.
Sari	You have the right to leisure and rest from work.
Salah	You have the right to social security and are entitled to social, economic and cultural help from your government. Everyone has the right to education. Everyone has the rights to life, freedom and safety.
Gabi	No one can interfere with your reputation, family, home, or correspondence.
Nando	No one can interfere with your reputation, family, home, or correspondence.
Tom	You have the right to own property. You have the right to privacy.
Kim	You have the right to a fair and public trial. Everyone is innocent until proven guilty.
Alice	Every adult has the right to a job, a fair wage, and to join a trade union.

- 14** This activity aims to give students an opportunity to make suggestions about improving human rights. First, in groups, tell students to choose at least 2 of the problems, human right abuses, in Part 13. Then, let them make suggestions for improving the situations as on the forums in Part 7. Set a time limit of 5-6 minutes for the activity. Monitor your students during the activity. Finally, check their answers.

Students' own answers

- 15** Explain students that there are mottoes used by some of the people in Part 13. Ask them to work in pairs and to discuss whose they are. Give them a suitable amount of time to complete the activity. Encourage them to share their answers with the class.

- My privacy belongs only to me. - Maurice, Mel, Tom
- Respect to rivals is of dignity. - Gabi, Nando
- Wait to see me innocent. - Kim
- Insurance is a shield. - Alice
- My free time is my refreshment. - Sari
- I'm not disabled but one of you! - Salah

- 16** Through this activity, students are expected to write mottoes or slogans about human rights. Ask them to choose at least two of the situations in Part 13 and write mottoes about them. Give them a suitable amount of time to complete the activity. Monitor them while they are writing and help if they have problems.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 17** This activity aims to have students guess the meaning of lexis and jargon about human rights in a recorded text/video. Tell students that they will hear Gülnur Aybet, Permanent Representative of Türkiye to UNESCO, speaking at a UNESCO meeting on Ukraine. Play the tapescript once and let students listen and guess the meaning of the phrases given. Play the tapescript again and let your students fulfill the task. Monitor your students during the activity. When the activity is completed, check the answers.

1 b 2 a 3 a 4 b

- 18** In this activity, it is aimed to help students find the supporting ideas in a text about good practices on human rights around the world. Explain students that the text given is related to good practices about human rights and in each paragraph, except for the introduction, there is one irrelevant sentence among the supporting ideas. First, ask students to find out the supporting ideas, and then to cross out the irrelevant sentences among them. This is to have students focus more on supporting ideas.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

The second paragraph

- It's challenging.

The third paragraph

- They are very enjoyable.

The fourth paragraph

- They must be very happy.

- 19** First, put your students into pairs and ask them to study the phrases related to human rights. Then, have them discuss and classify these phrases as positive or negative. Also, remind them to write P for positive and N for negative beside each one. Set a time limit of 3-4 minutes for the activity. Finally, check students' answers.

1 P	3 N	5 N	7 P
2 N	4 P	6 P	8 N

- 20** Inform your students that they are going to listen to Gülnur Aybet, speaking at a UNESCO meeting on Ukraine. Play the tapescript once. Ask your students to listen and write the numbers of the phrases mentioned in Part 19 in the correct category. If necessary, play the tapescript again and let your students fulfill the task in a suitable amount of time. When the activity is completed, check the answers.

Positive: access to education, protection of artists, freedom of expression, right to travel

Negative : unfair treatment, discriminative and prejudiced actions, invasion of privacy, discrimination and hate

- 21** Ask students to work in pairs, listen and study the stress patterns in the words given. After listening, you can ask your students some questions about word or syllabus stress and add some more examples. It is suggested that you play the tapescript twice.

- 22** This activity aims to enable students to practice syllable/word stress. Put your students into pairs. Assign them to discuss, read and determine the stress patterns of the words given. Remind them that they can benefit from the examples in Part 20. Choose some volunteers and check the answers.

- | | |
|---|--|
| 1 The tomatoes were grown in the greenhouse . | 6 You must get the television fixed. |
| 2 He is the new manager of the hotel. | 7 Jack and John were outside playing football . |
| 3 The economic policy is formulated by needs analysis. | 8 She's studying child psychology . |
| 4 Sally generally oversleeps and misses the bus. | 9 Technology is changing rapidly . |
| 5 Her decisions were clear and logical . | 10 Her clothes were a bit old-fashioned . |

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as fundamental parts of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.

COMING SOON

THEME 4

- Making predictions
- Expressing degrees of certainty and uncertainty
- Receiving instructions about cyber games



QR Code of
the Theme

- 1** The aim of this activity is to engage students in the content through images. Give students enough time to prepare for the discussion. Then, guide them to a whole-class discussion.

Students' own answers

Suggested Answers

- They seem to be completely isolated from their real environment.
- They are probably interacting with other things/people/situations through VR headsets.

- 2** In this activity, students are expected to examine the images in Part 1 again and think about how they would relate the words provided to the images. Set a time limit of 5 minutes for the activity and monitor them while they are carrying out the task. Also, let students use their dictionaries if they need to. When they are ready, have them share their opinions with the class.

Students' own answers

Suggested Answers

simulation 3	virtual 1-2-3-4
isolated 1-2-3	imaginary 1-2-3
immersion 2-3-4	headset 1-2-3-4

- 3** This activity requires students to match the topics with recorded passages corresponding to virtual reality and imaginary world. They are going to listen to Dr. Kent talking about virtual reality and imaginary world. Play the tapescript once and let students listen and decide which of the given topics are covered in his speech. Then, play the tapescript again and have your students carry out the task in a suitable amount of time. Monitor your students during the activity. Finally, check the answers.

- Origins of the virtual reality technology
- People's thoughts in the early years
- The basic function of the virtual reality technology
- The reasons why people want to buy headsets
- The probable place of the virtual reality technology in the future

- 4** Inform your students that they are going to read a text about virtual reality and they are going to answer the questions related to it. Tell them to read the text carefully. Give them a suitable amount of time for the task. When they are done, choose some volunteers and check the answers.

- 1 Students' own answers
- 2 It enables the users to interact with an artificial three-dimensional (3D) visual or other sensory environment through some tools.
- 3 They come out with applications and these applications provide the user with various artificial environments/games, etc.
- 4 Armies, medicine, aviation, education sectors are the ones given in the text.
- 5 Students' own answers

- 5** This activity aims to activate students' reading, writing and speaking skills through some statements related to virtual reality. First, ask your students to read the statements carefully. Then, tell them to imagine that each one, either for or against, is their view and they will need to justify them using notes. Also, remind students that they can benefit from the reading text in Part 4 if necessary. Set a time limit of 10-12 minutes and monitor them during the activity. When the task is completed, encourage your students to share their notes with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 6** Through this activity, it is aimed to give students an opportunity to participate in an informal debate about virtual reality and imaginary world/cyber games to share ideas. Inform your students that they are going to hear statements from an interlocutor. Tell students to imagine that they are having a debate with him over virtual reality. Upon hearing the statements, they will be asked to oppose them by using their notes. Play the tapescript once and run it non-stop. Then, play the tapescript again, pausing after each statement so that students can have the opportunity to share their notes. Give them enough time after hearing each statement and have as many students as possible share their opinions with the class.

Students' own answers

- 7** Tell your students that they are given forum entries of a social media chat about how people are going to use virtual reality technologies. First, ask students to read the entries. Then, give them a suitable amount of time and have them write their own entry in the forum space provided. Monitor and guide students while they are carrying out the task. Finally, let them share their entries with the class.

Students' own answers

8 The goal of this activity is to have students take notes during an informal debate/poster presentation/seminar in a video. Explain your students that they are going to listen to a dialog related to imaginary future and take notes for the categories given. Have them listen to the dialog twice and monitor them during the activity.

This part of the theme is supported with a supplementary writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content provided here aims to help both the teacher and students to fulfill the skill specific task at ease by providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the tasks depending on the task.

Students' own answers

Suggested Answers

Life at home: People are going to live in smart houses and rely on smart technologies.

Most people are going to wear smart glasses, and these smart glasses will guide them in everyday life.

Robots are going to do all the household chores.

Work Life: Traditional jobs will disappear.

People will not work for the same company for years.

Changes will occur too fast. Projects will employ people.

Much of the work will be done from home. (Telework)

Traditional offices will not exist.

Social Life: People will spend more time at home.

Children will have the chance to choose between face-to-face and distance education.

Family members will share the same real environments, the same space.

Also, they will be immersed in different environments with different people.

If they don't like the company of each other, they will move on to an imaginary activity or chat room with the people they choose.

Needs: People will need fresh fruits and vegetables.

They will need nature. People will need to be away often.

Transportation and travel are going to cost much.

People will attach this foldable trailer to whatever vehicle they own and run to Mother Nature, to fresh air, to freshwater, to relaxing sounds.

9 The aim of this activity is to help students write detailed descriptions of an imaginary future. First, ask students to think about what the future holds. Then, tell them that they are going to write about an imaginary future related to the categories in Part 8. Remind them that they can benefit from their notes and also add and write about their own categories. Give them a suitable amount of time for the task. When they're done, have as many students as possible share their opinions with the class.

Students' own answers

10 This activity aims to have students get the main idea of the text, notice the differences between predictions and plans, and fill in the table using the necessary information. First, tell your students to read the text carefully on their own. Then, in pairs, let them exchange ideas about the missing information in the table. Give them a suitable amount of time and monitor them while they are carrying out the task. When students are ready, let them share their answers with the class.

The Current Situation/Event	The Prediction/Plan
The rival team is in good form.	It is going to be a tough game. I believe we will win the game today.
A mother sees her child playing cyber games on a smart device often.	Your eyesight is going to get worse. I think you'll have to go to an optician.
It is snowing heavily.	The road is going to be blocked. I will wait at the nearest stopover.

- 11** In this activity, students are expected to talk about predictions and plans. Ask students to make notes about their predictions and plans based on the situations/events given and tell them to their friends. Give students enough time for the task. When they are done, have as many students as possible to share their sentences with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 12** Inform students that there are some predictions about the future in this part. Let them take a quick look at the content and express their levels of certainty or uncertainty by placing the phrases given at the beginning of the sentences. Set a time limit of 6-7 minutes for the activity. Monitor your students during the activity. When the activity is completed, encourage them to share their answers with the class.

Students' own answers

- 13** Ask students whether they have experienced any of the cyber crimes mentioned or not. Have them tell their friends about it if they have experienced. Give them enough time for the activity and encourage them to share their answers with the class.

Students' own answers

- 14** In this activity, students are expected to take a quick look at the text and make the lists, which is for the sake of providing familiarity with the lexis and jargon. Give a suitable amount of time for the task. Monitor your students during the activity. When they are done, check the answers.

3 ways to prevent cyber games

acquiring a phishing filter, avoiding suspicious websites, emails, and links, monitoring accounts and bank records often, not leaving devices vulnerable to cyber attacks, using strong antivirus software

3 cyber crimes

phishing, identity theft, ransomware, cyberbullying, and invasion of privacy

3 cybercriminals

cybercrooks, cyberbullies, hackers and phishers, ransomware committers

3 rights

reporting cyber crimes to public authorities, asking software and application owners for stronger protection, going to the court or making official complaints

15 Ask students to consider the cyber crimes mentioned in the text and to decide which of them is worse than the others. Encourage them to support their decisions with reasons.

Students' own answers

16 Tell students that they will be discussing in what way they think cyber games may be of help. As an alternative, let students discuss in pairs first, and then guide them to a whole-class discussion. Monitor your students during the activity. Have as many students as possible share their opinions with the class and encourage them to share their ideas.

Students' own answers

17 In this activity, students are expected to read the text about a cyber game and answer the questions. Monitor your students during the activity. Set a time limit of 5-6 minutes for the activity. When they are ready, choose some volunteers and check the answers.

- 1 Voca-learn offers the opportunity to learn new words through fun.
- 2 Students' own answers

18 This activity aims to have students reorder the scrambled steps of a cyber game in a text. Explain students that the phrases given from the text in Part 17 are the main instructions of the game. Put your students into groups. Have them read the phrases and put in the correct order. Give them enough time for the task. Finally, check the answers.

- 1 create an account
- 2 download the application
- 3 choose an avatar
- 4 choose one of the language levels given
- 5 choose one of the fifteen language domains given
- 6 visit the language domains scholar room
- 7 proceed to the quiz room
- 8 answer the vocabulary questions
- 9 answer all of the questions correctly
- 10 leave the room

19 Put your students into groups. Let them read the text again and fill in the table with the scenario items from the text. Give students a suitable amount of time to scan the text. Monitor and guide them while they are carrying out the task. Finally, check students' answers.

Purpose of the Game	Characters
to help learn new words through fun	scholars of a language domain
Main Actions	
create an account, download the application, choose an avatar, choose one of the language levels given, choose one of the fifteen language domains given, visit the language domains scholar room, proceed to the quiz room, answer the vocabulary questions , answer all of the questions correctly, leave the room	

- 20** The aim of this activity is to have students compose a cyber game scenario. Tell students to imagine that they have been asked to write a cyber game scenario by their company. Ask students to make notes in the frames given and write the full text. Give them a suitable amount of time to complete the activity. Monitor them while they are writing and help if they have problems.

Students' own answers

- 21** Ask students to listen to and focus on the pronunciation of the reduced forms. After listening, you can ask your students some questions about the pronunciation of the reduced forms and add some more examples. It is suggested that you play the tapescript twice.

- 22** The aim of this part is to enable students to pronounce the reduced forms of "will". Ask students to work in pairs and practice the pronunciation of the reduced forms in bold. Remind them that they can benefit from Part 21 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

Students' own answers

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as fundamental parts of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.



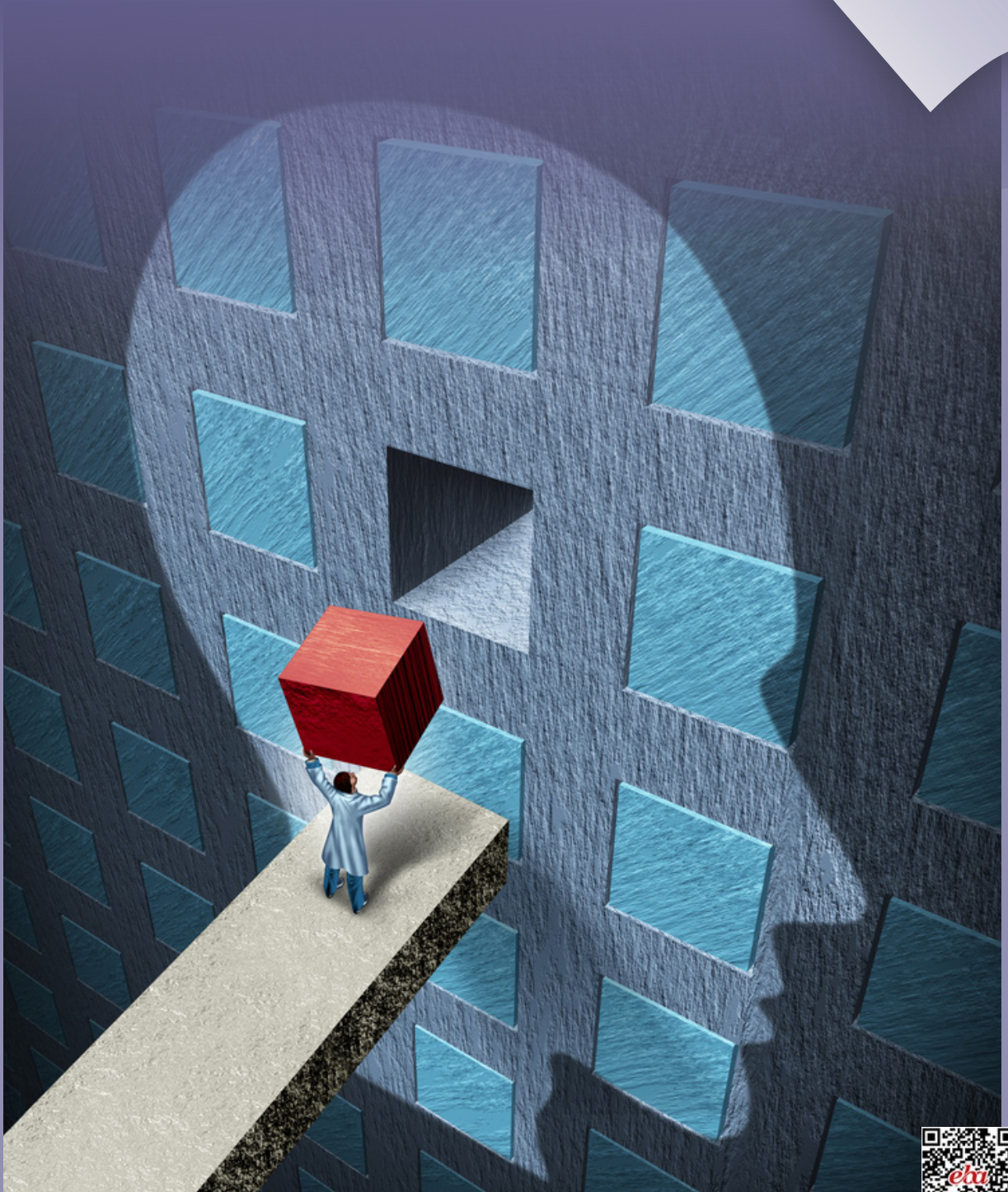
TEACHER'S ANECDOTAL OBSERVATION NOTES

A series of horizontal lines for writing, starting below the title and extending to the bottom of the notepad.

PSYCHOLOGY

THEME 5

- Describing mood
- Making suggestions to change negative mood
- Following and giving instructions



QR Code of
the Theme

- 1** The activity aims to have students make comments on mood by looking at the people in the images given. Remind your students that they should consider the context given to affect mood in each image. Give students enough time to discuss in pairs first. Then, guide them to a whole-class discussion.

Students' own answers

Suggested Answers

1. calm/relaxed
2. peaceful/pleased
3. calm/refreshed
4. adventurous/thrilled
5. confident/proud
6. safe/happy

- 2** Through this activity, students are expected to examine the images and write a caption for each of them using the adjectives provided as part of their phrases. Remind students that they can benefit from the example given. Set a time limit of 5 minutes for the activity and monitor them while they are carrying out the task. Also, let students use their dictionaries if they need to. When they are ready, have them share their opinions with the class.

Students' own answers

- 3** This activity is designed to boost students' vocabulary related to expressing mood and tone. First, tell your students to study the words in pairs, and then to categorize them as positive or negative. Inform your students that they are allowed to use their dictionaries if necessary. Give students a suitable amount of time and monitor them during the activity. When students are ready, let them share their answers with the class. Finally, check the answers.

Positive	Negative
content	annoyed
hopeful	miserable
welcoming	confused
confident	worried
cheerful	pessimistic
optimistic	furious
determined	apathetic
energetic	

- 4** This activity requires students to identify the speaker's mood, tone, etc in a recorded text. Tell students to imagine that they are preparing for an audition and listening to the records for inspiration to be able to use their voice in different tones. Play the tapescript and let students listen to the recordings. Then, play the tapescript again, pause after each recording so that the students will have the opportunity to tick the speaker's tone. When they are finished with the second listening, have as many students as possible share their answers with the class. Finally, check the answers.

Speaker 1 - calm	<input type="checkbox"/>	determined	<input checked="" type="checkbox"/>
Speaker 2 - relaxed	<input checked="" type="checkbox"/>	annoyed	<input type="checkbox"/>
Speaker 3 - uneager	<input type="checkbox"/>	sincere	<input checked="" type="checkbox"/>
Speaker 4 - neutral	<input type="checkbox"/>	sad	<input checked="" type="checkbox"/>
Speaker 5 - pleasant	<input type="checkbox"/>	authoritative	<input checked="" type="checkbox"/>

- 5** This activity is also based on an imaginary audition in which students are expected to comment on the flash cards in terms of moods. Tell students to look at the flashcards carefully and think about what the people's moods are. Let students discuss in pairs if necessary. Give students enough time for the activity and encourage them to share their comments with the class.

Students' own answers

Suggested Answers

- 1** ambitious/hopeful
- 2** joyful/optimistic
- 3** energetic/adventurous
- 4** hopeful/optimistic
- 5** stressed/anxious
- 6** happy/proud

- 6** The goal of this activity is to assist students in using different voice levels, phrasing and intonation to give and follow instructions in different moods. Tell students to imagine that they are at the audition and that they are going to voice at least two of the people in the flash cards in Part 5. Remind students that they should use their own phrases in different voice levels and intonation. It is also important for students to give feedback to each other. Give students a suitable amount of time for the activity and encourage them to share their performance with the class.

Students' own answers

- 7** In this activity, students are expected to read out one of the poems by reflecting its tone. Ask your students whether they like reading poems, are good at reading out/saying/writing poems, and what it takes to read out a poem properly, etc. as a warm-up. Then, tell them to choose one of the poems given and read it individually first. When they are ready, choose some volunteer students and have them read the poems out for their friends. Remind students to pay attention to use the tone that goes best with it.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 8** This activity aims to activate students' writing and speaking skills. Tell your students to think about their own ways of getting over problems when they are going through stress or painful feelings. Then, have students list and share them with their friends. Give students enough time for the activity and encourage them to speak.

Students' own answers

9 The aim of this activity is to enable students to identify specific information in a real-life text. Inform your students that they are going to read a real-life text, extracted from a text on the World Health Organization website, and fill in the gaps using specific words from the text. Give students a suitable amount of time to read the text. Monitor and guide them while they are carrying out the task.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

- 1 The technique mentioned in the text is called grounding.
- 2 If you are experiencing intensely difficult thoughts and feelings, you are going through an emotional storm.
- 3 The first thing in the case of an emotional storm is to notice your feelings and thoughts.
- 4 If one is trying to notice their location and surroundings, they are going through a step called refocusing on the world around them.
- 5 Grounding just keeps you safe until the storm passes.

10 First, ask your students what the most common phrases they use to change a negative mood are. Then, give them a suitable amount of time and have them list some of the phrases they have thought about. As a second step, have students read the text and find out whether their phrases are similar or not. When the activity is completed, have them share their phrases with the class.

Students' own answers

11 Through this activity, students are expected to list the suggestions to change mood given by a psychologist/friend in recorded text. Explain your students that they will hear some people talking about suggestions to change mood. Have them listen to the dialog and list the suggestions they hear. If necessary, play the tapescript again and have your students carry out the task in a suitable amount of time. Monitor them during the activity. Finally, check the answers.

- Let's grab a cup of coffee.
- I suggest watching a short funny video.
- Why don't we listen to some upbeat music after coffee?
- You should exercise.

12 This activity aims to have students perform a role-play between a school counselor and a student. Put students into pairs. Ask students to follow the instructions given to create a dialog and assign their roles. Set a time limit of 10 minutes for the activity. Monitor students and help them if necessary. When they complete the task, choose a few volunteer pairs for acting the dialog out.

Students' own answers

13 Through this activity, students are expected to describe their current mood/s reflected in a painting through creative writing. First, let them take a quick look at the paintings given and choose one of them. Then, give them a suitable amount of time and have them describe their current mood caused by it. Remind them that they can also benefit from the questions given in the activity for their writing. Finally, let them share their entries with the class.

This part of the theme is supported with a supplementary writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content provided here aims to help both the teacher and students to fulfill the skill specific task at ease by providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the tasks depending on the task.

Students' own answers

- 14** Ask students to work in pairs, listen and study the intonation patterns in the sentences given. After listening, you can ask your students some questions about how falling and rising intonations occur, and add some more examples. It is suggested that you play the tapescript twice.
- 15** The aim of this activity is to enable students to practice sentence intonation and stress. Put your students into pairs. Assign them to discuss where intonation may occur in the sentences given. Remind your students that they can benefit from Part 14 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

1 I don't think so.

2 She's such a clever student, isn't she?

3 It's impossible for me to concentrate.

4 It can be true.

5 Perhaps, we could go out to take a break.

6 I'm not quite sure.

7 I felt exhausted because I didn't take a break,
didn't I?

8 I'm really surprised.

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as fundamental parts of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.



TEACHER'S ANECDOTAL OBSERVATION NOTES

A series of horizontal lines for writing, starting from the top of the notepad and extending down to the bottom edge. The lines are evenly spaced and cover the majority of the page's width.

FAVORS

- Making requests
- Accepting and declining requests
- Asking for and responding to favors



QR Code of
the Theme

1 In this activity, students are expected to associate the short dialogs with the appropriate images. First, have students read the dialogs on their own. Then, in pairs, have them examine the images and go over the dialogs together. Give students a suitable amount of time. When students are ready, have them share their answers with the class. Finally, check the answers.

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

2 Through this activity, students are expected to distinguish between formal and informal language while accepting and declining requests. Tell students that they will be discussing which dialogs in Part 1 are formal and which ones are informal. Let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class. When they are done with the task, check the answers.

Dialog 1 Informal
Dialog 2 Informal
Dialog 3 Formal
Dialog 4 Formal
Dialog 5 Formal
Dialog 6 Informal

3 This activity aims to help students identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. Explain your students that they will hear some statements related to making requests and tell them to tick the ones they hear. Play the tapescript and monitor your students during the activity. If necessary, let students listen to the statements again. When the activity is completed, check the answers.

- 1 Will you answer the phone?
- 2 Is it OK if I use your dictionary?
- 3 Can you open the door?
- 4 Would you mind closing the window?
- 5 Do you mind if I open the window?
- 6 Could you please speak up?
- 7 I was wondering if I could sit here.
- 8 Could you say that again, please?
- 9 Can I borrow your charger?
- 10 Would you mind my leaving now?

4 The aim of this activity is to activate students' reading skills and have them distinguish between formal and informal request phrases. Inform your students that they are going to read a dialog and list the request phrases as formal and informal in the table provided. Give students a suitable amount of time for the activity. Encourage your students to share their opinions with the class. Finally, check the answers.

Formal	Informal
Could you put me through to Tom Harrison, please if he is available?	Can you give me half an hour for the answer?
Would you please tell me why you are calling?	Will you please leave your cell phone number?
Would you mind waiting for a few minutes?	Can you help us write an announcement for the charity event?
Do you mind speaking up a bit, please?	

- 5 This activity aims to have students pay attention to the charity event fliers and announcements, and find out the one prepared by Tom. Let students examine the fliers for a few minutes and discuss in pairs if necessary. When it's completed, have students share their answers with the class.

Much More Than A Bazaar flier is prepared by Tom.

- 6 Tell students that they will be discussing each flier in terms of differences and similarities, and how they emphasize the charity events. Ask students to take a look at the fliers again. Let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class.

Students' own answers

- 7 This activity aims to help students write an announcement to invite people for a charity organization. Students are expected to design a flier for a charity event. First, have students think about who/what the charity event is being held for. Then, remind them to include the venue and time as part of the announcement texts. Explain students that they can also benefit from the fliers in Part 5. Have your students carry out the task in a suitable amount of time.

Students' own answers

- 8 The goal of this activity is to assist students in distinguishing between formal and informal language while accepting and declining requests based on imaginary situations. Tell your students to read the dialogs and write responses considering being formal or informal. Give students enough time to make notes and encourage them to share their answers with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

This part of the theme is supported with a supplementary writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content provided here aims to help both the teacher and students to fulfill the skill specific task at ease by providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the tasks depending on the task.

Students' own answers

- 9 This activity requires students to complete a conversation about favors in a recorded text. Tell students that they will hear the initial statements of the conversations in Part 1. Emphasize that they should complete the conversations by accepting or declining when there is a pause. Remind students that they should avoid using the phrases already given. If necessary, play the tapescript again and have your students carry out the task in a suitable amount of time. Finally, check the answers.

Students' own answers

- 10 In this activity, students are expected to examine the images and write a caption for each of them using the phrases for asking for favors. Set a time limit of 5 minutes for the activity and monitor them while they are carrying out the task. When they are done, have them share their answers with the class.

1 b 2 d 3 c 4 a

- 11** First, ask your students to think about when the last time they asked for a favor was and what it was for a few minutes. Then, put your students into pairs and let them talk about it as in the example given. Remind them that they can also benefit from the phrases given. Give them some time to think and practice what they would like to say. Monitor your students and help them with vocabulary using the target language if necessary. Have as many students as possible share their opinions with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 12** This activity gives students an opportunity to act out a self-prepared dialogue about favors. Let your students choose one of the favors they talked about in Part 11 and act it out for their friends. Remind them that they can make notes on the notepad given. Set a time limit of 10 minutes for the activity. When they complete the task, choose a few volunteer pairs for acting the dialog out.

This part of the theme is supported with a supplementary activity. It is possible to watch it by scanning or clicking the QR Code provided. The content provided here aims to help both the teacher and students to fulfill the skill specific task at ease by providing alternative options.

Students' own answers

- 13** This activity aims to have students scan a text for the specific information about a charity organization/foundation. Inform your students that they are going to read a text about Turkish Red Crescent, the largest humanitarian organization in Türkiye, and fill in the infographics. Then, put them into groups for cooperation and give them a suitable amount of time to carry out the task. Monitor and guide them while they are carrying out the task. When they are done, choose some volunteers and check the answers.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

Body of **the International Red Cross and Red Crescent Movement**

Founded in **1868**

Took over the names **Ottoman Red Crescent Society, Türkiye's Red Crescent Community, and Turkish Red Crescent Society**

Promotes **mutual understanding, friendship, cooperation, and lasting peace amongst all peoples**

Blood donations are accepted **at Kızılay Blood Centers and mobile blood donation vehicles located throughout the country.**

- 14** First, ask your students to work in pairs and study the cover letter for a scholarship. Before starting the activity, ask your students whether they have written/read a letter for scholarship, what parts should be included in this kind of letter, etc. as a warm-up. Then, give them a suitable amount of time and have them find the parts listed in the activity. Monitor your students and help them with vocabulary using the target language if necessary. Finally, check students' answers.

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

- 15** The goal of this activity is to enable students to write an application letter to an organization for scholarship. Tell them to look at the scholarship announcements given, choose one of them, and write a scholarship application letter for it. Remind them that they should include the letter parts in Part 14. Monitor students while they are writing and help if they have problems. Alternatively, you can assign it as homework and give feedback later.

Students' own answers

- 16** Ask students to study the notes and listen to the examples given in the activity. Play the tapescript once. After listening, pay attention to the notes about 'yod coalescence'. You can also ask your students some questions about how yod coalescence occurs and add some more examples. If necessary, play the tapescript again and have your students carry out the task in a suitable amount of time. Monitor them during the activity.

- 17** The aim of this activity is to enable students to practice "yod coalescence". Put your students into pairs. Assign them to read the sentences and find out where yod coalescence may occur. Remind them that they can benefit from Part 16 if necessary. Give them some time for the task. When they are ready, play the tapescript and have your students listen and check their answers. It is suggested that you play the tapescript twice.

- 1 Could you hold my laptop for me?
- 2 Would you mind if I used your pen?
- 3 Could you do me a favor?
- 4 Would you mind turning down the heater?
- 5 Could you please drive me to work?
- 6 Would you mind cooking the dinner tonight?
- 7 Could you give me a hand?
- 8 Would you please help me with my project?
- 9 Could you make a copy of this article, please?
- 10 Would you please get me some tea?

NEWS STORIES

THEME 7

- Narrating a past event/experience
- Talking about sequential actions



QR Code of the Theme

- 1** In this activity, students are expected to relate the images to the captions provided. First, put your students into pairs and ask them to examine the images, and read the captions. Then, have students discuss and tick the better caption for each image. Set a time limit of 5-6 minutes for the activity. Have as many pairs as possible share their opinions with the class. Finally, check the answers.

- 1 Before we started, we posed with smiles.
 We worked hard, and finally posed with smiles.
- 2 First, I picked vegetables, and then I did yoga.
 First, I did yoga, and then I picked up vegetables.
- 3 I stood at the top while admiring the lake view.
 I admired the lake view, and then stood.
- 4 While I was having the video call, I was happy.
 I was happy after I had the video call.
- 5 Passersby watched, and following this, the firefighters worked.
 The firefighters worked. Meanwhile, the passersby watched.
- 6 We were both having coffee while we were examining the report.
 Firstly, we had coffee. Next, we examined the report.

- 2** The aim of this activity is to activate students' reading skills considering the details in the news story. Tell your students to read the text carefully on their own and fill in the table with the actions of the people and the details about the setting in a suitable amount of time. Monitor them while they are carrying out the task. When it's completed, have students share their answers with the class.

DETAILS ABOUT THE SETTING

a warm Saturday evening of April, with 21°C outside, at the Waterloo Stadium, the cup final game, the atmosphere at the stadium was amazing besides the weather. All the tickets were sold out. Waterloo Stadium was ready to host the cup final game. Waterloo was the home team. The Waterloo team started the game badly, so they conceded a goal in the 21st minute of the game. Therefore, the Waterloo team players got demoralized, and the fans felt disappointed. Meanwhile, the Waterloo coach was following the game carefully and discussing it with his assistants.

THE PLAYERS

managed to carry out the fresh tactics successfully, kept fighting.

THE COACH

noticed the weaknesses, changed the tactic, made effective substitutions.

THE FANS

did not quit cheering for their team, kept shouting chants.

- 3** The goal of this activity is to have students write a news story/a past experience. First, let students think and decide whether they are going to write a news story or a past experience and make the table of it. Remind students that they can also benefit from Part 2. Then, have them put it down in a text including the setting details and actions of the people involved. Give students a suitable amount of time. Monitor students while they are writing and help them if necessary. Alternatively, you can assign it as homework and give feedback later.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

- 4** Inform students that they are given an online chat about the cup final game in Part 2 and there are some underlined cohesive devices in it as well. Tell students to work in pairs. Then, have them read the chat paying attention to how these cohesive devices are used. As the last step, students are expected to replace them using the ones provided. Monitor and guide them while they are carrying out the task. When they are done, choose some volunteers and check the answers.

- | | |
|-------------|-------------|
| 2 Next | 10 Likewise |
| 1 Initially | 9 So |
| 4 Firstly | 3 Afterward |
| 5 Secondly | 7 Later |
| 6 Thirdly | 8 But |

- 5** Through this activity, students are expected to complete a recorded text using cohesive devices. Explain students that they will listen to the first part of the Covid-19 history and fill in the missing parts using cohesive devices. Play the tapescript and monitor your students during the activity. If necessary, play the tapescript again and have your students carry out the task in a suitable amount of time. When the activity is completed, check the answers.

- | |
|------------------|
| 1 First |
| 2 Then |
| 3 Following this |
| 4 Therefore |
| 5 Similarly |

- 6** The aim of this activity is to have students list the sequences of the past events in a recorded text. Students are expected to listen to the second part of the Covid-19 history and list the main events. Have your students listen to the tapescript twice and monitor them during the activity. When the activity is completed, have students share their notes with the class. Finally, check the answers.

- | |
|--|
| <ul style="list-style-type: none">• World Health Organization declared Covid-19 a pandemic.• Covid-19 vaccines started to come and slowed down the spread.• China began to return to normal.• Most countries managed to return to normal. |
|--|

- 7** Through this activity, students are expected to reorder the past events in a news story. Inform your students that they are going to read a news story and put the events into the correct order. Tell your students to read the text carefully on their own in a suitable amount of time. Let them discuss the order of the events in pairs if necessary. Encourage students to share their opinions with the class. Finally, check the answers.

- | |
|--|
| 3 a Munira had to travel a lot. |
| 4 b Omar noticed the change in his mother. |
| 2 c Munira tried to protect Omar. |
| 5 d The dream of Omar came true. |
| 1 e Munira set off for school. |

- 8** Inform your students that the paraphrased form of the first part of the news story by a journalist for a magazine is given in this part. Then, put them into groups and let them compare and study the two forms of the story. Ask them to discuss the changes in terms of sentence structure, synonyms, and phrases. Explain your students that line numbers are provided so that they can specify each line while expressing the changes. Monitor and guide them while they are carrying out the task. When they are done, choose some volunteers to share their answers.

- 9** Students are expected to work in groups and paraphrase the rest part of the news story in Part 7. Explain your students that line numbers are provided so that they can specify each line while expressing the changes. Set a time limit of 10 minutes for the activity. Have them share their text with the class and discuss the changes.

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Students' own answers

- 10** Put students into pairs and explain them that a news story on presentation slides is given in this part. Ask them to read and circle which slide has the answer(s) to which of the questions given. Set a time limit of 10 minutes for the activity. Monitor students and help them if necessary.

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- 3** a How did it begin?
- 5** b What were the details about the setting (time, date, place, weather, etc.)?
- 3** c What interrupted the normal course of events?
- 4** d What were the first reactions?
- 2** e What did people do to get over the problem?
- 1** f What happened at the end?

The e-content required for the competence E12.7.R2 was presented through an alternative task using the story with jumbled paragraphs on Page 84 of the coursebook. This was done so purposefully because the theme content focuses on various stories and presenting a new story here would be time-consuming and more challenging.

- 11** First, let them consider the questions in Part 10. Then, ask them to create the content of a news story they have read or heard about, using the empty slides given. When they are ready, have as many students as possible share their presentations with the class.

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Students' own answers

- 12** Put students into pairs. Ask them to study the news story in Part 10 and make a list of the keywords for narrating and describing events. Remind them that they can benefit from the news stories in Parts 2 and 7. Set a time limit of 10 minutes for the activity. When they are done, have them share their answers with the class.

Students' own answers

- 13** This activity aims to have students narrate past events. First, let students consider all the factors while narrating past events throughout the theme content. Then, ask them to narrate events of their choice for the class. Encourage them to share their answers with the class.

Students' own answers

14 Let students work in pairs and study the notes related to sentence stress given. Pay attention to sentence stress, ask your students some questions, and add some more examples if necessary. Have your students carry out the task in a suitable amount of time. Monitor them during the activity.

15 The aim of this activity is to make students practice sentence stress appropriately. Put your students into pairs. Assign them to listen and determine the stress patterns. Remind them that they can benefit from Part 14 if necessary. When they are ready, play the tapescript and have your students listen and check their answers. It is suggested that you play the tapescript twice.

1	The	boys	sang	a	song	happily.		
	unstressed	stressed	stressed	unstressed	stressed	stressed		
2	Last night	I	saw	a	car.			
	stressed	unstressed	stressed	unstressed	stressed			
3	While	she	was walking,	she	heard	a	strange	sound.
	stressed	unstressed	stressed	unstressed	stressed	unstressed	stressed	stressed
4	I	ran	quickly	to	the	house.		
	unstressed	stressed	stressed	unstressed	unstressed	stressed		
5	What	did	you	buy	for	her	birthday?	
	unstressed	unstressed	unstressed	stressed	unstressed	stressed	stressed	

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as fundamental parts of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.



TEACHER'S ANECDOTAL OBSERVATION NOTES

A series of horizontal lines for writing, starting from the top of the notepad and extending to the bottom, providing space for anecdotal observation notes.

ALTERNATIVE ENERGY

THEME 8

- Describing problems
- Making complaints
- Offering solutions



QR Code of
the Theme

1 In this activity, students are expected to categorize the energy sources provided. Tell them to take a look at the images related to energy sources and discuss, in pairs, which energy sources are renewable and which are non-renewable. Also, remind students to tick the appropriate boxes. Give them a suitable amount of time for the task. When they are done, check the answers.

- | | |
|-----------------|-----------------|
| 1 Renewable | 5 Renewable |
| 2 Renewable | 6 Non-renewable |
| 3 Renewable | 7 Renewable |
| 4 Non-renewable | 8 Renewable |

2 The aim of this activity is to activate students' reading skills and have them find out which of the following subjects are covered in the text. Tell your students to read the text carefully on their own in a suitable amount of time. Monitor them while they are carrying out the task and allow them to use their dictionaries if they need to. When students are ready, let them share their answers with the class. Finally, check the answers.

- | |
|---|
| <input checked="" type="checkbox"/> 1 Most used energy sources |
| <input checked="" type="checkbox"/> 2 Strengths of fossil fuels |
| <input checked="" type="checkbox"/> 3 Disadvantages of fossil fuels |
| <input type="checkbox"/> 4 Energy crisis in the world |
| <input checked="" type="checkbox"/> 5 The need for alternatives |
| <input checked="" type="checkbox"/> 6 Types of alternative energy |

3 The goal of this activity is to have students summarize a reading passage about alternative energy. First, put them into groups for cooperation. Then, ask your students to take a quick look at the text in Part 2 again and write a summary of it. Set a time limit of 5-6 minutes for the activity. When students have finished writing, let them share their summaries with the class. Also, remind students to vote for each other. Finally, announce the best summary and have your students give the winner a round of applause. Being a good representative of the original text, being clear and brief, having acceptable accuracy and coherence issues, etc. can be some criteria for the selection of best summary.

Students' own answers

4 This activity aims to provide students with an opportunity to participate in an informal debate about alternative energy in the future. Explain them that the infographics given are related to the comparison of alternative energy and fossil fuels in different aspects. First, put your students into pairs and ask them to study the infographics. Then, have them discuss examples of the aspects provided. Set a time limit of 5-6 minutes for the activity. Encourage them to share their opinions with the class.

Students' own answers

5 Through this activity, it is aimed to help students write their opinions about the usage of alternative energy. Students are expected to read the forum comments related to the usage of alternative energy in the future and write their own opinions on it. Put them into pairs and give them a suitable amount of time for the activity. Also, remind them to use the infographics in Part 4 for further details. Monitor and guide them while they are carrying out the task. When they are done, have as many students as possible share their opinions with the class.

Students' own answers

6 The aim of this activity is to have students write a dialog about alternative energy following the instructions. First, put your students into pairs. Then, remind them that they should refer to the reading text in Part 2 and the infographics in Part 4. Monitor students while they are writing and help if they have problems. Finally, have students share their dialogs with the class.

Students' own answers

7 This activity aims to have students analyze a reading passage to find out solutions to environmental problems. Inform your students that they are going to read and analyze a text related to global warming and climate change. Put your students into pairs. Tell your students to read the text carefully on their own in a suitable amount of time. Then, in pairs, ask them to focus on the solutions and discuss which of them will work best for the environmental problems given. Encourage students to share their opinions with the class. Finally, check the answers.

- ⊙ Reconsidering consumption habits
 - Awareness-raising activities
- ⊙ Avoiding overuse of paper
- ⊙ Conserving water and electricity
 - Replacing disposable items with reusable ones
- ⊙ Using public transportation

8 In this activity, students are expected to work in pairs and study the social media communication of a city mayor with fellow citizens. Give students a suitable amount of time and have them list the phrases for making complaints and offering solutions. When they are done, have as many students as possible to share their sentences with the class and help with correction if necessary.

Phrases for Making Complaints	Phrases for Offering Solutions
I'm sorry to say this, but ...	I think we should ...
Don't get me wrong, but I think ...	The solution to this problem is ...
Sorry to bother you, Mr. Mayor, but I think ...	The municipal police should be ...
I have a complaint to make ...	Those factories should be ...
I hate to tell you, but ...	In order to solve this problem ...

9 This activity aims to involve students in making complaints and offering solutions to environmental/energy problems. First, tell students to imagine that they are talking to the mayor of their hometown. Let them think what environmental problems they would complain about, and what solutions they would offer. Then, give students a suitable amount of time and have them work in pairs and make notes. Remind them that they can refer to the text in Part 7 and the media communications in Part 8. Monitor and guide them while they are carrying out the task. Finally, let them share their entries with the class.

This part of the theme is supported with a further speaking activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the task.

Students' own answers

10 Put your students into pairs and let them study the email. Have them discuss and match the parts to the content. Set a time limit of 3-4 minutes for the activity. When they are ready, choose some volunteers and check the answers.

- | | |
|---|----------------------|
| f | 1 closing |
| d | 2 solution |
| a | 3 salutation |
| b | 4 reason for writing |
| e | 5 expectation |
| c | 6 complaint |

11 The goal of this activity is to involve students in writing an email of complaint to a local authority about an environmental problem to suggest solutions. Explain students that they can also benefit from the email in Part 10. Set a time limit of 10 minutes for the activity and monitor them while they are carrying out the task. When they are done, have them share their answers with the class.

Students' own answers

12 This activity aims to have students note down the solutions to the problems of excessive energy consumption around the world in a recorded text. First, tell students that they are going to listen to Linda and Kate talking about excessive energy consumption, and take notes about the problems and solutions. Have them listen to the dialog twice. Then, ask them to give other examples of saving energy. Monitor them during the activity. When they are ready, choose some volunteers and check the answers.

Problems
Excessive energy consumption
Not shutting down the computers
Low quality electric light bulbs
Electronics on standby mode
Solutions
Using public transportation instead of driving to work
Shutting down the computers before leaving office
Getting LED bulbs
Unplugging idle electronics

13 Ask students to work in pairs, listen and study the notes related to intonation patterns in the sentences given. After listening, you can ask your students some questions about how falling and rising intonation occur, and add some more examples. It is suggested that you play the tapescript twice. Monitor them during the activity.

- 14** The aim of this activity is to enable students to use intonation in a sentence appropriately. Put your students into pairs. Assign them to discuss where intonation may occur in the sentences given. Remind them that they can benefit from Part 13 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

-
- 1 What is your name?
 - 2 Good evening!
 - 3 Did you hear what happened?
 - 4 I'm sure you will find a solution.
 - 5 I don't think I will come to the party.

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

The aim of the portfolio projects is to have students revise the highlights of the theme content in an organized way. Facilitating students' critical thinking skills through their involvement in shaping learning and assessment processes is another desired contribution. In addition, these projects are intended to raise students' awareness as they will need to go through the stages of exploration and peer evaluation as fundamental parts of the projects. In order for the projects to serve effectively, make sure all the instructions are clearly understood. It is essential that you set a time limit, guide students during their work, and give feedback till an acceptable level is achieved. The copies can be stored either by students/teachers or by both.

An interactive test made up of various types of questions is attached to each theme. Remind students to scan or click the QR Code provided and do the test to find out their achievement level of the theme. It is suggested that you keep a record of students' scores and give explanations for the troublesome points.

TECHNOLOGY

THEME 9

- Talking about things needed to be done
- Asking and answering questions in interviews



QR Code of
the Theme

- 1** In this activity, students are expected to relate the images to the statements provided. First, have students examine the images for a while. Then, ask students to imagine what the objects in the images would say if they could talk and tell them to match the images with the statements. Remind your students that more than one option is possible. Set a time limit of 5-6 minutes for the activity. Have as many students as possible share their opinions with the class. Finally, check the answers.

- b** 1 Wash by yourself or have me washed! (**c is the other option.**)
a 2 Do not wash me in the washing machine, get me dry-cleaned!
f 3 Have me serviced as soon as possible!
e 4 I'm worn-out. Get me repaired.
d 5 My screen is broken. Get it changed!
c 6 Clean by yourself or have me cleaned. (**b is the other option.**)

- 2** Inform your students that they are going to read a definition and text related to refurbishment. Tell your students to read the text carefully on their own in a suitable amount of time. Then, guide them to a whole-class discussion about how refurbishment can be of help considering the following. Encourage students to share their opinions with the class.

Students' own answers

- 3** This activity is designed to boost students' vocabulary related to describing feelings. First, tell your students to study the consumers' forum about a store selling both refurbished and brand-new items. Then, they are expected to categorize the expressions in bold. Give students a suitable amount of time and monitor them during the activity. When students are ready, let them share their answers with the class. Finally, check the answers.

Expressions of Surprise	Expressions of Happiness	Expressions of Interest	Expressions of Indifference
<ul style="list-style-type: none"> • Are you serious? • I can't believe it! 	<ul style="list-style-type: none"> • Great! • It gives me a great pleasure. 	<ul style="list-style-type: none"> • I'm really into • I'm keen on 	<ul style="list-style-type: none"> • It makes no difference to me. • I wouldn't mind it at all.

- 4** The aim of this activity is to activate students' speaking skills through a discussion about second hand items. Tell your students to examine the images of the items and ask them whether they would buy them or not by stating reasons. Encourage them to share their opinions. Give your students some time to think and make notes, and then move on to discuss together.

Students' own answers

- 5** Inform your students that they are going to read the text and answer the questions. Tell your students to read the text carefully on their own in a suitable amount of time. Let them discuss the answers in pairs if necessary. Encourage students to share their opinions with the class. Finally, check the answers.

- 1** Maryd was skilled at repairing things, particularly household appliances.
2 Maryd's parents supported him by allowing him to work on broken items and having him repair the broken things.
3 Maryd feels happy through self-fulfillment.

- 6** The goal of this activity is to have students categorize information in everyday materials, like websites, brochures and magazines. Inform your students that they will be making a content analysis in this activity. Tell students to take a quick look at Parts 2 through 5. Then, have them categorize the content as informative, commercial, narratory, and discussionlike. Set a time limit of 6-7 minutes for the activity. This part of the theme is supported with a supplementary reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

Part 2: Informative
Part 3: Discussionlike
Part 4: Commercial
Part 5: Narratory

- 7** This activity aims to have students list the things needed to be done in a recorded text. Explain students that they will listen to Linda's voice message to Susan and find the things to be done in their new apartment. Play the tapescript once. Ask your students to listen to the message carefully. If necessary, play the tapescript again and let your students fulfill the task in a suitable amount of time. Monitor them during the activity. When the activity is completed, check the answers. This part of the theme is supported with a further listening activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

- help the cleaner clean the bathrooms
- call the service provider
- try to convince them for an earlier Internet installation
- show the painter the walls that need painting

- 8** The aim of this activity is to have students write a note asking someone to have something done. Students are expected to read the dialog between John and Tony, and then write the message to Tom asking him to have things done. Give students a suitable amount of time for the activity. Monitor students while they are writing and help if they have problems. Finally, have students share their messages with the class.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

Suggested Answers

Can you please call your friend and have him do the work for us? We need to get the walls painted, get the toilet seat fixed, have the faucets replaced, and the railings repaired. Thanks, bye!

- 9** Inform your students that they are going to watch a video about technological developments and discuss the main idea of it. Tell them to focus on the video and not to disturb each other while watching. Play the video and give students a suitable amount of time to think about what they would like to say related to the main idea of it. If necessary, play it again. Then, guide students to a whole-class discussion and encourage them to share their opinions with the class.

Students' own answers

10 Inform your students that they are going to study the text describing a hi-tech product and do the exercises. First, ask them to read the text carefully. For the first exercise, let them find out which of the given expression the paragraph covers. Then, have them read the text again and replace the linking words with the ones given in bold in the text. As for the last activity, tell them to place the linking words in the table. Finally, check the answers.

This part of the theme is supported with a further writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the task.

1 why the device is of interest to you
 the price of the device
 the functions
 the production steps of the device
 the differences it introduces
 the opinion(s) on the device

2

eventually	thus (2)	but
Finally	Therefore	however
	so	

also	since	firstly
Then	because	First

3

Reason	Result	Contrast	Sequence
since	thus	but	firstly
			eventually
			also

11 Put your students into pairs and tell them to study the forum responses to the hi-tech product described in Part 10. Then, ask them to replace the phrases of feelings given in bold with the ones in the box. Set a time limit of 3-4 minutes for the activity. Monitor your students during the activity. Finally, check the answers.

a Yippee!
 b I'm mad about it.
 c I couldn't care less.
 d That's great!

12 The aim of this study is to make students write a description of a hi-tech product by using linking words. First, let students think about the hi-tech product they are going to write. Then, explain them that they should include linking words in their description. Remind students that they can also benefit from Part 10. Monitor students while they are writing and help them if necessary. Alternatively, you can assign it as homework and give feedback later.

Students' own answers

- 13** The goal of this activity is to provide students with an opportunity to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. Students are expected to listen to their classmates' descriptions of hi-tech products they have described in the previous part and exchange ideas and feelings about them. Ask them to try to use phrases of surprise, happiness, interest, or indifference as in Parts 3 and 11, and from the boxes given. Be careful about pronunciation issues and encourage them to share their ideas.

Students' own answers

- 14** Tell students that they will be discussing how technological devices or innovations affect social life considering the items given. Let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class.

Students' own answers

- 15** First, put your students into groups and tell them to imagine that they are going to interview a sociologist about the influences of technology on social life. Then, ask them to write as many questions as possible for the interview. Set a time limit of 5-6 minutes for the activity. Monitor your students during the activity. Have as many students as possible share their questions with the class.

Students' own answers

- 16** The aim of this activity is to help students make an interview with a friend about the influence of technology on social life. Tell them to walk around the class and ask the interview questions to their classmates. Let them take notes. Have your students carry out the task in a suitable amount of time. Monitor your students during the activity. When they are finished, tell them to discuss the points that they think are interesting.

Students' own answers

- 17** Through this activity, students are expected to write a for and against essay discussing technology. Inform your students that they are going to read the essay given and do some exercises related to the text. Ask them to work in pairs, read the essay carefully, and then do the first exercise. Set a time limit of 5-7 minutes. As for the second activity, let them take a quick look at the essay and complete the list given. For the last activity, ask them to choose an aspect of technology and list the arguments for and against it. Then, let them write an essay in their notebooks as the essay given. Monitor your students during the activity. When the activity is completed, check the answers.

- 1** 1 a
2 a
3 b
4 a

2	Arguments for Refurbishment	Arguments against Refurbishment
	1 helps with the family budget	1 not so helpful with the family budget
	2 more eco-friendly	2 waste of time and money
	3 maintains emotional bonds with the belongings	3 more difficult to sell on second-hand shopping websites

- 3** Students' own answers

18 In this activity, students are expected to identify the written lexis and jargon about a web-page on technology. Explain your students that there is a sample webpage. Let them take a quick look at the webpage and ask them to write the names of the elements of a webpage beside the numbers given according to the definitions in the text. Have your students carry out the task in a suitable amount of time. Monitor them during the activity. When students are ready, let them share their answers with the class.

- | | |
|-----------------------|--------------------------|
| 1 advertisements | 5 the back-to-top button |
| 2 the navigation menu | 6 the scroll bar |
| 3 social share links | 7 the footer |
| 4 the address bar | 8 a search box |

19 Ask students to work in pairs, listen and study the stress patterns in the words given. After listening, you can ask your students some questions about word or syllabus stress, and add some more examples. It is suggested that you play the tapescript twice.

20 The aim of this activity is to enable students to practice word stress correctly. Put your students into pairs. Assign them to discuss, read and determine the stress patterns of the words given. Remind them that they can benefit from the examples in Part 18 if necessary. Give them some time for the task. When they are done, choose some volunteers and check the answers.

- ○
1 **Fifty** people responded to the survey.
- ○
2 She cooled **herself** with a hand fan.
- ○
3 **Mr. Thomas** is a very able technician.
- ○
4 The **trainee** pilot flew his first solo today.

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

PORTFOLIO PROJECTS

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MANNERS

- Talking about wishes and regrets
- Apologizing
- Giving explanations



QR Code of
the Theme

- 1** This activity aims to have students pay attention to the images and share their opinions about what the people in the images wish. Give students enough time to discuss in pairs first. Then, guide them to a whole-class discussion.

Students' own answers

- 2** In this activity, students are expected to read the text message, pay attention to the phrases in bold, and classify them in the table given. Tell your students to read the text carefully on their own in a suitable amount of time. Let them discuss the answers in pairs if necessary. Encourage students to share their opinions with the class. Finally, check the answers.

Phrases for Apology	Phrases for Regrets and Wishes
<ul style="list-style-type: none"> • I'm so sorry. • I should've gotten my car serviced timely. 	<ul style="list-style-type: none"> • I wish it wasn't ... • I wish I were there with you at the wedding. • I wish I had worked harder and hadn't postponed most of the work till the last day. • If only I could bring back those days. • wish you happiness for a lifetime.

- 3** The aim of this activity is to have students identify the phrases about wishes, regrets, and apologies in a recorded text. Explain students that they will listen to Mostapha Sare and write phrases related to wishes, regrets, and apologies. Play the tapescript once. Ask your students to listen to the audio carefully. If necessary, play the tapescript again and let your students fulfill the task in a suitable amount of time. Monitor them during the activity. When the activity is completed, have students discuss their answers. Finally, check the answers.

- I apologize to all sports fans, in particular the fans of my team for what I did in the game yesterday.
- I wish I hadn't seen the red card.
- I should have been more careful.
- I shouldn't have committed such a bad foul.
- I wish I hadn't moved back my elbow.
- I'm so sorry.
- Please accept my apologies James, please accept my apologies our dear fans!
- If only there were no injuries in sports.

- 4** Inform your students that in this activity, they are expected to read the forum entries and study the ways of expressing apologies, regrets, and wishes. Give students a suitable amount of time for the activity. Let students discuss in pairs if necessary. Monitor and guide them while they are carrying out the task.

- 5** Put your students into pairs and ask them to examine the pictures in Part 1 and read the captions. Then, have students discuss and tick the better caption for each image. Set a time limit of 5-6 minutes for the activity. Have as many pairs as possible share their opinions with the class. Finally, check the answers.

- a** I wish I had reached the summit soon.
 I wish I reached the summit soon.
- b** If only you had been more careful while playing.
 If only you didn't play.
- c** We wish the iftar arrived soon.
 We wish the iftar had arrived.
- d** We wish the game started soon.
 We wish they would make an effort to win.
- e** I wish the exam started.
 I wish I had studied harder.
- f** If only I could fly like them.
 If only I had flown.

- 6** The goal of this activity is to involve students in expressing regrets, wishes, and apologies. First, tell students to read the situations carefully. Then, through notes, have them express their apologies, regrets, and wishes to the people mentioned. Set a time limit of 5-6 minutes for the activity. Monitor students while they are writing and help if they have problems.

This part of the theme is supported with a supplementary writing activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options. Once students have exported/shared their works/replies, the feedback is to be given by the peers/teachers depending on the task.

- a** Students' own answers

Suggested Answers

I'm terribly sorry for missing the online meeting. It was not about me. It was due to an unstable connection. If only I had joined the meeting.

- b** Students' own answers

Suggested Answers

Please accept my apology for your birthday. I have a deep regret for missing the bus. If only I had been more careful about timing.

- 7** The aim of this activity is to help students write a letter on wishes, regrets, and apology. Students are expected to think about an incident in their life that required expressing apologies, regrets, and wishes. Then, have your students make notes in a suitable amount of time. When students are done with the activity, have them share their apologies, regrets, and wishes with their friends. Be careful about pronunciation issues and encourage them to speak.

This part of the theme is supported with a supplementary video. It is possible to watch it by scanning or clicking the QR Code provided. The decision to use it as a part of the whole-class activity by running it on the interactive whiteboard or to have students benefit from it individually is left to the teacher.

Students' own answers

8 In this activity, it is aimed to have students organize descriptions of events, feelings, and wishes in diaries. First, tell your students to read the text carefully on their own. Then, let them fill in the table. Give them a suitable amount of time and monitor them while they are carrying out the task. When students are ready, let them share their answers with the class.

This part of the theme is supported with a further reading activity. It is possible to watch it by scanning or clicking the QR Code provided. The content presented here gives students the opportunity to move the skills desired to further levels providing alternative options.

The Events Mentioned
The workshops
Leisure activities
Guided campus walks and sports games
The Feelings Mentioned
relaxed
emotional
nervous
worried
calm
confident
The Wishes Mentioned
all the seminars had similar atmospheres
not having misconceptions about other cultures
the seminar not coming to an end

9 This activity aims to have students write personal letters describing their experiences, feelings, and events in detail in relation to the topic. Ask students to write about one of their experiences in an informal letter to one of their friends. Explain them that they should describe the events and how they made them feel as covered in the diary in Part 8. Give them a suitable amount of time to complete the activity. Monitor them while they are writing and help if they have problems.

Students' own answers

10 Through this activity, it is aimed to help students identify the main conclusions in argumentative texts. Inform your students that they are going to read a text about manners and tick the conclusions they can make. Tell them to read the text carefully. Give them a suitable amount of time to carry out the task. When they are ready, choose some volunteers and check the answers.

- 1 Manners are more or less the same all around the world.
- 2 Manners may be interpreted in different ways.
- 3 Culture-specific manners may cause problems for strangers.
- 4 Culture-specific manners are vital to globalization.

SELF-ASSESSMENT

Tell students to consider their performances for the self-assessment tasks given and to tick the competence expressions matching best with their performances. There are no certain answers to the questions in this part. Students are expected to answer the questions by considering their own levels. Remind your students that this part is just for the sake of awareness about the progress. At the end of each unit, as a teacher, you can check the answers and if necessary, give feedback.

Students' own answers

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TAPESCRIPTS

THEME 1 COURSEBOOK

Tapescript 1.1 Listen to the extracts of the ringtones given. Then, discuss why people may have chosen them.

Tapescript 1.2 Listen and fill in the missing parts of the media tool ad.

Ladies and Gentlemen!

It's that weekend again!

It's time to have fun!

It's time to see great artists performing live!

It's time to be part of the festival crowds!

The City Park will host the annual jazz festival from Friday through Sunday, 18th, 19th, 20th July. From 6 to 10 p.m. every day. Only for \$10 per day. Do not miss the chance of a year. Few tickets left!

Tapescript 1.3 In pairs, study the intonation patterns in the sentences below.

Have you heard of the composer?

You can read notes, can't you?

Turn the radio down!

Which album is yours?

How nice of you!

Should we listen on-site or online?

He conducted the orchestra, greeted the audience, and left the stage.

If you listen to this song, you may feel relaxed.

Would you like another piece?

THEME 1 WORKBOOK

Tapescript 1.1 Now, listen and check the answers.

Ava Look, what I've found here; a thread about mood and music choices.

Alex Are they related at all?

Ava No doubt about it. There are hundreds of articles on that. They say so.

Alex I don't say I disagree, but I'm still doubtful.

Ava Come on! We are talking about scientific research here. There is evidence.

Alex That's for sure. I say people may tend to use music to change moods. A sad person does not necessarily need to listen to sad music. They may listen to something cheerful to change their negative moods.

Ava You have a point there. However, it still is about music and mood in a different way. Music serves as a mood changer.

Alex Absolutely! I mean, the relationship between music and mood has different aspects.

Ava That's 100% true. Then, let's listen to music. Here comes my favorite piece.

THEME 2 COURSEBOOK

Tapescript 2.1 You'll hear Doctor Timmons, a sociologist, talking about friendship in her lecture. Listen and tick the qualities of a good friend based on your inferences.

A good friend means a lot. When it comes to the psychological needs of people, a good friend is always one of those at the top. There are times when people need support, and it finds you if you have true friends. There are times when people need to feel their values, and good friends give that feeling to you. They respect your opinions, emotions, actions. When you cannot do something on your own, they are there to give you a hand. When you are together with your close friends, you feel comfortable, safe, and relaxed. This is amazing. Thanks to good friends, life is much better and easier.

TAPESCRIPITS

Tapescript 2.2 Listen to the dialog and fill in the missing parts of the player profiles.

Henry Oh, look at the player profiles. I didn't know Roger Federer was 5 years older than Rafael Nadal.
Susan Really? How old are they?
Henry Nadal is 37. Federer is 42.
Susan Federer cannot be in his forties. He looks much younger.
Henry When did they start to play tennis?
Susan That does not exist here, but Federer turned professional in 1998, Nadal in 2001.
Henry Not surprising. Is Nadal British?
Susan Come on! That's Andy Murray. Nadal is Spanish. He was born in Mallorca, Spain. Federer was born in Basel, Switzerland. Oh, look at this! I wouldn't believe this if I didn't see here.
Henry What's that?
Susan The rankings. Nadal is in the fourth place and Federer holds the twenty-seventh. How come!
Henry That must be because of age and, of course, injuries. They've suffered serious injuries and they haven't performed well. Is that all? Are they completely different? Don't they have anything in common?
Susan Not much, but, surprisingly, their heights and weights are the same. They are both 85 kilos and 185 centimeters.
Henry Ha hah haa! That's very interesting ...

Tapescript 2.3 In pairs, listen and study the stress patterns in the words below.

cat
apple
clever
decide
between

I have a deep respect for her work.
I respect you.

THEME 2 WORKBOOK

Tapescript 2.1 Listen and fill in the missing parts.

I've known Sandra for a long time. She is a close friend of mine. She is very sincere and helpful. She never tells lies, so I can always trust her. She is always thoughtful; she is never selfish. She often makes me laugh because she is humorous and lively. I can share my secrets with her easily because she always keeps them. She has never left me halfway through. She is the most loyal friend I've ever had.

THEME 3 COURSEBOOK

Tapescript 3.1 You will hear Gülnur Aybet, Permanent Representative of Türkiye to UNESCO, speaking at a UNESCO meeting on Ukraine. Listen and try to guess the meaning of the phrases given.

Distinguished colleagues, education is a fundamental human right that lies at the center of UNESCO's mandate. However, in the current situation, 7.5 million students in Ukraine are deprived of this right. Türkiye invites all member states to ensure the security of educational institutions at all levels, including the safety of teachers, instructors, and students. In addition, Türkiye attaches great importance to the relocation and evacuation of foreign students without any discrimination from cities under attack. In this context, the creation of a humanitarian corridor is vital. We also encourage UNESCO to take all necessary measures within its mandate without delay to secure the continuity of education. We also condemn the attacks on cultural properties, including world heritage sites which belong not just to Ukrainians but to all of humanity.

TAPESCRIPTS

Tapescript 3.2 You will hear Gülnur Aybet, Permanent Representative of Türkiye to UNESCO, speaking at a UNESCO meeting on Ukraine. Which of the phrases in Part 19 does she mention in her speech? Write the numbers of the phrases she uses in the correct category.

Distinguished colleagues, on the other hand, access to education, freedom of expression, protection of artists should remain our focus even during these dark times. Ordinary people should not be the victim of the actions of their governments, either. Discriminative and prejudiced actions against civilians, literature, students, and artists in the international sphere are not acceptable to us. We need not follow a trail that leads to discrimination and hate. As a country that has been hosting more than four million refugees for almost a decade, we call on all countries, especially the neighboring ones, to open their doors to those who seek refuge for themselves and their families with no discrimination.

Tapescript 3.3 In pairs, listen and study the stress patterns in the words below.

quietly	creation	democracy	keyboard	bad-tempered	understand
---------	----------	-----------	----------	--------------	------------

THEME 3 WORKBOOK

Tapescript 3.1 Listen and complete the dialog.

Mom Jane, you don't look well. Is everything OK? It must be about your first day at work.
Jane That's right, Mom. I don't feel good. It was a tough day.
Mom Come on, honey! Tell me what happened.
Jane First, the parking lot for the disabled was occupied, and the wheelchair ramp was too steep. That's not all. The tables at the cafeteria were spaced tightly. The mirror in the restroom was mounted a bit high. That's the summary of my perfect day.
Mom Oh, Jane, calm down honey, and remember how strong you are! Now, let's go step by step. Why don't you use the subway instead of driving to work?
Jane That's great. Then, I won't have to deal with the parking lot issues. What about the wheelchair ramp?
Mom I suggest talking to the officials about that. I'm sure, they will do their best.
Jane I hope so, Mom.
Mom And, about the cafeteria, we should ask the management for a disabled-friendly design.
Jane That'll be good, after all, we spend our breaks there.
Mom And, here is the last thing, the mirror. Let's not do anything about it. You don't need mirrors. You are already very beautiful.
Jane Come on, Mom. That's your view.
Mom You can use your own small mirror.
Jane Oh, Mom, you are the best one on Earth. How lucky I am to have you.
Mom The good luck is mine, honey. I have you.

THEME 4 COURSEBOOK

Tapescript 4.1 Listen to Dr. Kent talking about virtual reality and imaginary world. Which of the following topics are covered in his speech?

You may think that the origins of virtual reality are recent but it is not so. The invention dates back to as far as the mid-50s. Many people consider a machine with a built-in seat that played 3D movies to be one of the first virtual reality devices.

Thanks to virtual reality technology, the user can interact with a computer-generated environment. This makes it possible for the user to be in various environments as long as they are simulated. In addition to simulated environments, immersions in an imaginary world are possible. These are possible with a headset. That isolates you from your real environment and the application on the headset makes the experience almost real.

More and more applications come out with recent headsets or helmets, which means more possibilities through the virtual reality technology. Businesses and sectors have started to invest even more money to benefit from the comfort and safety of the virtual reality technologies. It seems that it is one of the technologies to dominate the future.

TAPESCRIPTS

Tapescript 4.2 Now, you will hear statements from an interlocutor. Imagine that you are having a debate with him over virtual reality. Upon hearing the statements, oppose them by using your notes.

Virtual reality is overrated.

It is not likely that most people will have access to virtual reality.

Virtual reality cannot dominate the future.

Tapescript 4.3 You will hear two people talking about imaginary future. Listen and take notes for the categories given.

Ekbale Hey, Bruce, what is that?

Bruce A foldable mini trailer. Our new project.

Ekbale Interesting! I've never heard such a thing before.

Bruce You are not the only one. We are not the inventors of it but are trying to come up with a better and more functional design.

Ekbale What's the reason behind?

Bruce Well ... It has a lot to do with the way we imagine the future.

Ekbale Tell me more about that.

Bruce Sure. People are going to live in smart houses and rely on smart technologies. Most people are going to wear smart glasses, and these smart glasses will guide them in everyday life. Robots are going to do all the household chores. We can already see some examples of this. From robot cleaners to smart cars.

Ekbale That's right.

Bruce And work. We believe most of the traditional jobs will disappear. People will not work for the same company or institution for years. Changes will occur too fast. We guess that projects will employ people, not institutions or companies. Therefore, there is no doubt that people will need to have more skills to be employed. Much of the work will be done from home. Telework, I mean. Today's traditional offices will not exist.

Ekbale What does that have to do with the foldable trailer?

Bruce Wait. I'll tell you. First, you need to figure out how we see the future.

Ekbale Go ahead, then.

Bruce Social life is going to go through serious changes. People will spend more time at home. Children will have the chance to choose between face-to-face and distance education. Family members will share the same real environments, the same space, but thanks to the virtual and augmented reality technologies, they will be immersed in different environments with different people. If they like the company of each other at that moment, they will enjoy being together. If not, they will move on to an imaginary activity or chat room with the people they choose.

Ekbale My question is the same. What about the foldable trailer?

Bruce All these things will give people more time but less space. Human nature loves natural things and a natural form of communication. They will need fresh fruits and vegetables as they do now. They won't be happy with a lifestyle that depends totally on smart technologies. They will need nature. Since they are part of nature. Life is part of nature. As there will not be enough space in urban life, people will need to be away often. As transportation and travel are going to cost much, they will attach this foldable trailer to whatever vehicle they own and run to Mother Nature, to fresh air, to freshwater, to relaxing sounds.

Tapescript 4.4 Listen and pay attention to how the reduced forms are pronounced.

Full Forms	Short Forms
<ul style="list-style-type: none">• Who will come with me?• Tim will help us.• What will happen now?• I will talk to him.• She will join us.• I will not get a VR set.• He will not visit that webpage.• They will not report the crime.	<ul style="list-style-type: none">• Who'll come with me?• Tim'll help us.• What'll happen now?• I'll talk to him.• She'll join us.• I won't get a VR set.• He won't visit that webpage.• They won't report the crime.

TAPESCRIPTS

THEME 4 WORKBOOK

Tapescript 4.1 Listen and order the instructions for the cyber game below.

The game is called Runner & Winner. It's a multiplayer game aimed at teenagers over the age of 14. The main purpose of the players is to reach the checkpoint before their opponents. The instructions of the game are as follows:

Create an account, specify a nickname, and choose an avatar.

Set the difficulty of the game.

Start the game in a jungle.

Run through the jungle.

Jump, crawl, or climb trees to overcome the barriers while running.

Search for the puzzles and clues.

Solve the puzzles and follow the clues to spot the hidden place of the hidden objects.

Collect 10 hidden objects and keep running until you reach the checkpoint.

Reach the checkpoint before the opponent in a given amount of time.

THEME 5 COURSEBOOK

Tapescript 5.1 Imagine that you are preparing for an audition. In order to be able to use your voice in different tones, you are listening to the records below for inspiration. Listen and tick the speaker's tones.

Speaker 1 We will never give up no matter what happens!

Speaker 2 It was a complete rush. It's over and we can take a breath now.

Speaker 3 Come on, make yourself at home!

Speaker 4 I wish I hadn't uttered these words.

Speaker 5 Well, guys! I want you to defend carefully, especially in the second half of the 4th quarter.

Tapescript 5.2 Listen and list the suggestions used to change mood.

Martin Hey, Susan, you look upset.

Susan I can't say I'm upset, but I'm not in a good mood. I think it's about the weather. When it's dark outside, I feel down.

Linda That's natural. Darkness helps release of melatonin, which tells the body to sleep. We must get rid of this first. Let's grab a cup of coffee.

Martin That's nice, and why don't we listen to some upbeat music after coffee? It will cause a boost in our mood.

Linda OK, guys, go ahead! If coffee and music do not work out, I suggest watching a short funny video.

Tommie Oh, great suggestions, and one from me, Susan; when it's dark and you are down, you should exercise.

Tapescript 5.3 In pairs, listen and study the intonation patterns in the sentences below.

Well, I suppose so.

Should we help each other?

How nice for you!

He thinks he's so determined, doesn't he?

TAPESCRIPTS

THEME 5 WORKBOOK

Tapescrpt 5.1 Mike and Kate are talking to each other about their dad's birthday present. Listen and write the phrases in the gaps.

Kate On Friday, it's dad's birthday. What shall we do for him?

Mike I think we should go out and buy him a shirt as a present.

Kate I don't think that is a good idea. He already has a lot of shirts.

Mike That's right. Why don't we take him to a football match then? He'd feel happy.

Kate I'm not sure about that. The tickets would be rather costly. How about making him a birthday cake and celebrating at home instead?

Mike That's not a good idea. You know, both of us are bad at cooking. What do you think about buying him a watch?

Kate That sounds good. He doesn't have a watch. Let's go to the mall and buy one this afternoon.

Mike That's great. Let's do that.

THEME 6 COURSEBOOK

Tapescrpt 6.1 Listen and tick the statements you hear.

If we spoke to everyone using similar phrases and in similar manners, communication would lack courtesy and cause serious problems. The phrases and manners we use in communication show how close, sincere, and respectful our attitude towards the other person or people is. This is one of the main reasons why communication has rules depending on situations and people.

Examples of these rules can be seen while making and replying to requests. While requesting a family member or a close friend to answer the phone or open the door for you, the phrases would be "Will you answer the phone for me?" or "Can you open the door for me?" On the other hand, if you used the same phrases to your teacher, it would be rude. You should not make a request such as "Ma'am, will you check my exam paper, now!" In such a case, you should use more polite and formal phrases; "Would you mind opening the door?", "Could you please speak up, sir?" Likewise, if you are in communication with a stranger on a bus, you would say "I was wondering if I could sit here." to show that you are polite and respectful to that person.

Polite phrases or requests are not only among people. Announcements on TV, public transportation, and public places require a formal and polite language such as "Passengers of the flight to Houston are kindly invited to proceed to the gate!"

Tapescrpt 6.2 You will hear the initial statements of the conversations in Part 1. Complete the conversations by accepting or declining when there is a pause. Avoid using the phrases already given.

Dialog 1 Pat Will you help me carry the parcel?

Terry [PAUSE]

Dialog 2 Sally Can you record the meeting for me?

Sammy [PAUSE]

Dialog 3 Kate Could I ask you to fill in this form?

Ozzy [PAUSE]

Dialog 4 Perry Would you mind leaving us a contact number?

Celia [PAUSE]

Dialog 5 Tammy Would you please share your location with us?

George [PAUSE]

Dialog 6 Elias Will you help me clean up the kitchen?

Mousa [PAUSE]

TAPESCRIPTS

Tapescript 6.3 Study the notes and listen to the examples.

Could you help me for a minute?
Could you please turn off the lights in your room?
Would you please email your project to me?
Would you please answer the phone?

Tapescript 6.4 In pairs, read the sentences and find out where yod coalescence may occur. Then, listen and check.

Could you hold my laptop for me?
Would you mind if I used your pen?
Could you do me a favor?
Would you mind turning down the heater?
Could you please drive me to work?
Would you mind cooking the dinner tonight?
Could you give me a hand?
Would you please help me with my project?
Could you make a copy of this article, please?
Would you please get me some tea?

THEME 6 WORKBOOK

Tapescript 6.1 Listen to the conversation and fill in the gaps.

Nina Hi, Liam. I need a favor for next week.
Liam Certainly. What can I help you with?
Nina I need to visit a customer in London. It's really crucial. Will you send an email to the customer asking about his availability?
Liam Sure. I'll do it at once.
Nina Thank you, Liam. The next task is to determine a motto for the annual charity event next Wednesday. Can you do it for me?
Liam Sure, no problem.
Nina Then, I need your help with one more thing. It's booking the City Hall and sending everyone to let them know the venue and the date and time.
Liam Of course. Anything else?
Nina I know it's too much but there is one last thing.
Liam Come on! I know you're busy and I want to be helpful. Go ahead.
Nina Our managers are expecting me to give a presentation in two weeks. Do you mind writing a report about our recent project? You can do it at your earliest convenience.
Liam Great, Nina. I can do it after the event.
Nina I owe you one, Liam.

THEME 7 COURSEBOOK

Tapescript 7.1 Listen to the first part of the Covid-19 history and fill in the missing parts using cohesive devices.

In early January 2020, around 60 cases of a mysterious disease were reported in Wuhan, China. Since it was a pneumonia-like disease, doctors were not suspicious of it when it first started to affect its victims earlier in December 2019. Then, the home truth was realized. The genome was sequenced and Chinese authorities identified a completely novel coronavirus. Deaths started to follow one another. Following this, the Chinese government declared lockdowns. Therefore, the number one item on the world agenda was the disease. It was named Covid-19 by experts. Everyone was worried about Covid-19. Despite all the measures taken, Covid-19 kept spreading. From Asia to Europe, it was on move. Similarly, most countries took the same steps and declared lockdowns.

TAPESCRIPTS

Tapescript 7.2 Now, listen to the second part of the Covid-19 history and list the main events.

World Health Organization declared Covid-19 a pandemic. The situation was getting even worse. The world was going through hard times. Fortunately, Covid-19 vaccines started to come and slowed down the spread. China began to return to normal. After struggling against the disease with vaccines and other precautions, most countries managed to return to normal.

Tapescript 7.3 In pairs, listen and determine the stress patterns as in Part 14.

The boys sang a song happily.

Last night, I saw a car.

While she was walking, she heard a strange sound.

I ran quickly to the house.

What did you buy for her birthday?

THEME 7 WORKBOOK

Tapescript 7.1 Now, listen and check the answers.

My cousin, Daisy, and I visited Amsterdam last April. First of all, we flew from London to Amsterdam. When we arrived at the Schiphol Airport in Amsterdam, we immediately found a taxi, which was good luck. Then, we went to the hotel and had a short nap to rest up. Next, we went out to find a good restaurant for dinner as we were starving. Suddenly, a biker appeared out of nowhere and almost hit me! I was really shocked, but thankfully, I wasn't hurt. Our first day was really lucky. Later, on the following days, we enjoyed different parts of the city. During the afternoons, we visited the tulip fields and the well-known museums. We also took boat tours along the canals and enjoyed the perfect views of the windmills. In the evenings, we tasted the local foods and went to concerts. On the last day, while buying some pancakes in a small bakery shop, I came across an old friend of mine, so I said to myself, "What a small world!". Finally, we caught our flight back to London. We were tired but happy.

THEME 8 COURSEBOOK

Tapescript 8.1 You will hear Linda and Kate talking about excessive energy consumption. Listen and take notes about the problems and solutions. Then, try to give other examples of saving energy.

Kate There's another very serious problem. It is not directly environmental, but it helps environmental problems get even worse.

Linda What is that?

Kate Excessive energy consumption.

Linda How does that happen? And why?

Kate Well, there are a lot of reasons for that. To me, the most important one is comfort.

Linda Comfort?

Kate Exactly. If most people used public transportation instead of driving to work, there would not be so much emission from vehicles.

Linda That's right. How else does it occur?

Kate Most people feel lazy to shut down their computers. While on, they continue to draw electricity. So, people should be convinced to shut down their computers before leaving office.

Linda Another problem is low-quality electric light bulbs. If people paid more and got LED bulbs, it would cost only up to 75% less. There's a huge waste there.

Kate Oh, that's right. A lot of people are talking about that nowadays.

Linda They need to. And vampire power. While on standby, devices such as television sets, microwave ovens, scanners, and printers, all continue to draw small amounts of energy. In the US alone, the total electricity consumed by idle electronics equals the annual output of 12 power plants.

Kate Incredible! Unbelievable!

Linda It is. We had better unplug idle electronics.

TAPESCRIPTS

Tapescript 8.2 In pairs, listen and study the intonation patterns in the sentences below.

Good morning!

How old are you?

That's amazing!

OK, here is the book you wanted.

I think we're too late to buy the tickets.

I haven't made up my mind yet.

THEME 8 WORKBOOK

Tapescript 8.1 You will hear five different speakers talking about environmental problems. Match the speakers with the environmental problems they talk about. One is extra.

Speaker 1, John In my neighborhood, garbage is rarely collected and penalties for littering are not fair.

Speaker 2, Emma Unfortunately, trees are disappearing very fast. They are cut down in large mainly for agriculture, wood and paper products, and construction.

Speaker 3, Sarah Oil spills, trash and factory waste contaminated the river in the area. Now, it is dangerous to drink water, or even bathe in it.

Speaker 4, Alan It is hard to breathe properly because of vehicle smokes, factory fumes, and pesticides.

Speaker 5, Steve The Earth is getting warmer and fossil fuels are the main reason for this gradual heating.

THEME 9 COURSEBOOK

Tapescript 9.1 You will hear Linda's voice message to Susan about the things to be done in their new apartment. Listen and find the things to be done.

Hi, Susan, hope you are doing well. I left very early in the morning while you were sleeping. You know, I have to sit for two midterm exams today, and I'll be at school all day. I did some of the work in our new apartment yesterday, but we have a lot more to do before we move in. I dusted the furniture and had the floor mopped. For today, I need some favor. Can you please call the cleaner and have the windows cleaned? If she has time, help her clean the bathrooms, too. She told me that she would be short of time this week. And, the Internet ... I called the service provider yesterday, but they had no time. Can you call them and try to convince them for an earlier installation? We need to get the Internet installed as early as possible. Also, the painter will be there at around 3 p.m. Can you please show him the walls that need painting? I know that's too much, honey, but we have to go together. Thanks, bye.

Tapescript 9.2 In pairs, listen and study the stress patterns in the words below.

guarantee

antique

ten

sixty

myself

themselves

Mr. Moore

South Asia

TAPESCRIPTS

Videoscript 9.1 Watch the video about technological developments and discuss the main idea of it.

There has been no single day without advancement in technology. These technological developments aim to present the better for humans and touch almost every aspect of our lives.

It is out of the question that the developments in mobile devices, especially those in smartphones are visible. The mobile phone was meant to offer calls and text messages at first. However, it turned out to be a device called the smartphone, which supports our lives as a telephone, video player, calculator, compass, camera, bank, game center, library, shopping platform, and much more.

The modern car is also much different from what it was a couple of decades ago. From the type of energy they run on to the comfort and safety they offer, the difference is huge. It is headed for a destination where there are no drivers.

The houses we live in have been going through serious changes as well. The traditional house is turning into the smart house equipped with the ultimate technology and safety standards to make human life safer and more comfortable.

THEME 9 WORKBOOK

Tapescript 9.1 Which of the following are on the to-do list of the Adams Family? Listen and tick.

Nancy Mom! Have you noticed the trouble?

Mom The trouble? What do you mean?

Nancy My computer is crashed. I need to get it formatted.

David Come on, Nancy! I can format it for you. It is a piece of cake. But the burning question is what I will do with my cracked smartphone. I have just dropped it. The screen is cracked. Look at this. What am I going to do now?

Dad Oh, my! New ones are very expensive, so, you should get it fixed by a professional.

David It seems there is no way out. I'll have to do that.

Mom Oh, guess what? This new vacuum cleaner is not working.

David You are joking! Is this a nightmare or what? It's brand new. Have you had the warranty approved, Mom?

Mom Yeah, fortunately. But I have no time to deal with such work. So, I will get your dad to take it back to the store and return it. Anyway, I must go and get my hair styled for my friend's wedding. That's not all. I will have the tailor fix my dress...

THEME 10 COURSEBOOK

Tapescript 10.1 You will hear Mostapha Sare, a footballer, talking about an incident in a game of football. Listen and write as many phrases as you can related to wishes, regrets, and apologies. Then, discuss your answers.

Well, first of all, I apologize to all sports fans, in particular the fans of my team for what I did in the game yesterday. I wish I hadn't seen the red card, but you cannot bring back any moments of the past. I must admit that it was my fault. I should have been more careful. I shouldn't have committed such a bad foul. We were lucky that no one was seriously injured. I couldn't notice James just behind me and that's why my elbow contact came. I mean, it wasn't intentional and I didn't mean to hurt him.

After all, our primary goal on and off the pitch is respect as humans. And when I saw him on the ground, it was far too late. Nothing would change. I was shocked when I saw him and the red card. I wish I hadn't moved back my elbow. Again, I'd like to emphasize that I'm so sorry. Please accept my apologies James, please accept my apologies our dear fans! If only there were no injuries in sports.

TAPESCRIPTS

Tapescript 10.2 Listen to the radio program. Tick the countries for their cultural practices and manners. Then, discuss the differences and similarities.

Presenter Now, we will listen to Dr. Susan Lincoln about cultural differences. Susan, the floor is yours.

Susan Hello and thank you. Well... Mannerisms and practices vary by culture. As the saying goes, one's meat is another's poison. Something polite may be considered impolite in another culture. Tipping for example... In tourist destinations such as Türkiye, Egypt, the USA, and the UK, it is considered polite while it is impolite, even disrespectful in Japan and China, with some exceptions, of course. Likewise, smacking your lips or slurping while eating something is considered rude and disrespectful in many parts of the world while, in China, it is considered a way of expressing your happiness with the food to the chef.

Presenter Interesting! Could you give other examples, please?

Susan Sure. That's why I am here. Now, let's take paying the bills in restaurants. In countries such as the USA, the UK, and Germany, most people go individual to pay the bill. However, if you invite your friends out for a meal, you are supposed to pay. This is common in countries that are well-known for their hospitalities, such as Türkiye and Ghana. Another interesting and important point is about Japan... If you go to Japan, do not blow your nose in public. It is not only rude but also disrespectful. And, in Egypt, do not ask for the salt if you are at a dinner table as a guest. It means that the dish you are having lacks good seasoning and you are not happy with this. What I mean is that awareness about mannerisms matters, and before traveling to a place, try to learn about common practices and mannerisms.

Tapescript 10.3 In pairs, listen and determine the stress patterns.

No, you aren't.

My daughter is not going to join the party.

You should be silent in the library.

I can help you.

She is not sure.

His sister can speak many languages, but he cannot.

THEME 10 WORKBOOK

Tapescript 10.1 Listen to Jane and Linda talking about Jane's birthday, and tick what happened.

Linda I'm so sorry, Jane. I should have congratulated your birthday.

Jane No problem, Linda. You were busy. I just wish you had been with us. Perhaps, next time.

Linda Sure. I'll be very happy. I'll make an extra effort next year.

Jane Ha ha ha! Remember to add it to your to-do list.

Linda I will. I wish I had done it. I'm really sorry, dear.

Jane Come on, Linda! It's not a big deal.

Linda Thank you, Jane. If only one of our friends had told me about it. We didn't have the chance to talk about your birthday with anyone, at all. As I told you, I was really busy. It's not an excuse, though.

THEME 1 - MUSIC

- 1 rhythm
- 2 What instruments are in the woodwind group
- 3 it was a sold-out event
- 4 1 genre 3 voice 5 vocalist 7 drummer
2 upbeat 4 band 6 harmony 8 popular
Extra audience
- 5 1 I love it
2 I don't think so
3 I prefer
4 I agree to an extent
5 I couldn't agree more
Extra I'd rather

THEME 2 - FRIENDSHIP

- 1 confident
- 2 draw on
- 3 He can't be younger than 50
- 4 1 sociable 5 selfish
2 reliable 6 quick-tempered
3 punctual 7 tolerant
4 humorous 8 modest
Extra shy
- 5 1 count on
2 behave
3 support
4 make
5 respect
Extra establish

THEME 3 - HUMAN RIGHTS

- 1 law
- 2 Gender Equality
- 3 Everyone can say what they think and believe.
- 4 1 respect 5 equality
2 democracy 6 rights
3 freedom 7 safety
4 expression 8 movement
Extra education
- 5 1 citizen
2 human
3 moral
4 donation
5 rules
Extra equality

THEME 4 - COMING SOON

- 1 create an account
- 2 for identity theft and illegal activities
- 3 will use the emergency battery
- 4 1 information 5 security
2 technologies 6 users
3 hackers 7 attachments
4 phishing 8 private
Extra antivirus
- 5 1 will go down
2 will replace
3 will decrease
4 will be longer
5 will work online
Extra will be problematic

THEME 5 - PSYCHOLOGY

- 1 confused
- 2 I never give up when I decide to do something.
- 3 Don't panic and just believe in yourself. You can do it.
- 4 1 influence 5 suggest
2 help 6 advise
3 change 7 participate
4 move 8 distract
Extra give up
- 5 1 admit
2 lack
3 distract
4 eliminate
5 advise
Extra refuse

THEME 6 - FAVORS

- 1 volunteer
- 2 Charity
- 3 Can you lend me your charger?
- 4 1 use yours 5 make a sandwich
2 turn off the heater 6 tell me how to get
3 turn down the music 7 give me a lift
4 help me with it 8 get me a painkiller
Extra hold on a minute
- 5 1 volunteer
2 charity
3 donation
4 scholarship
5 access
Extra cooperation

THEME 7 - NEWS STORIES

- 1 while
- 2 I last saw my math teacher when I graduated from high school.
- 3 because they hardly made any effort
- 4 1 happened 5 survived
2 caused 6 impacted
3 reached 7 called
4 interviewed 8 supplied
Extra helped
- 5 1 Firstly
2 Secondly
3 Then
4 However
5 Finally
Extra Therefore

THEME 9 - TECHNOLOGY

- 1 homepage
- 2 I have better nothing to do after school
- 3 I will get it fixed
- 4 1 have it repaired 5 get it formatted
2 have them painted 6 have volunteers read
3 get it serviced 7 have him tidy it
4 get it filled up 8 get a maid to vacuum
Extra have him paid for it
- 5 1 appliances
2 features
3 purposes
4 screens
5 design
Extra consumers

THEME 8 - ALTERNATIVE ENERGY

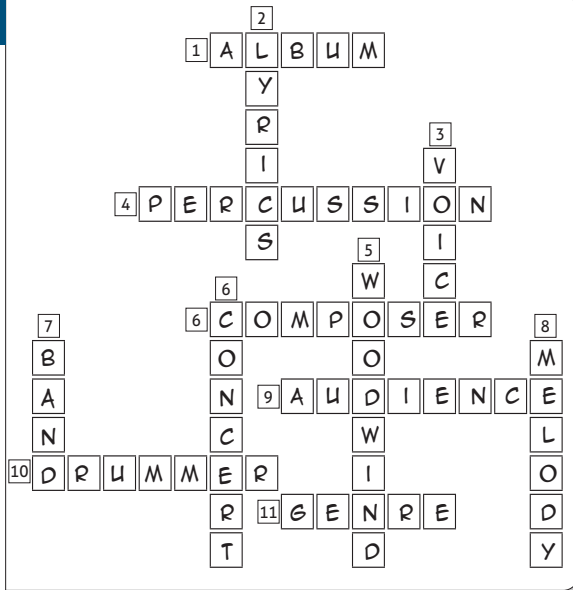
- 1 renewable energy sources
- 2 As long as people use non-renewable energy sources
- 3 He aimed to produce electricity from wind power
- 4 1 complain about 5 breathe in
2 suffer from 6 cope with
3 stem from 7 come up with
4 figure out 8 lead to
Extra make up
- 5 1 hydropower
2 wind
3 solar
4 biomass
5 ocean
Extra nuclear

THEME 10 - MANNERS

- 1 treat
- 2 adapt to a new culture
- 3 I wish I had told it earlier. I feel sorry and I'll cover the repair.
- 4 1 had seen 5 could watch
2 had gone 6 could help
3 could become 7 had been calmer
4 had taken 8 could finish
Extra had done
- 5 1 culture
2 respect
3 noise
4 cuisine
5 insult
Extra rule

THEME 1 - MUSIC

1



- 2
- 1 tune
 - 2 genre
 - 3 singer
 - 4 rhythm
 - 5 audience
- Extra: composer

- 3
- 1 Because Ryan's mom thinks that jazz tunes are relaxing.
 - 2 According to Ryan's father, blues and country are different in rhythm, harmony, and instrumentation.
 - 3 Because Ryan's mother thinks that they all have different music choices.
 - 4 Ryan's father suggests that they should listen to the radio.

- 4
- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 3 O | 5 O | 7 D | 9 A |
| 2 D | 4 A | 6 O | 8 A | 10 D |

- 5
- 1 b 2 a 3 a 4 b 5 a 6 b

- 6
- 1 b 2 a 3 a 4 b 5 a 6 b

Tapescript 1.1

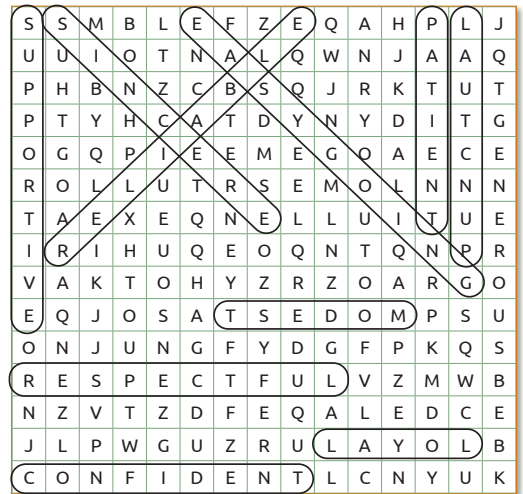
7 Students' own answers

- 8
- 1 Half of the teachers prefer jazz music. - True
 - 2 The majority of the students would rather listen to classical music. - False
 - 3 Seven of the teachers listen to classical music most. - True
 - 4 Three of the teachers like rock music more than classical or jazz music. - True
 - 5 Two of the students prefer rock music. - False

9 Students' own answers

THEME 2 - FRIENDSHIP

1



- | | |
|-------------|--------------|
| 1 CONFIDENT | 6 MODEST |
| 2 LOYAL | 7 RELIABLE |
| 3 PUNCTUAL | 8 SUPPORTIVE |
| 4 SINCERE | 9 GENEROUS |
| 5 EASYGOING | 10 PATIENT |

- 2
- Paragraph 1 - d
Paragraph 2 - a
Paragraph 3 - c
Paragraph 4 - b

- 3
- 1 honest
 - 2 humorous
 - 3 selfish
 - 4 punctual
 - 5 quick-tempered

- 4
- 1 He finds it easy and enjoyable to be with others.
 - 2 Also, we are keen on basketball.
 - 3 He always wants to help other people without considering his benefits.
 - 4 I always have to wait for him outside for a while.

- 5
- 1 Then, her personality is suited to her job, isn't it? (c)
 - 2 What does she look like? (b)
 - 3 What about her age? (a)
 - 4 What about her clothing style? (e)
- Extra: Does she have a good sense of humor? (f)

- 6
- | | |
|-----------|------------|
| 1 close | 4 humorous |
| 2 trust | 5 share |
| 3 selfish | 6 loyal |

Tapescript 2.1

- 7** 1 Jack is sentimental because he **shows pity and love.** (d)
 2 Alice is supportive since she **gives help and encouragement.** (f)
 3 Alex is sensible as he **makes good decisions.** (c)
 4 Sam is self-confident since he **is sure of her/his abilities.** (e)
Extra: works with energy and commitment (a)

8 Students' own answers

9 Students' own answers

10 Students' own answers

11 Students' own answers

THEME 3 - HUMAN RIGHTS

1

F	S	E	Y	O	J	E	N	T	R	E	S	P	E	C	T	D	X
F	Z	O	A	E	Q	T	X	M	J	P	Z	B	W	E	X	K	Z
L	S	Y	U	W	J	O	P	P	Z	U	R	I	Y	V	Q	J	Y
A	S	G	T	M	V	B	T	Q	R	K	S	T	B	P	D	E	F
H	U	M	A	N	I	T	Y	S	Y	E	S	T	T	O	K	Q	R
Z	T	Y	F	M	A	G	Y	B	A	T	S	N	I	T	S	U	E
T	H	O	U	G	H	T	C	Y	L	F	D	S	M	C	C	A	E
B	Y	J	S	W	M	J	H	E	C	H	E	I	I	Y	E	L	D
A	H	N	B	E	W	L	V	C	R	A	X	T	P	O	R	I	O
P	I	O	E	U	N	F	A	I	R	E	T	S	Y	Q	N	T	M
R	H	C	R	Y	Y	T	Y	J	T	K	F	O	W	E	Q	Y	N
D	N	E	K	L	C	M	Z	P	N	R	I	G	H	T	S	X	D

1 HUMANITY 4 UNFAIR 7 JUSTICE
 2 THOUGHT 5 RIGHTS 8 EQUALITY
 3 SAFETY 6 EXPRESSION 9 FREEDOM

- 2** 1 marry 3 law 5 vote
 2 peace 4 express 6 free
Extra: blame

- 3** 1 humanity
 2 respect
 3 violation
 4 discrimination
 5 volunteer

- 4** 1 Why don't you
 2 I suggest
 3 we should
 4 Let's not

- 5** 1 b 2 e 3 f 4 a **Extra:** c

- 6** 1 Because it helps to overcome the barriers the disadvantaged people face in society.
 2 It could teach individuals valuable job skills and they could meet people who can give them guidance and possibly help them to find a paid job later on.
 3 Voluntary work provides individuals with some important contributions, such as a sense of togetherness, motivation, job skills, creativity, fulfillment, and pleasure that can be carried over into their personal and professional lives.
 4 Students' own answers

- 7** 1 k 4 j 7 e
 2 f 5 a 8 h
 3 i 6 b 9 c
Extra: The right to play (d)

- 8** 1 b
 2 **Extra**
 3 d
 4 a
 5 c

9 Students' own answers

THEME 4 - COMING SOON

- 1** a AVATAR e E-SPORTS
 b VIRTUAL REALITY f NICKNAME
 c TOURNAMENT g MULTIPLAYER
 d CYBER GAMES h ACCOUNT
Keyword: ONLINE GAMES

- 2** 1 safety
 2 password
 3 phishing
 4 cyberbullying
 5 identity
Extra: privacy

- 3** 1 When you predict, you **say something that will happen in the future.** (e)
 2 Entrepreneurship is the ability and readiness to **start new businesses and see new opportunities.** (g)
 3 A simulation **is the technique designed to represent the real world by a computer program.** (b)
 4 When you immerse yourself in something, you **become completely involved in it.** (d)
 5 If something is isolated, it **is far away from any others.** (f)
Extra: talk about something that has occurred recently. (c)

- 4**
- 1 Create an account, specify a nickname, and choose an avatar. (c)
 - 2 Set the difficulty of the game. (h)
 - 3 Start the game in a jungle. (a)
 - 4 Run through the jungle. (i)
 - 5 Jump, crawl, or climb trees to overcome the barriers while running. (e)
 - 6 Search for the puzzles and clues. (d)
 - 7 Solve the puzzles and follow the clues to spot the hidden place of the hidden objects. (g)
 - 8 Collect 10 hidden objects and keep running until you reach the checkpoint. (b)
 - 9 Reach the checkpoint before the opponent in a given amount of time. (f)

Tapescript 4.1

- 5**
- | | | |
|------|------|------|
| 1 VS | 4 NS | 7 S |
| 2 S | 5 VS | 8 VS |
| 3 VS | 6 NS | 9 NS |

- 6**
- 1 it will increase
 - 2 I'll answer
 - 3 we're going to ski
 - 4 he will get
 - 5 I'm going to finish
- Extra:** they'll stay there

- 7**
- 1 Ted's dad is planning to send some emails, write a report and mow the lawn for the rest of the day.
 - 2 Two of Ted's classmates are on the team, and he wants to cheer them up.
 - 3 Ted needs to finish his project before leaving for the match.
 - 4 We could reach anywhere in a very short time without any rush.
 - 5 Ted is curious about flying cars and vacation to the moon.

8 Students' own answers

9 Students' own answers

THEME 5 - PSYCHOLOGY

1

- 2**
- 1 certain
 - 2 thankful
 - 3 upset
 - 4 content
 - 5 ambitious
- Extra:** cheerful

- 3**
- 1 The release of serotonin, a hormone affecting happiness, is closely related to the weather outside.
 - 2 It makes people feel moody and lazy.
 - 3 Sunny and bright weather makes people happy and energetic.
 - 4 People living in the northern countries close to the Arctic, where the winter is too cold and long, tend more to suffer from winter depression, while people living in areas with mild climate tend to feel more joyful and energetic.
 - 5 People should have a balanced sleep, have breakfast regularly, take exercises, and take up new hobbies.

4 Paragraph 2 - d
Paragraph 3 - c
Paragraph 4 - a
Extra - b

5 Students' own answers

6 ... make a list of all the possible career options that you desire.
 ... narrow the list down to 2 or 3 options considering your interests and skills.
 Review your academic performance and try to figure out your strengths and weaknesses subject by subject.
 Try to remember which subjects you have enjoyed the most.
 Be patient, ...
 First, discover your interests and strengths. Graduate from school, and then seek for applications.
 ... try to form a good resumé.
 Remember the writing courses you've taken. Choose a resumé template and study the sample resúms.
 Be clear, specific, and careful while writing about your skills and background.
 Do not hesitate to call at any time.

7 1 c 3 Extra 5 a
 2 e 4 b/c 6 d/f

8 1 What shall we do
 2 I don't think
 3 I'm not sure
 4 How about
 5 That sounds good

Tapescript 5.1

9 1 g 3 c 5 e
 2 b 4 d Extra: f

10 Students' own answers

Suggested Answers

1 Problem - lack of concentration on school subjects
 Negative Mood - distracted
 Suggestion(s) - I suggest having a break and going out.
2 Problem - feeling moody and stressed
 Negative Mood - depression
 Suggestion(s) - Why don't you take a walk in fresh air?
3 Problem - exam anxiety, overthinking about exams
 Negative Mood - anxious and depressed
 Suggestion(s) - You should relax and believe in yourself.

THEME 6 - FAVORS

1

Y	N	A	I	R	A	T	I	N	A	M	U	H	G	I	V	O
E	T	A	H	N	A	N	D	T	O	T	H	E	E	P	R	E
O	S	I	P	L	O	E	I	N	N	E	E	L	D	G	A	P
G	O	A	R	N	V	N	W	P	A	X	S	P	A	E	I	B
O	L	S	J	A	R	M	P	J	Y	R	C	N	D	H	R	F
A	I	M	C	Y	H	A	S	R	F	X	I	T	S	V	E	K
C	D	U	S	M	M	C	Z	J	O	Z	E	A	F	V	T	D
C	A	W	G	V	L	Y	Z	O	A	F	L	O	E	I	F	F
R	R	C	E	F	V	H	Z	T	R	O	I	N	H	B	U	A
D	I	F	A	Z	L	J	I	I	O	U	T	T	C	E	Y	V
O	T	X	K	P	O	O	Y	H	F	P	F	Z	O	A	O	O
N	Y	V	Q	J	N	T	C	Z	T	K	Q	L	S	E	L	R
A	P	X	Q	E	P	S	Q	W	G	F	C	C	C	H	E	S
T	E	T	O	M	O	R	P	J	L	H	F	C	P	D	I	A
E	F	O	U	N	D	A	T	I	O	N	A	V	M	R	W	G
F	A	V	C	O	O	P	E	R	A	T	I	O	N	G	U	X
S	C	H	O	L	A	R	S	H	I	P	R	P	O	V	O	Y

- | | |
|----------------|----------------|
| 1 HUMANITARIAN | 8 SCHOLARSHIP |
| 2 SOLIDARITY | 9 EVENT |
| 3 NONPROFIT | 10 DONATE |
| 4 CHARITY | 11 PROMOTE |
| 5 ORGANIZATION | 12 FOUNDATION |
| 6 FAVOR | 13 COOPERATION |
| 7 AID | 14 FLIER |

2 charity: organization, event, concert
 donation: make, get, receive, ask for
 announcement: formal, public, official
 scholarship: win, get, gain, receive
 favor: do, return, ask for
 organization: voluntary, international, nonprofit, public, formal, official

3 1 d 3 g 5 b
 2 f 4 c Extra: e

4 **1 Steve** Sure! Let me save my work first. Here it is. (f)
2 Ava Sorry, I must finish my report but I can lend the car. (d)
3 Frank I'm really sorry. I'm busy the entire weekend. (g)
4 Isla I've already done it. You can download and save. (c)
5 Angel No problem. Let's sit and get started. (a)
Extra Yes, of course! Just pass me your plate. (e)

5 1 favor 3 Sure 5 Of course
 2 Will you 4 for me 6 Do you mind

Tapescript 6.1

6

REQUESTS	
Will you send an email to the customer asking about his availability?	
Can you do it for me?	
Do you mind writing a report about our recent project?	

RESPONSES	
Certainly.	
Sure.	
Sure, no problem.	
Of course.	

7

- Mame Thiam Foundation aims to **help the poor in any part of the world.**
- After a message from a teacher, Mame Thiam Foundation **renovated a primary school in Türkiye.**
- Dirk Kuyt wanted to make sporting events possible for **the disabled.**
- Dirk Kuyt Foundation supports and organizes events by **raising funds.**
- Through education, health and sports Samuel Eto'o Foundation aims to provide **opportunities for disadvantaged youth in Cameroon.**

8

Name of the organization	SFTH (Shelter for the Homeless)
Motto of the organization	Together We Make Differences Better
The kind of the event planned	Donation campaign
Venue - Date and Time	Ohio City Hall - September 22, 2024, between 10:00 and 20:00

9 Students' own answers

THEME 7 - NEWS STORIES

1

M	C	Y	F	V	U	D	G	C	C	F	B	R	E	K
O	Q	O	J	G	I	K	C	H	H	D	L	Q	T	Q
Y	F	U	M	P	A	B	G	Z	A	E	T	A	A	Q
D	I	O	E	P	L	A	E	D	R	E	V	E	R	Y
E	K	N	C	V	L	L	P	E	G	C	U	Z	T	N
E	D	D	C	R	P	A	V	N	E	C	X	C	N	E
T	T	C	O	P	E	L	I	C	B	U	Y	M	E	S
A	G	A	V	U	O	E	N	C	S	K	U	C	Y	
U	M	B	L	V	Y	T	M	G	Q	S	N	R	N	Y
D	A	W	N	D	A	Y	Y	L	J	T	I	A	O	B
A	Q	I	U	C	A	F	E	K	M	U	W	F	C	O
R	T	E	I	B	T	R	C	M	K	Y	N	X	E	J
G	M	D	N	A	B	Q	G	B	K	O	V	O	S	F
G	E	M	W	U	A	Y	X	J	X	V	E	G	P	A
D	N	E	P	E	D	B	G	Q	A	H	W	T	C	W

1 CONCENTRATE **4** DEPEND **7** COPE
2 CHARGE **5** GRADUATE **8** INVOLVE
3 COMPLAIN **6** DEDICATE **9** DEAL

2 Students' own answers

3 1 a 3 b 5 b
2 b 4 a 6 a

4 1 c 2 b 3 a 4 b 5 c

5

- He was born in an exurban region and had a middle-income family.
- When he was 3 years old, his parents realized that he had a lack of motion and was physically disabled. He had a congenital walking disability.
- After that time, his parents dedicated themselves to their son. He performed his daily living activities dependent on his parents. Yet, life has not always been easy for him.
- All the way to and from school, he had to cope with some challenges, such as occupied parking lots and very steep wheelchair ramps. However, he never gave up thanks to his supportive parents and embracing friends.
- In the following years, when he was 18, he made a decision to study engineering. He got a college education at a highly-rated institution.
- As soon as he graduated from university as the top-scoring student in his department, he started to construct many fascinating buildings which included extraordinary special parts for disabled people.
- Thus, he became renowned for his innovation in the field of construction. Also, he has influenced many disabled people in a small space of time.

- 6**
- 1 For daily activities, Abel was highly dependent on **his parents**.
 - 2 While he was going to school, he experienced **some limitations such as occupied parking lots and very steep wheelchair ramps**.
 - 3 When he was a teenager, he studied engineering **at a highly-rated institution**.
 - 4 What made him famous was **his innovation in construction**.
 - 5 For him, success comes from **hard work and consistency in it**.

- 7**
- | | | |
|---------------|------------|-----------|
| 1 When | 4 Next | 7 During |
| 2 immediately | 5 Suddenly | 8 while |
| 3 Then | 6 Later | 9 Finally |

- 8**
- | | | |
|---------------|------------|-----------|
| 1 When | 4 Next | 7 During |
| 2 immediately | 5 Suddenly | 8 while |
| 3 Then | 6 Later | 9 Finally |

9 Students' own answers

THEME 8 - ALTERNATIVE ENERGY

- 1**
- | | |
|-----------------|------------------|
| 1 AOCL | : COAL |
| 2 RSLAO | : SOLAR |
| 3 PHERRODYWO | : HYDROPOWER |
| 4 TAOEGRMHLEL | : GEOTHERMAL |
| 5 DWIN | : WIND |
| 6 LOI | : OIL |
| 7 BMSSIOA | : BIOMASS |
| 8 NECOAE | : OCEAN |
| 9 TURGLANAA | : NATURAL GAS |
| KEY WORD | : ENERGY SOURCES |

- 2**
- | | |
|---------------------|-----------------------|
| 1 carbon footprints | 5 threat |
| 2 emission | 6 environment |
| 3 energy | Extra: climate |
| 4 pollution | |

- 3** 1 a 2 b 3 a 4 b 5 b

- 4**
- 1 so they're much cleaner than fossil fuels. (f)
 - 2 so wood and forest leftovers, animal waste, grains, and aquatic plants are vital for it. (g)
 - 3 so it is the most commonly used alternative energy source in the world. (c)
 - 4 so it has the lowest carbon footprint. (a)
 - 5 so the waves' heights, speeds, lengths and densities are important to produce electricity. (d)
- Extra:** so solar panels should be used to produce clean energy. (b)

- 5**
- 1 Excessive consumption of fossil fuels is the main reason for global warming.
 - 2 They release poisonous gases that damage the ozone layer.
 - 3 They are non-renewable energy sources and they pollute the air and environment.
 - 4 Solar, wind, geothermal, hydropower, biomass, hydrogen, and ocean energies.
 - 5 They must definitely take precautions to prevent using an excessive amount of fossil fuels.

- 6**
- | | |
|---------------|-----------------|
| Speaker 1 : c | Speaker 4 : d |
| Speaker 2 : a | Speaker 5 : f |
| Speaker 3 : b | Extra: e |

Tapescript 8.1

- 7**
- 1 We should walk or cycle to school or use public transport.
 - 2 We initially must have stricter punishments for illegal hunting.
 - 3 We must use alternative sources of energy.
 - 4 Why don't we be more concerned about energy consumption?
 - 5 We should plant more trees and control the number of trees that are cut down.

- 8**
- 1 Pine Street, 7A / 5 13579 ADAMSTOWN
 - 2 4 June 2023
 - 3 Dear Sir/Madam,
 - 4 I'm a resident of Adamstown, in Cardiff. I'm writing this letter to address a serious environmental problem in our neighborhood.
 - 5 I've been living in this neighborhood for five years. The irregular and unscheduled litter-pick-up issue has resulted in huge litter pileups, a terrible smell, and unsanitary conditions recently. Due to these unhealthy conditions, my neighbors have become seriously sick, and I'm concerned about the health and safety of my family members and the other residents.
 - 6 I trust that you understand the urgency of this issue and make it a priority since the conditions in our neighborhood are getting worse day by day. I'm sure that you will do your best and take some appropriate actions against this issue, such as creating community payback plans that focus on litter removal or reviewing the case for higher punishments for littering.
 - 7 Thank you for your prompt attention to this matter. I'm looking forward to hearing from you.
 - 8 Yours sincerely,
Darcie EVANS

9 Students' own answers

8

ADVANTAGES

- It saves time and money and serves for comfort.
- It allows people to elaborate on communication.
- People won't get tired because of traveling and won't waste time and money.
- People can keep in touch at any time and anywhere they want.

DISADVANTAGES

- There is a risk of misunderstanding the messages.
- You may withdraw from a natural social environment.
- You may tend to ignore traditional face-to-face communication.
- You may get addicted to online communication.

9 Students' own answers

THEME 10 - MANNERS

1

W	L	S	R	E	N	N	A	M	I	F	E
E	I	I	S	H	A	L	R	D	M	X	R
A	G	S	N	N	T	E	R	R	P	S	U
A	R	N	H	E	E	E	B	E	A	O	T
Y	Q	D	I	A	B	S	R	Y	E	C	L
V	C	C	B	L	P	I	G	P	F	I	U
P	O	W	D	E	E	O	I	I	H	E	C
Z	B	D	V	N	G	E	L	S	B	T	L
F	J	T	C	M	H	R	F	O	G	Y	V
L	G	E	G	W	X	T	E	R	G	E	R
N	O	I	T	N	E	T	N	I	H	Y	Y
N	B	R	E	S	P	E	C	T	M	R	I

- | | | |
|-----------|-------------|--------------|
| 1 MANNERS | 4 RESPECT | 7 EXPERIENCE |
| 2 SOCIETY | 5 INTENTION | 8 CULTURE |
| 3 FEELING | 6 REGRET | 9 APOLOGY |

2

- | | |
|--------------|-------------|
| 1 regret | 5 intention |
| 2 respect | 6 manners |
| 3 experience | 7 feeling |
| 4 culture | 8 wish |
- Extra: society

3

FAVORABLE

- paying the bill for your friends at a café
- making a return visit to your neighbor
- finishing the meal when you're a guest
- tipping at a restaurant

UNFAVORABLE

- whispering among others
- crossing your legs when facing someone older
- chewing gum before others
- spitting in public
- calling a colleague out during working hours

4

- | | | |
|---------|---------|---------|
| 1 Karen | 3 Karen | 5 Karen |
| 2 Bill | 4 Bill | |

5

- | | | |
|-----|-----|-----|
| 1 R | 3 W | 5 R |
| 2 R | 4 W | 6 W |

6

- | | |
|------------------|------------|
| 1 could | 4 lived |
| 2 didn't have to | 5 had been |
| 3 had worked | 6 had |

7

Students' own answers

Suggested Answers

- If only I **hadn't got up late/had set the alarm clock.**
- I wish I **had finished the project in time/had handed in the project in time.**
- If only my neighbor **didn't make a lot of noise/didn't disturb me.**
- I wish I **had worn a helmet/had been more careful.**
- If only I **weren't allergic to animals/could have a pet.**
- I wish I **had filled up the tank timely/hadn't forgotten to fill up the tank.**

8

1 Anna's diary

Intention at the beginning: Hoping someone to celebrate her birthday
 Event: No one celebrated her birthday during the day, so she thought they forgot it.
 Ending: All her friends and relatives organized a surprise birthday party.
 Wish: Not feeling so hopeless and waiting till the end of the day

2 Martin's diary

Intention at the beginning: Running after and catching the ball
 Event: Chasing after the ball and stepping out into the heavy traffic
 Ending: A woman grabbed Martin just on time.
 Wish: Not running after the ball carelessly

- 9**
- 1 Linda congratulated Jane's birthday.
 Linda did not congratulate Jane's birthday.
 - 2 Linda was not with Jane.
 Linda was with Jane.
 - 3 Linda did not make notes of the birthday.
 Linda made notes of the birthday.
 - 4 Someone told Linda about Jane's birthday.
 Anyone did not tell Linda about Jane's birthday.

Tapescript 10.1

- 10**
- 1 Students' own answers
 - 2 Students' own answers
 - 3 Students' own answers



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