

COUNT ME IN

10
Teacher's Book

Yazarlar

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Hazırlayanlar



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 hürriyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif ERSOY

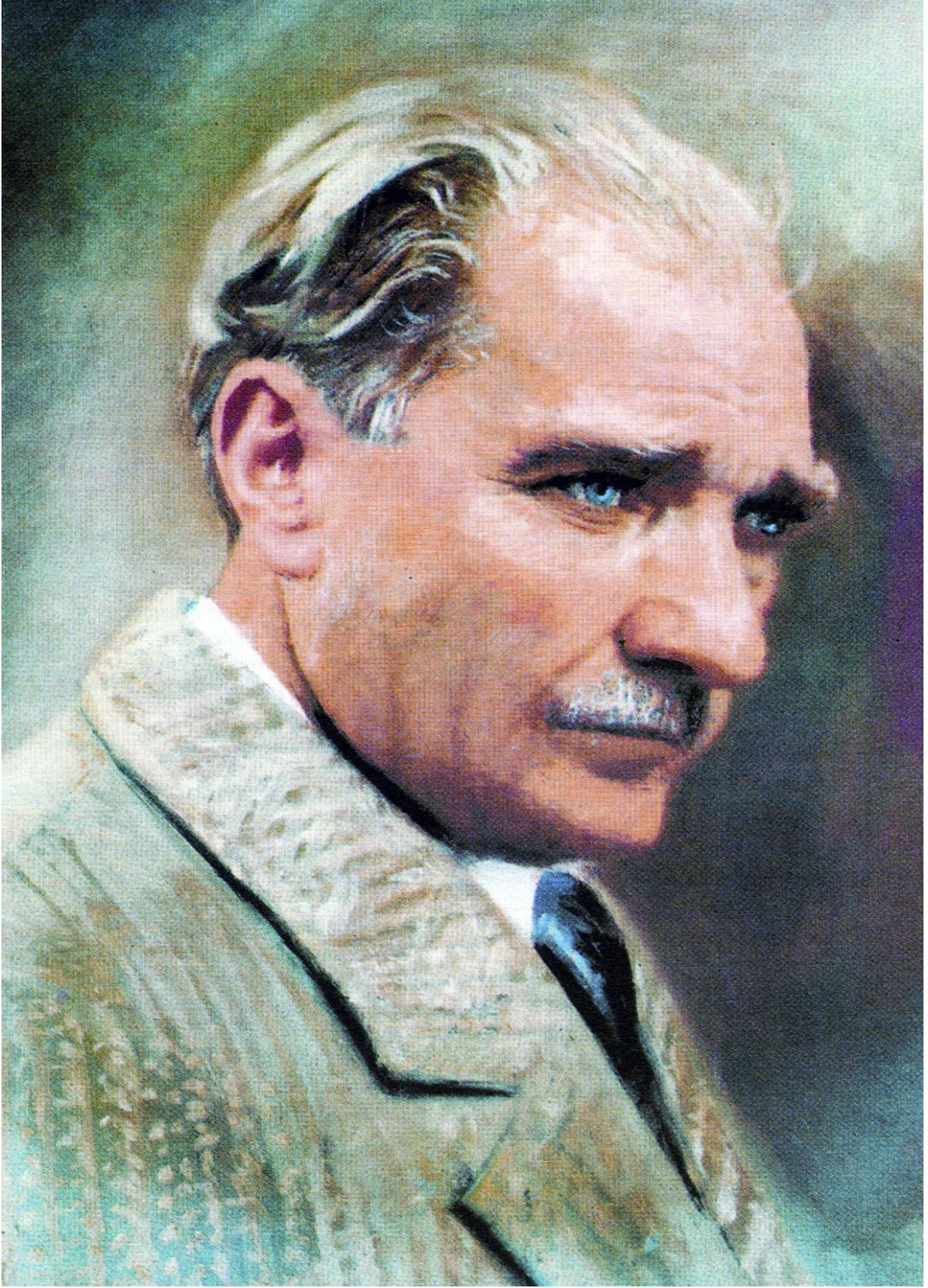
GENÇLİĞE HİTABE

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 namüsaid 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

CONTENTS

11 SCHOOL LIFE

THEME 1

FUNCTIONS

- ♦ Exchanging personal information in both formal and informal language
- ♦ Taking part in a conversation in everyday life situations



43 PLANS

THEME 2

FUNCTIONS

- ♦ Describing future plans and arrangements
- ♦ Expressing one's ideas in unplanned situations
- ♦ Making oral presentations on a planned topic



71 LEGENDARY FIGURE

THEME 3

FUNCTIONS

- ♦ Describing past activities and events
- ♦ Talking about sequential events
- ♦ Describing characters and settings in an event in the past



101 TRADITIONS

THEME 4

FUNCTIONS

- ♦ Describing habits and routines in the past
- ♦ Making oral presentations on a specific topic

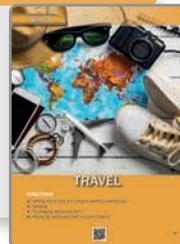


131 TRAVEL

THEME 5

FUNCTIONS

- ♦ Talking about past and present events/experiences
- ♦ Booking
- ♦ Exchanging ideas and plans
- ♦ Asking for approvals and/or confirmations



169 HELPFUL TIPS

THEME 6

FUNCTIONS

- ♦ Giving and receiving advice
- ♦ Talking about rules and regulations
- ♦ Talking about consequences

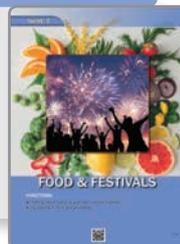


205 FOOD & FESTIVALS

THEME 7

FUNCTIONS

- ♦ Talking about national and international festivals
- ♦ Describing actions and processes



231 DIGITAL ERA

THEME 8

FUNCTIONS

- ♦ Stating personal opinions in everyday conversations
- ♦ Stating preferences
- ♦ Stating causes and effects
- ♦ Giving an extended description and detailed information about people/places/events



261 MODERN HEROES & HEROINES

THEME 9

FUNCTIONS

- ♦ Talking about imaginary situations
- ♦ Expressing wishes
- ♦ Guessing meaning from the context



287 SHOPPING

THEME 10

FUNCTIONS

- ♦ Making comparisons
- ♦ Talking about different kinds of clothing and shopping
- ♦ Describing objects and people



TABLE of CONTENTS

| THEME | READING | LISTENING |
|---|---|---|
| THEME 1 SCHOOL LIFE | <ul style="list-style-type: none"> Diagrammatizing a text about everyday life into a graphic organizer. | <ul style="list-style-type: none"> Identifying expressions related to school/everyday life and free time activities. |
| THEME 2 PLANS | <ul style="list-style-type: none"> Identifying specific information about people's future plans and arrangements in a text. Skimming a text to draw a conclusion. | <ul style="list-style-type: none"> Catching the details of future plans and arrangements in a recorded text/video. |
| THEME 3 LEGENDARY FIGURE | <ul style="list-style-type: none"> Scanning a short story to fill in the time lines with events and dates. Answering the questions about past events given in a reading text. | <ul style="list-style-type: none"> Putting the events in the correct order by listening to a story. |
| THEME 4 TRADITIONS | <ul style="list-style-type: none"> Answering the questions about short texts on social, educational, and technological lives of people in the past around the world. Identifying the differences between the life styles and customs of people in the past and the ones in the 21st century. | <ul style="list-style-type: none"> Locating specific information about traditions in charts by watching short documentaries. |
| THEME 5 TRAVEL | <ul style="list-style-type: none"> Making use of written instructions in order to draw a route. Classifying different vacation types in a reading passage. | <ul style="list-style-type: none"> Listing phrases for booking in a recorded text. |
| THEME 6 HELPFUL TIPS | <ul style="list-style-type: none"> Identifying given advice, the rules and regulations. Making use of contextual clues to infer the possible consequences about helpful tips. | <ul style="list-style-type: none"> Analyzing the situation and the phrases related to giving and receiving advice. |
| THEME 7 FOOD AND FESTIVALS | <ul style="list-style-type: none"> Evaluating a text to classify various cuisines around the world. Diagrammatizing a text about different festivals all around the world. | <ul style="list-style-type: none"> Ordering the steps of a process given in a TV show. |
| THEME 8 DIGITAL ERA | <ul style="list-style-type: none"> Scanning a descriptive text about the evolution of technology for specific information. Evaluating the effects of social media in a written text to draw conclusions. | <ul style="list-style-type: none"> Identifying detailed information from podcasts in English. Determining personal opinions about technology in a video/recorded text. |
| THEME 9 MODERN HEROES AND HEROINES | <ul style="list-style-type: none"> Guessing the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines. Interpreting a text to identify the author's wishes. | <ul style="list-style-type: none"> Recognizing the phrases related to imaginary situations. Making use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheros/heroines. |
| THEME 10 SHOPPING | <ul style="list-style-type: none"> Answering comprehension questions of a text on clothing in different cultures. | <ul style="list-style-type: none"> Categorizing the descriptive vocabulary related to objects and people in a recorded text. Filling in the blanks in a recorded dialogue in a clothes shop. |

TABLE of CONTENTS

| SPEAKING | WRITING | PRONUNCIATION | SAMPLE USAGE |
|---|---|--|--|
| <ul style="list-style-type: none"> Introducing themselves and others individually/in pairs or small groups. Exchanging personal information in both formal and informal situations. | <ul style="list-style-type: none"> Describing themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions. | <ul style="list-style-type: none"> Practising intonation in asking and answering questions in daily conversations. | <ul style="list-style-type: none"> I go to school every day. Where do you live? Are you from...? Which subject do you like most? |
| <ul style="list-style-type: none"> Talking about their own plans for the future. Expressing their ideas in unplanned situations. | <ul style="list-style-type: none"> Writing an opinion paragraph about their plans. | <ul style="list-style-type: none"> Practising intonation in asking and answering questions in daily conversations. | <ul style="list-style-type: none"> I am going to fly... Are you coming to the movie this afternoon? I won't be in Erzurum for some time. |
| <ul style="list-style-type: none"> Acting out a story as a legendary figure. Retelling a story by describing characters and places. Talking about a historical legendary figure in Turkish history. | <ul style="list-style-type: none"> Writing the end of a given unfinished story. | <ul style="list-style-type: none"> Practising uttering "-ed" sounds in V2. | <ul style="list-style-type: none"> First, there was a sudden noise... When the film ended, I was crying. While he was riding in the forest, he felt something strange. |
| <ul style="list-style-type: none"> Delivering a short speech using visuals on traditions. Talking about several things they used to do when they were child. | <ul style="list-style-type: none"> Writing a short paragraph of comparing traditions around the world Writing the things they used to do when they were a child. | <ul style="list-style-type: none"> Practising /t/ and /θ/ sounds. | <ul style="list-style-type: none"> People used to watch the shadow plays. People didn't use to go to school when I was a baby. |
| <ul style="list-style-type: none"> Asking and answering about their own and other people's travel and experiences Booking a room at a hotel/a table in restaurant etc. Confirming information during conversation. Taking part in a dialogue to make a travel plan. | <ul style="list-style-type: none"> Writing an e-mail to a friend about their holiday experiences. Preparing a travel guide of a city they have visited. | <ul style="list-style-type: none"> Practising intonation in question tags. | <ul style="list-style-type: none"> Where have you been? Which places should I visit? Did you like it there? |
| <ul style="list-style-type: none"> Talking about consequences of wasting energy sources. Talking about household chores they are responsible for. | <ul style="list-style-type: none"> Writing a paragraph about possible consequences when they don't obey the rules. Writing an advice letter about youth problems. | <ul style="list-style-type: none"> Practising intonation in advice structures. | <ul style="list-style-type: none"> You can remove a stain with baking soda. If you're good at solving problems, you could be an executive. |
| <ul style="list-style-type: none"> Taking part in a dialogue about introducing national and international festivals. Describing the steps of a process related to national and international festivals. | <ul style="list-style-type: none"> Writing a process paragraph/blog about their favorite festival. | <ul style="list-style-type: none"> Practising the pronunciation of problematic words for Turkish learners of English. | <ul style="list-style-type: none"> Every street, building and house is decorated with red during the celebrations of Chinese New Year. Two religious festivals are celebrated in Turkey. |
| <ul style="list-style-type: none"> Making comments on innovations by stating causes and effects. Talking about their preferences in technological devices. | <ul style="list-style-type: none"> Writing a cause and effect paragraph about the importance of netiquette. Writing an on line-digital collaborative story. | <ul style="list-style-type: none"> Practising /w/ and /v/ sounds. | <ul style="list-style-type: none"> I prefer tablets over notebooks to read on line because... 1991 is the year when ... I watched a documentary which... |
| <ul style="list-style-type: none"> Talking about their personal hero (who he/she is and why he/she is their hero/heroines. Talking about what they would do if they were a hero/heroine. | <ul style="list-style-type: none"> Writing simple invitation letters. Writing a paragraph about imagining themselves as hero/heroines. | <ul style="list-style-type: none"> Practising the contraction of "I would" | <ul style="list-style-type: none"> If I were a hero, my superpowers would be ... He wishes he had some free time. |
| <ul style="list-style-type: none"> Comparing clothes by using key words and phrases related to shopping. Acting out a dialogue in a clothes shop. | <ul style="list-style-type: none"> Preparing a blog about new trends on technology /architecture/fashion etc.. Writing an informative paragraph about prices and characteristics of a type of a product to compare their preferences. | <ul style="list-style-type: none"> Practising intonation in comparative and superlative structures. | <ul style="list-style-type: none"> Do you have a larger size? This dress is much more stylish. Which one is the cheapest one? |

HOW TO USE THIS BOOK

Theme Number

Cover Page Images

Title of the Theme

Functions Covered

QR Code of the Theme

Instructions

Answers

Student's Book Page



SCHOOL LIFE

FUNCTIONS

- Exchanging personal information in both formal and informal language
- Taking part in a conversation in everyday life situations



1 A

This activity is designed to help the students get prepared and motivated for the speaking task by expressing their own feelings about the first day of school. Let your students take a look at the facial expressions, the adjectives used to describe various feelings and tick the appropriate ones for them. Give the students a suitable amount of time and encourage them to share their opinions with the class when they complete the activity. Answers will vary so there is no right or wrong answer.

1 A Students' own answers.

1 B

Students are expected to discuss and match the questions to the issues. Before starting the activity, you can ask some questions about school and school life to your students. Then, tell them to read the issues and questions and let them discuss. Remind them that they should use each of them once. You can lead a whole-class discussion. Encourage your students to share their ideas and answers with the class.

- 1 B**
1. timetable
 2. extracurricular activities
 3. school/campus facilities
 4. getting adapted
 5. visas/final exams
 6. the new friend circle
 7. compulsory courses
 8. elective courses
 9. deadlines for assignment submission
 10. consultant's and teacher's attitude

1 C

Ask your students to think about their first day at school. Then, let them think about the question: "What do students focus on about the first day at a new school?". If necessary, write this question on the board and make your students discuss with their friends. They are expected to think about this question and choose from the list above (1 B) and write them down. Enough time should be given to the students and the answers should be checked orally.

1 C Students' own answers.

THEME 1

SCHOOL LIFE

1 A SPEAKING

How do you feel on the first day of school? Tick the appropriate feelings for you.

| | | | | | | | | | |
|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| | Happy | | Excited | | Confused | | Enthusiastic | | Nervous |

1 B

Below are some issues and questions about school life. Each question is related to an issue. Discuss and match them.

Issues

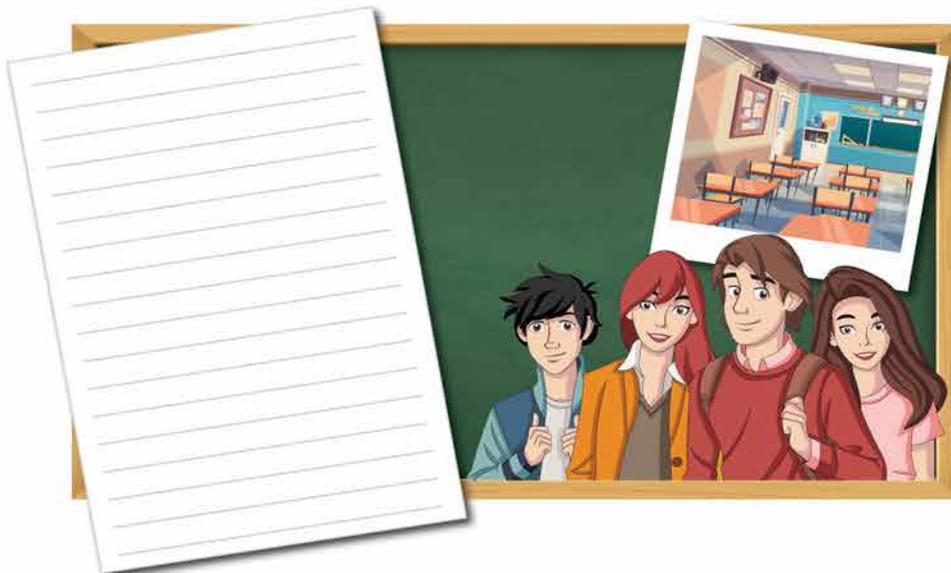
- timetable
- compulsory courses
- elective courses
- extracurricular activities
- school and campus facilities
- consultants' and teachers' attitude
- deadlines for assignment submission
- visas and final exams
- getting adapted
- the new friend circle

Questions

1. What time does the first lesson start?
2. Are there any social clubs for students?
3. Where can I eat and drink?
4. How long will it take me to get adapted?
5. When do I have to sit for exams?
6. What are my new classmates like?
7. Do I have to take challenging courses?
8. Do I have the chance to pick other interesting subjects?
9. What happens if I can't submit assignments on time?
10. Will I have tolerant and understanding teachers?

1 C

What do students focus on about the first day at a new school? Choose from the list above and write them down. You can add to the list.



1 D

Students are expected to read the passage about icebreaker activities and answer the questions. Before starting the activity, ask some warm-up questions about icebreaker activities. For example:

“Do you know what icebreaker activities are?”

“Do you need them? Why?”

Then, explain the students that icebreakers aim at relieving the students of stress through students’ realizing that they have things in common with some other classmates. Next, ask your students to scan the passage and answer the questions. They don’t need to understand every word in the text. Enough time should be given to your students and the answers should be checked orally.

- 1 D**
1. Teachers use ice-breakers to make their students less worried and more relaxed.
 2. Talking about oneself, hobbies, interests, fun games, walking around and asking questions to learn about others.
 3. They may play an important psychological role for a good academic year. If students don’t do any warm-up, teachers cannot expect a good performance.

1 E

This activity also aims to let students know each other well. Firstly, you can give some information about Kuzey and “Find Someone Who...” sheet. Then, you can remind your students what icebreaker activities and their importance are. Let your students read the activity sheet. You can fill in the first blank together if necessary. Then, ask them to walk around to learn about their friends. Encourage them to fill in this sheet sincerely. During the activity, there may be some noise, it is recommended to be tolerant for this situation.

1 E Students’ own answers.

TEACHER’S NOTES

SCHOOL LIFE

THEME 1



1 D

Read the text on icebreaker activities and answer the questions.

Icebreaker Activities

Most students are worried and nervous about their first days at a new school as a freshman. Fortunately, most teachers are aware of this and they do activities to make their students less worried and more relaxed. These are called icebreakers. They include talking about oneself, hobbies, interests, fun games, walking around and asking questions to learn about others, etc. The aim is to create a friendly and less stressed atmosphere because students can get to know each other and discover their things in common during these activities.

According to experts, icebreakers may play an important psychological role in a good academic year. Laila Hudson, a psychologist of Washington State University, asks 'Can you expect an optimum performance from a footballer if he doesn't do any warm-up?' and adds 'Icebreakers are the same for students. If students feel self-confident in their new classes, they will not suffer from fear of failure and will start to display a better performance. Icebreakers are always nice for a good start.'

1. Why do teachers use ice-breakers?
.....
2. What are some ice-breaker activities?
.....
3. Why are ice-breakers important?
.....

1 E

Kuzey is in the USA for his university education. His English teacher gives the following 'Find someone who ...' sheet as part of an icebreaker. Use the same sheet for yourself. Walk around to learn about your friends.

Find someone who...

- is keen on basketball.
- is fond of chocolate wafers.
- is good at English.
- has a pet.
- can play a musical instrument.
- likes spending time with friends.
- is usually punctual.
- joins extracurricular activities.
- has watched a sports event live.
- has read a novel recently.
- stays in the school dormitory.
- walks to school.
- comes from another city/country.
- is an only child in the family.
- does revision every day.

1 F

Students are expected to introduce themselves and their friends to the class referring to their notes on the “Find Someone Who...” sheet. Have your students ask questions to their friends about their families, everyday lives, habits, etc. to learn more about them. This activity gives students a chance to communicate with each other. Remind them to be careful about process and pronunciation issues and give them enough time to think and practise what they would like to say.

1 F Students’ own answers.

2 A

The aim of this activity is to make students realize what people can talk about while exchanging personal information. Before starting the activity, ask your students to look at the picture and talk about it. Then, let your students read the dialogue and tick the personal information mentioned in the text. Give them enough time to complete the activity. Make an oral check for the answers.

2 A country of origin, accommodation, families, interests

2 B

This activity is aimed at getting the students to exchange personal information including their families, interests, habits etc. in an informal situation. They are expected to benefit from the dialogue between Ethan and Kuzey in Part 2 A and act it out.

2 B Students’ own answers.

TEACHER’S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

THEME 1

SCHOOL LIFE

1 F

Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 E. You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them.

- Where do you live?
- How do you come to school?
- What do you want to be in the future?
- What do you think about ...?
- What kind of music do you listen to?
- What is your favorite ...?

2 A READING - SPEAKING

Ethan and Kuzey are having a chat at the dormitory canteen. Read their dialogue and tick what they talked about while exchanging personal information.

- country of origin
- their favorite football teams
- accommodation
- comments on school
- families
- interests

Ethan So, Kuzey. I noticed during the ice-breaker activity. We have a lot in common.

Kuzey We do. We are two freshmen here and that's nice. I'm from Turkey and you are from Australia. We are away from our families.

Ethan That's right. And the happiest coincidence is about the dormitory. We stay in the same dormitory.

Kuzey We haven't met any students yet but I'm sure there are a lot of students from other countries in the dormitory. We will support each other. It will be good for me because I'm part of a large family. I like being with relatives and friends.

Ethan How many brothers or sisters do you have?

Kuzey I have a brother and sister and also we spend a lot of time with relatives. I mean, grans, cousins, aunts, uncles. We have very strong family ties.

Ethan That's nice. I'm an only child. We do not spend much time with relatives. They live far away from us.

Kuzey It seems that we will spend a lot of time together, here. Shall we begin with a game of basketball tomorrow? I can buy the tickets on-line. You are keen on basketball, too.

Ethan That sounds nice!

Kuzey Ethan, what about sports on campus? I'm thinking of joining the university fitness club.

Ethan Well... I should think a little bit about that. Does it require anything special?

Kuzey I don't know, yet. But it's one of the nicest extracurricular activities. We can go and learn.

Ethan I should decide after that. Then, let's go and learn tomorrow.



2 B

Work in pairs to make a dialogue. Exchange personal information with your partner. Include your families, interests, habits etc. Then, act it out.

3 A

This part includes comprehension questions related to the dialogue. The students will read the text for specific details (scanning). They don't need to understand every word in the dialogue, they are supposed to guess the meanings of some important words from the context. Set a time limit of 5-6 minutes for the activity and then, make an oral check for the answers.

- 3 A**
1. The receptionist thanks Ethan and Kuzey for their interest in fitness club.
 2. They study engineering.
 3. Because they stay in the dormitories nearby.

3 B

Let your students think about the given situation and encourage them to share their ideas with the class. They should consider the questions given to fill in the membership form for the boys. The students should read the questions carefully and choose the related ones as there are a few unrelated. Answers will vary, so there is no right or wrong answer.

3 B Suggested Answers:

- May I have your name...?
- What is your address?
- When is your birthday?
- What is your phone number?
- May I have your e-mail address?
- Which membership plan would...?
- How would you prefer to pay?

TEACHER'S NOTES

SCHOOL LIFE

THEME 1

3 A READING - SPEAKING

Kuzey and Ethan are at the fitness club reception to become members. Read the dialogue and answer the questions.



Receptionist Hello. How can I help you?
Kuzey Hello. We'd like to become members of the fitness club. Is this the right place?
Receptionist It is, Mr. ...?
Kuzey Kutlu. Kuzey Kutlu. And this is Ethan.
Receptionist I am Helen. Nice to meet you Kuzey and Ethan. And thanks for your interest in our club.
Ethan So, how can we become members?
Receptionist Well... You know, this is the university fitness club. Are you students?
Ethan Yes, we are. We study engineering.
Receptionist That's good. We need your student ID cards.
Ethan Here is mine.
Kuzey Here you are.
Receptionist Thank you. Could you fill in this form, please? And you'll also see the type of membership in the form. The fees depend on your membership type. And if you need the shuttle bus service, it is not included in the fee.
Kuzey We stay in the dormitories nearby. We don't need that. Thank you, though.
Receptionist ...

1. Why does the receptionist thank Ethan and Kuzey?
.....
2. What do Ethan and Kuzey study?
.....
3. Why don't Ethan and Kuzey need the shuttle bus service?
.....

3 B

Imagine that you are the receptionist of the fitness club. Which of the following questions would you ask Ethan and Kuzey to fill in the form?

- May I have your name and surname, please?
- What is your address?
- When is your birthday?
- What is your favorite food?
- Are you single or married?
- Do you have enough cash with you?
- What color towels do you like?
- What is your phone number?
- Who is your best friend?
- May I have your e-mail address?
- Do you live in a flat nearby?
- Which membership plan would you prefer?
- What do you think about our facilities?
- How would you prefer to pay?



3 C

This activity is prepared to make your students be concerned with the issue personally. Let the students think about the situation and fill in the form with their personal information. Ask them to work individually and give them enough time for the activity.

3 C Students' own answers.

3 D

The students are expected to read the questions in Part 3B again and answer them orally with their personal information. Let your students do pair work in this activity. Student A will ask the questions as the receptionist and Student B will answer them as the customer. Enough time should be given to complete the activity and the dialogues should be acted out by the students.

3 D Students' own answers.

4 A

This activity is related to falling and rising intonation. The aim of this activity is to make students practise intonation in asking and answering questions in daily conversations. Ask your students to listen to the sentences and study the intonation of them. After listening, ask your students some questions about how falling and rising intonation occur. Playing the tapescript twice will be enough for the students.

4 B

In this part of the activity, let your students listen to the sentences and decide if they have a falling or rising intonation. Make an oral check for the answers. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise.

- 4 B**
1. FI
 2. FI
 3. RI
 4. FI
 5. RI
 6. FI
 7. FI
 8. FI
 9. RI
 10. FI

3 C

Imagine that you want to become a member of the fitness club. Fill in the form with your personal information.

| MEMBERSHIP AGREEMENT | |
|--|--|
| Name: _____ Address: _____ State: _____ Zip: _____ City: _____ Date of Birth: _____ Phone: _____ E-mail: _____ Emergency Contact: _____ |  <p>GYM CARE FITNESS</p> <p>1969 Muxell Road, Deer St. Rattlesnake, Iowa 58246 695.836.8254 www.gym-care.com</p> |
| Select a Membership Plan (Best Rate: 10% if paid annually) INDIVIDUAL PLAN _____ Single: \$29.95 Paid Monthly _____ Single: \$25.95/Month (10% Discount For Prepaid) | FAMILY PLAN _____ Family: \$59.95 Paid Monthly _____ Family: \$55.95/Month (10% Discount For Prepaid) |
| JOINT PLAN _____ Joint: \$49.95 Paid Monthly _____ Joint: \$25.95/Month (10% Discount For Prepaid) | STARTUP FEE (To be applied at start date) \$10.00 Per Door Key \$19.95 Enrollment Fee |

3 D

Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue.

4 A LISTENING - SPEAKING

Listen and study the intonation of the sentences below. Tapescript 1.1

| | | |
|--------------------|---------------------|---------------------------|
| Falling Intonation | Wh- Questions | What do you do? |
| | Yes/No Answers | Yes, I do. |
| Rising Intonation | Yes/No Questions | Are you happy? |
| | Statement Questions | You don't like chocolate? |

4 B

Listen and decide if the sentences have a falling (FI) or rising intonation (RI). Tapescript 1.2

| | FI | RI | | FI | RI |
|----------------------------------|----|----|---|----|----|
| 1. Where do you live? | | | 6. No, I don't. | | |
| 2. I live in Madrid. | | | 7. What time do you get up? | | |
| 3. You are an only child? | | | 8. I get up at 8. | | |
| 4. Yes, I am. | | | 9. Are you interested in music? | | |
| 5. Do you like playing football? | | | 10. I like listening to music in my spare time. | | |

4 C

In the last part of the activity, your students are expected to practise intonation in asking and answering questions. Let your students work in pairs and make daily conversations. Remind them that they should be careful about intonation issues in asking and answering questions. Pay attention to pronunciation issues.

4 C Students' own answers.

5 A

This is a two-stage activity. In the first stage, the students will read the pairs of sentences and tick the ones that are true for them so that they will be able to personalize this activity. In the second stage, they will discuss whether they are good or bad for their health by sharing their own opinions. You can start a class discussion by encouraging the volunteer students first and then, the rest of the class will be involved in the discussion with your guidance. Don't forget to give your students enough time for the activity.

5 A Students' own answers.

**TEACHER'S NOTES**

SCHOOL LIFE

THEME 1

4 C

Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues.

5 A READING

Read the pairs of sentences below and tick the ones that are true for you. Then, discuss whether they are good or bad for your health.



- a. I socialize with friends often.
- b. I usually like being on my own.



- a. I eat fruit and vegetables often.
- b. I do not eat fruit and vegetables.



- a. I always read books before sleeping.
- b. I never read books before sleeping.



- a. I do sports as much as possible.
- b. I spend a lot of time sitting in front of my computer.



- a. I stay up late and get up early in the morning.
- b. I usually get enough sleep.

5 B

Explain your students that they should use the scanning technique to find out their healthy everyday habits. Help your students with the unknown vocabulary items if necessary. This activity will also give the students a chance to share their habits with the class orally. Enough time should be given for the activity and the students should be encouraged to share their answers.

5 B Students' own answers.

5 C

Ask the students to read the text quickly to find out the answers to the questions. They should do skimming. Therefore, they don't need to understand every word in the text, the key words will be of help to do the activity. Also, remind your students that there are two options for each question and they should circle the better one. Give the students enough time for the activity and make an oral check for the answers.

5 C 1. b
2. a

TEACHER'S NOTES

5 B

Read the text and discuss whether your everyday habits are healthy or not.

Everyday Life Habits Matter: Small Changes Make a Big Difference

According to a recent study, bad habits such as smoking, going to bed late, technology addiction do not only steal from your life quality but also impact your educational life. Fortunately, you are not desperate. Making just a few changes in your everyday life can help you a lot. Here are some of these changes and how applicable they are according to 100 interviewees.

Read to cope with stress: Reading does not only help you learn more and achieve better scores but also helps to cope with stress. While you are reading something in a motivated way, you will be away from the stress of everyday life, and being away from stress will be of great help for a healthier life because stress is one of the worst enemies of human health. 82 % of the interviewees believe that this is easily applicable.

Avoid loneliness, reach out: You are at greater risk of heart disease without a strong network of friends and family. Loneliness can be as dangerous as having high cholesterol or even smoking. Hang around with friends, share problems with them, and socialize whenever possible. One way of achieving this at school is to join extracurricular activities. Visiting your elderly relatives as often as possible is another way. 56% of the interviewees think that this is not easy to do due to everyday rush while it is OK for the other 44%.

Have breakfast, do not skip it: Breakfast is more important than most people think. It increases learning performances and carefulness. According to 70% of our interviewees, this is applicable.

Consult and Cooperate: When you try to cope with all the difficulties on your own, a more stressful life or period is unavoidable. Remember that you are not a super hero and consulting and cooperating with others is a strength. At school, friends, teachers, and school counselors are all there to share. You will see that things will get better when you consult or cooperate. However, 30% of our interviewees find it applicable.

Get enough sleep: Sleep plays an important role in your physical health. It is a part of healing and repairing your heart and blood vessels. Ongoing sleep deficiency, not getting enough sleep, is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke. Learn how much sleep you need by age and improve your sleeping habits. Go to bed and wake up at the same time every day. Avoid heavy or large meals before bed time. It seems to be the most applicable everyday habit as 95% of the interviewees find it so.



5 C

Read the text again and circle the correct choice.

- | | |
|--|---|
| <p>1. The text is about...</p> <ul style="list-style-type: none"> a. common health problems. b. importance of some everyday habits for health. | <p>2. Interviewees believe that most of the everyday habits in the text are...</p> <ul style="list-style-type: none"> a. applicable. b. not applicable. |
|--|---|

5 D

There are some visual representations such as tables, charts and graphs used to report research results and share them with people by means of newspapers, magazines, TV etc. This activity aims to make the students extract the information from the text and complete the graph. The students should consider the percentages while completing the graph with the habits mentioned in the text. Remind your students that an example is given for them and they can benefit from it. Make sure that enough time is given for the activity and finally make an oral check for the answers

5 D get enough sleep; avoid loneliness, reach out; consult and cooperate; have breakfast, do not skip it

5 E

The students are expected to refer to the text again and discuss the ways of integrating the everyday habits into their everyday lives, in pairs. Then, the pairs should decide how applicable these habits are, by using percentages. As the last step of the activity, they should draw their column on the diagram. Ask the students to use a pen in a different color for each column so that they can be distinguished easily. Finally, choose a few volunteer pairs and have them share their diagrams with the class.

5 E Students' own answers.

6 A

The aim is to encourage the students to catch the expressions of school, everyday life and free time that they hear while listening to the tapescript and tick them. They don't have to understand everything in the text. Playing the tapescript once will be enough and checking the answers orally will be useful.

6 A be at school
 skip courses
 stick to the timetable
 have dinners together
 respect each other
 gather data
 prepare portfolios
 do revision
 everyday challenges
 get better scores
 get on well
 hang around
 go to the movies

6 B

Students are expected to think about the situation and discuss with their friends. If necessary, write the sentence on the board and let your students do brainstorming. Give them enough time for discussion. Be careful about pronunciation issues and encourage them to share their ideas.

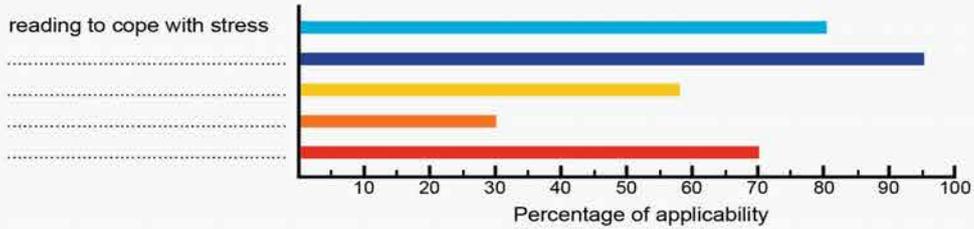
6 B Students' own answers.

SCHOOL LIFE

THEME 1

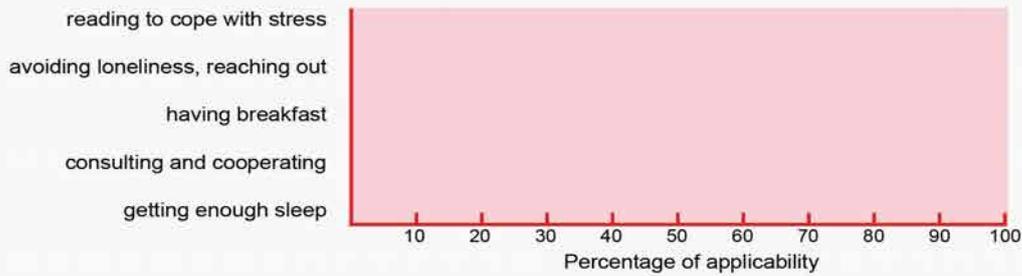
5 D

Below is a diagram. Look at the percentage lines in different colors and write what they stand for, on the left, according to the text. One has been done for you.



5 E

Work in pairs. Discuss the ways of integrating the everyday habits in the reading in 5 B into your everyday lives and decide how applicable they are. Then, draw your percentage line on the diagram as in 5 D



6 A LISTENING

Listen to the dialogue and tick the expressions you hear from Mrs. Calmer. Tapescript 1.3

- | | |
|---|--|
| <input type="checkbox"/> be at school | <input type="checkbox"/> argue with friends |
| <input type="checkbox"/> skip courses | <input type="checkbox"/> do revision |
| <input type="checkbox"/> skip breakfast | <input type="checkbox"/> everyday challenges |
| <input type="checkbox"/> stick to the route | <input type="checkbox"/> everyday problems |
| <input type="checkbox"/> stick to the timetable | <input type="checkbox"/> successful artists |
| <input type="checkbox"/> have dinners together | <input type="checkbox"/> get better scores |
| <input type="checkbox"/> chat | <input type="checkbox"/> get on well |
| <input type="checkbox"/> respect each other | <input type="checkbox"/> hang around |
| <input type="checkbox"/> gather data | <input type="checkbox"/> go to the park |
| <input type="checkbox"/> prepare portfolios | <input type="checkbox"/> go to the movies |

6 B

Do you think schools prepare students for real life? Discuss with friends.

7 A

This activity aims to prepare the students for the reading. Before starting the activity, you can ask your students some questions about high school types, their programs, timetables, opportunities, etc. Then, ask your students to read the programs given and think about them. Let them discuss and decide which one is the program of a vocational and technical high school, which one belongs to an academic high school and why these programs are important for the future.

E.g. Vocational and technical high school programs can prepare a student for a job directly after acquiring a skill or studying trade at school. Academic high school programs are effective in improving students' academic skills and theory.

Give them enough time for the activity. Be careful about pronunciation issues.

7 A A: Vocational and technical high school, B: Academic high school

7 B

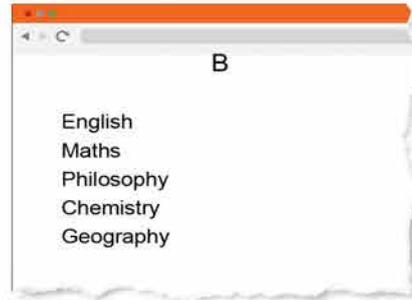
Students are expected to read the text and answer the questions. Tell your students that they should use the scanning technique. They don't need to understand each word in the text. Give them enough time to complete the activity. If they need help in answering the questions, you can guide them.

- 7 B**
1. The purpose of academic high schools is to raise students for academic purposes.
 2. They raise students as technical staff members, experts with better skills and backgrounds. They also offer programs for sports.
 3. School rules, practising, instructors' evaluation and doing revision are similar.
 4. Students' own answers.

TEACHER'S NOTES

7 A READING

Below are programs of two high schools on their web sites. Which one do you think is the program of a vocational and technical high school and which one belongs to an academic high school? Discuss why these programs are important for the future.



7 B

Read the text and answer the questions.

VOCATIONAL and ACADEMIC HIGH SCHOOLS

Kings Vocational & Technical High School is one of the thousands of vocational high schools in the US. It offers a wide range of programs unlike most regular academic high schools.

"Academic high schools have a lot of requirements for admission and they raise students for academic purposes. Yet, we also need technical staff members, experts with better skills and backgrounds. Vocational high schools have a key role here. These schools are becoming more important day by day. We even offer programs for sports. The education sector has to respect the strengths of students and their learning styles." says John Hamilton, the principal of the school.



In an interview with a local TV station last month, Christa Bolt, a student in the sports department of Kings Vocational & Technical High School, said "Our rules are similar to the ones in an academic high school. We have to stick to a timetable and obey the disciplinary rules. We are not allowed to skip courses or play truant for example. Academic high school students study in the classroom, we practise in the gym. They sit exams and their teachers evaluate them, our instructors evaluate us as well. They mark us according to our performances. They should do a lot of revision. Similarly, we should practise regularly to remain fit. The details are similar but the main difference is in the purpose of schools. Vocational & technical high schools focus on improving students' skills in their programs, in practice. Academic high schools focus on academic skills and theory. The society needs both."

1. What is the purpose of academic high schools?
2. Why are vocational & technical high schools important according to John?
3. What are some of the similarities between vocational & technical high schools and academic high schools according to Christa?
4. Do you think vocational & technical high schools are as important as John and Christa claim?

8 A

This activity is related to vocabulary teaching. Before starting the activity, you can give some information about what collocations are, how they are used, etc. Then ask them to look at the table and match the verbs in A with the phrases in B to form collocations. If they need more help, you can refer to Parts 6 A and 7 B. Give them enough time to complete the activity and make an oral check.

- 8 A**
1. obey the rules,
 2. stick to the timetable,
 3. do revision,
 4. sit (for) exams,
 5. play truant,
 6. get high scores,
 7. skip courses

8 B

This activity is also related to vocabulary. Students are expected to read the sentences and fill in the blanks using the collocations in Part 8 A. If they need help in understanding, guide them but do not give the Turkish equivalents of the unknown words. Enough time should be given to complete the activity and oral check should be made.

- 8 B**
1. do revision
 2. obey the rules
 3. get high scores
 4. play truant
 5. skip courses
 6. stick to the timetable
 7. sit (for) exams

8 C

Students are expected to use the collocations from 8 A to discuss the ways of being a good student with their friends. Remind your students that an example is given for them and they can benefit from it. Encourage them to share their answers considering the pronunciation issues.

- 8 C** Students' own answers.

SCHOOL LIFE

THEME 1

8 A SPEAKING

Some words go together naturally. These are called collocations. Some verbs with certain words and phrases are also collocations as in 'play sports', 'make friends', 'do Maths'. Work in pairs. Match the verbs in A to the phrases in B to form collocations.

| A | B |
|----------|---|
| 1. obey | <input type="checkbox"/> truant |
| 2. stick | <input type="checkbox"/> to the timetable |
| 3. do | <input type="checkbox"/> (for) exams |
| 4. sit | <input type="checkbox"/> courses |
| 5. play | <input type="checkbox"/> high scores |
| 6. get | <input type="checkbox"/> the rules |
| 7. skip | <input type="checkbox"/> revision |

8 B

Fill in the blanks using the collocations from Part 8 A.

- I'm afraid I can't come to Sorin's birthday party. I have got a science exam tomorrow and I have to
- All students have to They are there to make school a safe place.
- School counselor: You should study hard and for a better school report, Tim. Those scores will make your CV better.
- If I have a major program for that day, I do not It is against the rules. I ask the school administration for permission. If I have a health problem, I will get a medical report.
- Mary: Come on, Helen. We only have two classes left. We should stay at school, not I'll get you some strong coffee.
Helen: That sounds nice.
- Students must learn to because they will have to work within a timetable at work in the future.
- Before you, do not forget to get a bottle of water. You may need it during the exam.

8 C

Use the collocations in Part 8 A to discuss the ways of being a good student with your friends.

E.g. Don't go to bed late or you may skip courses the following day.

9 A

Students are expected to read the descriptive paragraph about Linda and match the colors to what they are about in the paragraph. Remind them that one has been done for them as an example. Give them enough time to complete the activity.

9 A Pink: d
Blue: c
Orange: a
Green: b
Purple: e

9 B

The aim of this activity is to make students describe themselves, their family and their habits in a short descriptive paragraph with the help of clues or guiding questions. Remind your students that they should be careful about punctuation and capitalization and also consider cohesion and coherence issues.

9 B Students' own answers.

TEACHER'S NOTES

9 A WRITING

Read the descriptive paragraph about Linda and match the colors to what they are about in the paragraph. One has been done for you.

A True Friend: My Classmate Linda.

Linda is one of my classmates. She is 17, the same age as me. She's got long, straight, brown hair and blue eyes. She is of medium height and fit because she plays volleyball. Linda doesn't like being on her own, she lives and spends a lot of time with her family, her parents and her brother Alex. Her parents are retired teachers. Her father is around fifty-five and her mother is in her early fifties. Her brother is a university student. They have a lot in common, so they get on very well. She takes time to get better all the time, so she's very busy. She goes to volleyball trainings, takes Spanish courses and joins charity activities. Her motto is 'life for people, people for life'. She usually goes to bed at around midnight and gets up early. She thinks sleeping too much is a waste of time, and we must improve our skills of time management. She is a great, invaluable friend with her nice personality and habits. I'm lucky to have her as a friend.



- a The family members (people in the family, their ages, jobs, etc.)
- b Habits, hobbies, likes and dislikes (the person's habits, what he/she likes/dislikes)
- c Physical appearance (height, color of hair, eyes, etc.)
- d Introduction about the person (who the person is, his/her job, age, etc.)
- e General feeling/opinion about the person (what you/people think about the person)

9 B

Now, write a descriptive paragraph about yourself. Describe yourself, your family and your habits as in the sample paragraph in 9 A.

Four sets of horizontal lines for writing, each preceded by a small circle bullet point.

HE WHO OPENS A SCHOOL DOOR CLOSSES A PRISON. Victor Hugo

1 A

Complete the conversation. Use the expressions in the box.

Pleased to meet you.

I'm Tom.

What do you do?

What about you?

that's interesting.

Tom Hello, (1) I'm Tom.
Jennifer (2) Pleased to meet you, Tom. My name's Jennifer.
Tom Nice to meet you, too, Jennifer. (3) What do you do?
Jennifer I'm a teacher. (4) What about you?
Tom I work for a catering company.
Jennifer Oh, (5) that's interesting.



1 B

Complete the conversation. Use the expressions in the box.

- a. My name is Sue Anderson.
- b. Thank you.
- c. Can you tell me your family name again?
- d. How do you spell that?

Sue Hello. (1) My name's Sue Anderson.
Ethan Sorry. (2) Can you tell me your family name again?
Sue It's Anderson.
Ethan (4) How do you spell that?
Sue It's A-N-D-E-R-S-O-N.
Ethan (5) Thank you.



1 C

Complete the conversation. Use your own expressions.

Alfred Hello. I'm Alfred.
You Pleased to meet you, Alfred. My (1)
Alfred Nice to meet you, too, (2) What do you do?
You I (3) What about you?
Alfred I am a pilot.
You Oh, (4)

Students' own answers.

2 A

Read the text about Samuel's day and then fill in the missing parts according to the text below.

I am a doctor. I live near the hospital, so I always walk to work. I leave home at 8.00. and arrive at the hospital in 10 minutes. I have a small talk with my colleagues at a cafeteria opposite the hospital until 8.45. I start work at 9.00 and begin examining my patients. I finish working at 5.30. I always have dinner before 7.00. After dinner I sometimes have a drink with my friends, watch a movie at home or read a book. I always sleep before 11.00. At the weekends, I usually go out of the city.



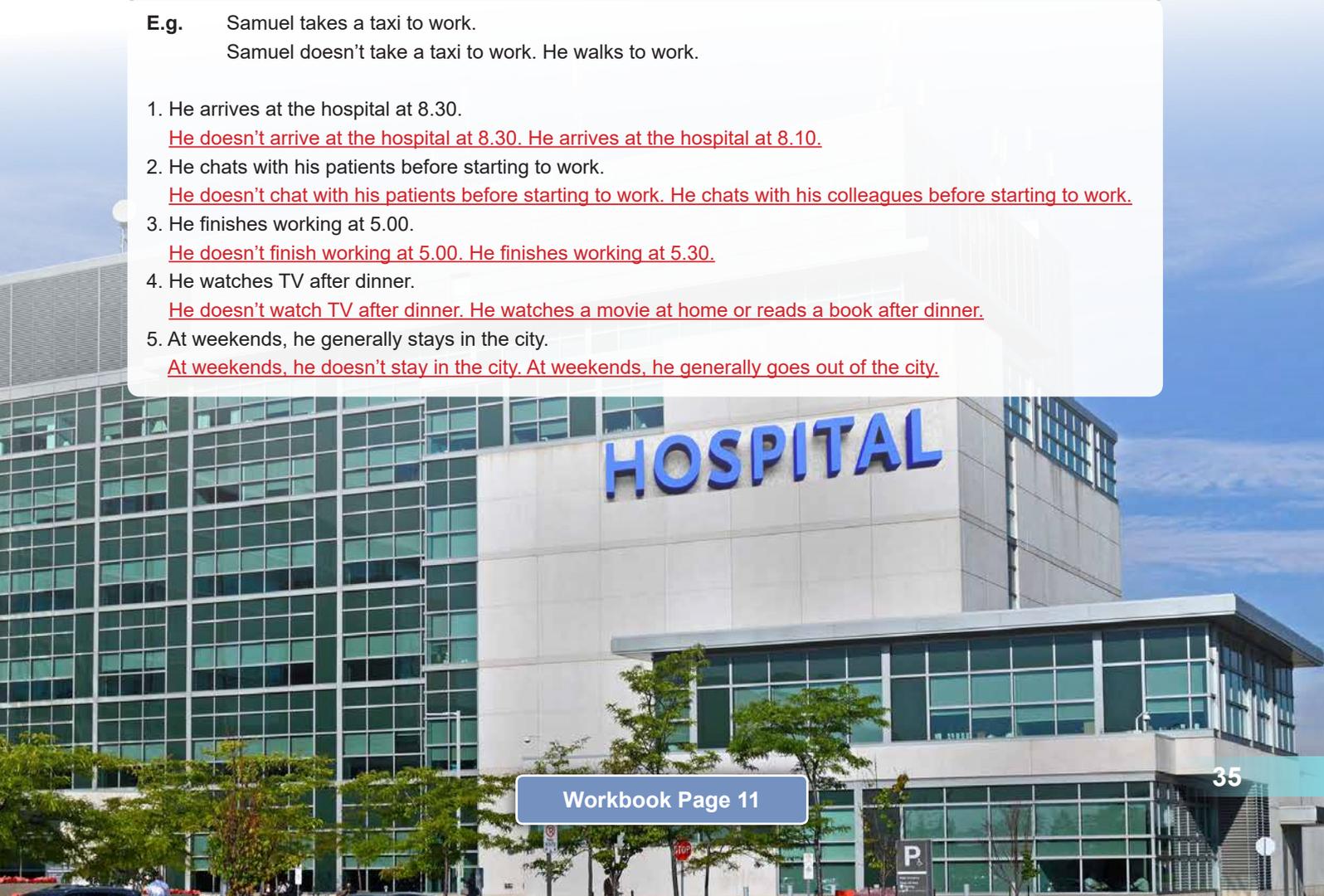
He is a doctor. He (1) lives near the hospital, so he always (2) walks to work. He (3) leaves home at 8.00 and (4) arrives at the hospital in 10 minutes. He (5) has a small talk with his colleagues at a cafeteria opposite the hospital until 8.45. He (6) starts work at 9.00 and (7) begins examining his patients. He (8) finishes working at 5.30. He always (9) has dinner before 7.00. After dinner he sometimes (10) has a drink with his friends, (11) watches a movie at home or (12) reads a book. He always (13) sleeps before 11.00. At weekends, he usually (14) goes out of the city.

2 B

Read the text in Part 2 A and correct the sentences.

E.g. Samuel takes a taxi to work.
Samuel doesn't take a taxi to work. He walks to work.

1. He arrives at the hospital at 8.30.
He doesn't arrive at the hospital at 8.30. He arrives at the hospital at 8.10.
2. He chats with his patients before starting to work.
He doesn't chat with his patients before starting to work. He chats with his colleagues before starting to work.
3. He finishes working at 5.00.
He doesn't finish working at 5.00. He finishes working at 5.30.
4. He watches TV after dinner.
He doesn't watch TV after dinner. He watches a movie at home or reads a book after dinner.
5. At weekends, he generally stays in the city.
At weekends, he doesn't stay in the city. At weekends, he generally goes out of the city.



2 C

Put the verbs into the correct form. Be careful with affirmative and negative forms.

- E.g. The sun **rises** (rise) in the east.
My grandparents **don't go** (not/go) on holiday very often.
How many books **do** you **read** (read) in a month?
- My father **works** (work) in a bank. My mother **works** (work) in a shop.
 - What time **do** the banks **close** (close) in Turkey?
 - The swimming pool **opens** (open) at 7.00 am and **closes** (close) at 7.00 pm every day.
 - My sister **has** (have) a car but she **doesn't use** (not/use) it very often.
 - I **don't understand** (not/understand) the word 'ratio'. What **does ratio mean** (mean)?
 - The Sun **doesn't go around** (not/go around) the Earth. The Earth **goes around** (go around) the Sun.
 - How many languages **do** you **speak** (speak)?
 - Teacher: Where **do** you **come** (come) from?
Student: I **come** (come) from Turkey.
 - Rice **doesn't grow** (not/grow) in Britain. It **grows** (grow) in India.

2 D

Read the sentences below and make questions. Begin your questions with the word/s in brackets.

- E.g. Jenny plays tennis. (How often?) How often does Jenny play tennis?
- | | |
|--|---|
| 1. I get up in the morning. (What time/usually?) | <u>What time do you usually get up?</u> |
| 2. Bob walks to school. (How often?) | <u>How often does Bob walk to school?</u> |
| 3. Walter does his homework in the evenings. (When?) | <u>When does Walter do his homework?</u> |
| 4. They usually miss the school bus. (Why?) | <u>Why do they usually miss the school bus?</u> |
| 5. I and my best friend have lunch. (Where?) | <u>Where do you have lunch?</u> |
| 6. Olivia comes from Scotland. (Where?) | <u>Where does Olivia come from?</u> |

3 A

Put the words in the correct order to make questions.

- E.g. we / you / how / address / should ? How should we address you?
- | | |
|------------------------------------|----------------------------------|
| 1. do / what / you / do? | <u>What do you do?</u> |
| 2. nationality / what / is / your? | <u>What is your nationality?</u> |
| 3. married / you / are? | <u>Are you married?</u> |
| 4. are / you / how / old? | <u>How old are you?</u> |
| 5. surname / your / is / what? | <u>What is your surname?</u> |
| 6. do / spell / how / you / it? | <u>How do you spell it?</u> |



3 B

Complete the dialogue. Use the questions in Part 3 A.

Clerk Well, we have to fill in a form. So, (1) **what's your first name, please?**
Irene It's Irene.
Clerk Oh, I'm sorry. I couldn't understand. (2) **How do you spell it?**
Irene I-R-E-N-E
Clerk OK. Thank you. (3) **What is your surname?**
Irene It's Silva.
Clerk (4) **How old are you** Miss Silva?
Irene I'm thirty-two.
Clerk OK. And (5) **are you married?**
Irene No, I'm single.
Clerk (6) **What is your nationality?**
Irene Irish. I'm Irish.
Clerk OK. (7) **What do you do?**
Irene I'm a banker.
Clerk Thank you. And lastly, what's your address?
Irene It's 23rd Street, Canyon.



3 C

Are the statements True (T) or False (F)?

1. **F**...The customer is a man.
2. **F** Her name is Silva Irene.
3. **T** She is 32 years old.
4. **T** She is from Ireland.
5. **F** She is a lawyer.
6. **T** Her house is in Canyon.

3 D

Complete the form for Irene.

| | |
|----------------|--------|
| Title | Miss |
| First Name | Irene |
| Surname | SILVA |
| Age | 32 |
| Gender | Female |
| Marital status | Single |
| Nationality | Irish |

3 E

Complete the form with your own details.

| | |
|----------------|----------------------|
| Title | <input type="text"/> |
| First Name | <input type="text"/> |
| Surname | <input type="text"/> |
| Age | <input type="text"/> |
| Gender | <input type="text"/> |
| Marital status | <input type="text"/> |
| Nationality | <input type="text"/> |
| Occupation | <input type="text"/> |
| Address | <input type="text"/> |
| Postcode | <input type="text"/> |

Students' own answers.

4 A

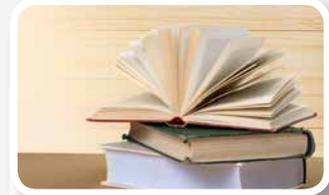
Look at the pictures and write the names of subjects below them.



E.g. Geography



1. Chemistry



2. Literature



3. Art



4. Physical Education (P. E.)



5. English



6. Maths



7. Music



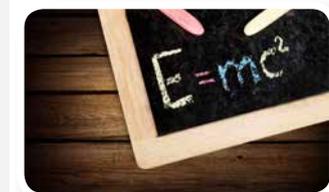
8. Information & Technology



9. German



10. Biology



11. Physics

4 B

Take a quick look at the subjects above and write the compulsory courses at your school.

Compulsory Courses: _____

Students' own answers. _____

Elective Courses: _____

Students' own answers. _____

4 C

Read about a typical school day of Nicholas Ross and fill in the blanks with appropriate expressions in the box below. One is extra.

| | | | | |
|-------------|-------------|-----------------|--------------------|----------------|
| do revision | have dinner | get ready | go to bed | have lunch |
| play sports | get home | spend much time | study for the test | sit in the bus |

I don't know about high schools in general but here's my own experience being a high school sophomore (10th grader) at a suburban school in Ohio.

- 6.50: I wake up and (1) get ready.
- 7.10: The bus arrives. I (2) sit in the bus for about 10 minutes.
- 7.20: I get to school. The bus drops us off about 30 minutes before school starts and I either study for the next class or (3) do revision for an upcoming test at that time.
- 7.50: School starts! I have Chemistry first.
- 9.45: Chemistry ends, and I go to my next class American Studies (a combination of US History and English).
- 11.30: American Studies ends. And I (4) have lunch.
- 12.00: Lunch ends, I've got Advanced Research in Science, an independent science research class.
- 12.55: I go to Algebra, and I actually know that there's no test for this subject, so we don't (5) spend much time studying for it.
- 1.50: After that, I go to Environmental Science and, once again, (6) study for the test.
- 2.40: School's over! I go home unless I have a club meeting. If I have a club meeting, I usually (7) get home at around 4.30.
- 5.00: At home, this is the time I start studying. The amount of studying depends on the day, but it is usually at least a couple of hours. After I finish studying, I send e-mails to look for an internship or to find opportunities to volunteer at, etc.
- 8.30: I usually (8) have dinner at this time. Then, I go back to whatever I was doing before.
- 10.00: Technically, I must (9) go to bed at 10 but generally I don't sleep by that time.
- 12.00: I go to bed.



4 D

Read the text again and answer the following questions.

1. What grade is Nicholas Ross? He is in grade 10.
2. In which city does he attend school? He attends school in Ohio.
3. How does he go to school? He goes to school by bus.
4. What time does he have lunch? He has lunch at 11.30.
5. Do the students study much for Algebra? No, they don't.

5 A

Read the text and answer the following questions.

How does it feel to be a high school student in China?

In China, there are two exceptions to the general start of the day. Every day, five students clean the classrooms, so those students start their day at 7.00 am. They mop the floors and clean the campus before returning to class. The other exception concerns students that have performed badly at the previous exam. They start at 7.25 am. and read different subjects depending on their bad scores. However, in general, a school-day routine starts at 7.30 am. for a Chinese student. They sit at their desks for a reading session for 20 minutes. After that, students follow regular classes of 45 minutes. They take three classes before the first break. Then, from 10.10 am. till 12.10, they get two more classes before the lunch break. Their lunch break lasts up to 2.30 pm. but generally, students are encouraged to have naps at around 1 p.m. to keep in good shape. From 2.30 pm. to 5.45 pm. till the dinner break, they take four afternoon classes and the dinner break lasts up to 6.30 pm. And what is next? Students get back to their classrooms for 'individual study' at 6.30 pm. Some of them do homework while some get tutoring or take a few more classes. These classes finish at 11.00 pm. and they get to their dormitory. This is the usual Monday through Friday schedule. On Saturday, students finish school at 4.45 pm. and on Sunday, they start at 6.30 pm. so the weekend is not a very well-known term for most Chinese high school students.



1. What time does a general school day start in China?

It starts at 7.30 a.m. in China.

2. What are their morning routines?

They sit at their desks for a reading session for 20 minutes. After that, students follow regular classes of 45 minutes. They take three classes before the first break.

3. How long does their lunch time last?

It lasts for 2 hours 20 minutes.

4. How many breaks do they have in a day?

They have three breaks: first break, lunch break and dinner break.

5. Are their school day routines different from yours? In what way?

Students' own answers

5 B

Write a small paragraph about how it is to be a high school student in Turkey. Try to give answers to the questions in Part 5 A in your paragraph.



Students' own answers.





Tapescript 1.1

Listen and study the intonation of the sentences below.

1. What do you do?
2. Yes, I do.
3. Are you happy?
4. You don't like chocolate?

Tapescript 1.2

Listen and decide if the sentences have a falling (FI) or rising intonation (RI).

1. Where do you live?
2. I live in Madrid.
3. You are an only child?
4. Yes, I am.
5. Do you like playing football?
6. No, I don't.
7. What time do you get up?
8. I get up at 8.
9. Are you interested in music?
10. I like listening to music in my spare time.

Tapescript 1.3

Listen to the dialogue and tick the expressions you hear from Mrs. Calmer.

Presenter Well, Mrs. Calmer, do you think today's school prepares students for real life?

Mrs. Calmer Actually, it does. Most people may disagree but it does.

Presenter How does that happen?

Mrs. Calmer Well... Students have to be at school at a certain time. It is the same for adults. They have to be at work. And there are rules at school, just like in everyday life. You are not allowed to skip courses or go out whenever you wish. They have to stick to the timetable. And if you are not the boss, you are not allowed to leave work at any time. There are timetables as well. What about working people? It is the same. There are other rules for them. If you violate, they punish you at school and at work. And there are behavioral patterns at school. Students and teachers should be polite and respect each other. It is the same at work or on the street. If you hit, insult or disrespect another person, you may go to prison.

Presenter What about exams? How will you relate them to everyday life?

Mrs. Calmer Oh! That's a nice question. Life is full of exams. What do you do before an important meeting, presentation or partnership contract? You prepare for that. You gather data, prepare slide shows, portfolios, memorize some figures, and of course you may feel stressed out. It is the same for students. They feel nervous and they do revision so, exams prepare students for everyday challenges and successful students get better scores. Successful people achieve better success. They both have better reputations. They get self-confident. If you have a better CV, big companies employ you for higher salaries and if you have better scores and achievements at school, better universities will accept you. As you see, there are a lot of similarities.

Presenter Interesting. Could you give some more examples?

Mrs. Calmer With pleasure. Take classmates. Can students get on well with each other all the time? Of course, no. They may not choose their classmates. But they manage to find a way of sharing the same time and space. Similarly, you cannot choose the people in your office or apartment buildings but you have to get on in a way.

Presenter Are there any similarities in free time, I mean outside school or work?

Mrs. Calmer A lot of. Most students hang around with classmates. And similarly, adults spend time with friends from the office or work. Both students and adults go to the movies in groups from school or work and they have dinners together.

...

1 A

First, let your students take a look at the activities and think about their own weekend plans for a few minutes. They are expected to reflect on their opinions about these activities and tick the ones that are involved in their plans for the weekend. As the last step of this activity, ask the volunteer students to share their plans. Try not to interfere in their speech unless it's necessary.

1 A Students' own answers.

1 B

Tell your students that Lindsey and Bob want to have a weekend away and their checklists are given below. They should also take a look at the meanings of the signs in the box to be able to understand the checklists easily. Monitor your students and if necessary help them with the vocabulary using the target language. Give them a few minutes to think and study what they would like to say and encourage them to share their answers with the class, thus you can run the discussion as a whole-class activity.

1 B a. Lindsey
b. Bob

1 C

Students are expected to recall the information that they used in the previous activity and share their opinions. But first, ask your students whether they arrange everything beforehand or not. This will be a warm-up question for the discussion. Choose a few volunteers and let them share their answers. Then, ask them which one is better, arranging everything beforehand or letting things slide. Correct the pronunciation mistakes only when necessary.

1 C Students' own answers.

2 A

This activity aims to have the students make comments and draw some conclusions. First, ask your students what they or people share via e-mails. Give them enough time to think about the given issues, discuss which one is the most/the least common and finally rate them from 5 to 1.

2 A Students' own answers.

**TEACHER'S NOTES**

1 A SPEAKING

Look at the following activities and tick the ones that are involved in your plans for the weekend.

- | | |
|--|--|
| <input type="checkbox"/> visiting a museum | <input type="checkbox"/> jogging |
| <input type="checkbox"/> doing shopping | <input type="checkbox"/> visiting the grannies |
| <input type="checkbox"/> going on a picnic | <input type="checkbox"/> going out of the city/town |
| <input type="checkbox"/> cycling | <input type="checkbox"/> having a barbecue |
| <input type="checkbox"/> trekking | <input type="checkbox"/> going to a concert |
| <input type="checkbox"/> meeting friends | <input type="checkbox"/> hanging around with friends |
| <input type="checkbox"/> eating out | <input type="checkbox"/> seeing a movie |

1 B

Lindsey and Bob want to have a weekend away. Take a look at their checklists and discuss the answers to the following questions.

- a. Who has arranged everything? b. Whose weekend is just a plan and intention?

Meanings of the Signs in the Checklists

✓: Done. (No Problem with the arrangement) X: Not done. (No arrangements) ?: Not sure.



Lindsey's Checklist

destination : Alexandria
 hotel : booked
 food : hamburger at Danny's
 what to do : visit city museum (tickets ✓)
 do shopping at Macy's
 visit grans on Saturday
 evening walk along the
 lakeside on Saturday morning



Bob's Checklist

destination : Georgetown
 hotel : X
 food : pizza ?
 what to do : do shopping ?
 explore the city ?

1 C

Is it better to arrange everything before or let things slide? Discuss with your friends.

2 A READING-SPEAKING

What do people share via e-mails? Discuss and rate the following from 5 to 1. (5 for the most common and 1 for the least.)

- | | |
|---|---|
| <input type="checkbox"/> pictures and selfies | <input type="checkbox"/> surprises |
| <input type="checkbox"/> formal or business letters | <input type="checkbox"/> locations and directions |
| <input type="checkbox"/> informal letters | |

2 B

Students are expected to take a quick look at the e-mail, find out what it is about and circle the correct option. They don't need to understand every word, focusing on the key words will be of help to do the activity. You should give them enough time for the activity and make an oral check for the answers.

2 B b**2 C**

In this reading activity, students should use the scanning technique. Give your students a few minutes to read the text and monitor them while reading. If you realize that they are having problems with vocabulary, tell them that they shouldn't worry about the unknown words and try to find the key words only. Then, let them answer the questions individually and share them with the class. Finally, check the answers orally.

- 2 C**
1. He misses his family very much but the school is great.
 2. His classmate Bethanyis showing them around the city. They are meeting at the city center and taking a city tour on bus. In the afternoon, they are visiting the NASA Aviation Museum. At 8 pm. they are having dinner in an oriental restaurant. On Sunday, he is going to Verizon Center with Kuzey. They're watching the Wizards live.
 3. He plans to visit his mother, fly to Chicago with a group of friends, build a swimming pool in the garden with his father and redesign the garden.

2 D

Have your students find out the given sentences in the text. That means, they should take a quick look at the text again. So, set a time limit for scanning. Then, ask your students whether they are arrangements or plans and intentions. Remind them that they should consider the whole sentence (how it is formed) and then write their answers beside the sentences by using "A" for arrangement and "I" for plans and intentions. When they complete the activity, make an oral check for the answers.

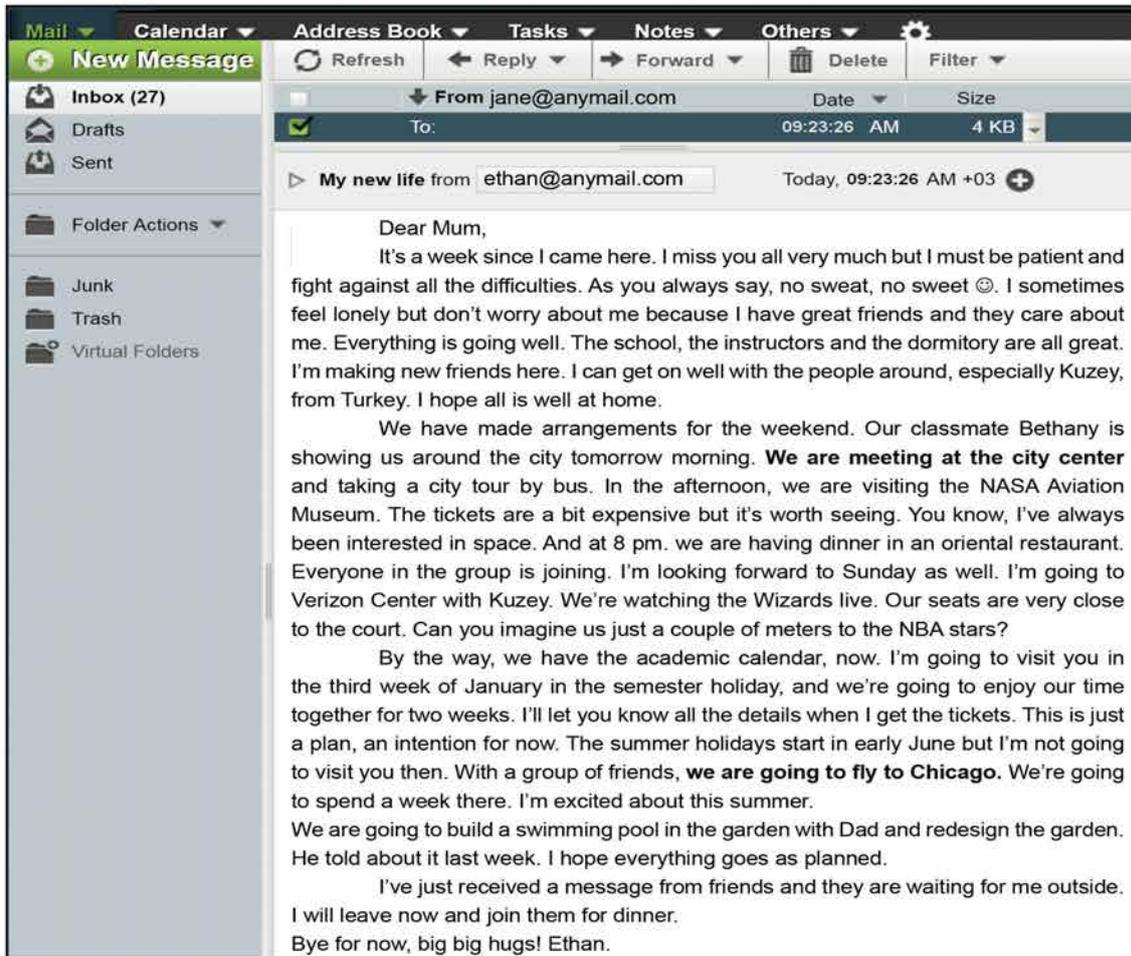
- 2 D**
1. A
 2. A
 3. I
 4. I
 5. A
 6. I

**TEACHER'S NOTES**

2 B

Take a quick look at the e-mail text, find out what it is about and circle the correct option.

- a. Ethan's memories
- b. Ethan's emotions, plans and arrangements



2 C

Read the text and answer the questions.

1. How does Ethan feel about his family and school?
.....
2. What are their arrangements for the weekend?
.....
3. What does Ethan plan to do on holidays?
.....

2 D

Put (A) for arrangements or (I) for plans and intentions.

1. visiting NASA Aviation Museum
2. going to Verizon Center
3. visiting the family in the semester holiday
4. building a swimming pool
5. watching the Wizards live
6. flying to Chicago

Let's Explore: In this part, students are expected to read the statements and decide whether they express an arrangement, a promise or a future plan. Try to draw their attention on the verb forms (-ing ending or bare form with "be going to") and then tell them to circle the correct option. Enough time should be given and the answers should be checked orally.

Let's Explore: 1. a
2. b

2 E

The aim is to have the students share their future plans with the class. First, demonstrate the activity by writing up on the board two or three plans you have for the weekend.

E.g. - I'm going to meet some friends on Saturday evening.
- I'm going to prepare a big breakfast for my family on Sunday morning.

Then, tell your students to think about what they would like to say and jot down some notes describing their future plans. Set a time limit of five minutes for the students to complete the activity and monitor them while taking notes. When they finish writing, ask the volunteers to tell their future plans to their friends.

2 E Students' own answers.

3

The aim is to encourage the students to catch the details related to plans and arrangements. They don't have to understand everything in the text. Play the tapescript once and then make an oral check for the answers.

- 3**
1. Saturday morning
 2. a couple of days there
 3. tents
 4. anywhere
 5. southwest first
 6. a hotel
 7. the state hospital
 8. İstanbul

TEACHER'S NOTES

Let's Explore

1. The statement 'We are meeting at the city center...' expresses ...
 - a. an arrangement
 - b. a promise

2. The statement 'We are going to fly to Chicago.' expresses ...
 - a. a promise
 - b. a future plan

2 E

Now, jot down some notes about your plans for the future and tell them to your friends.

plans for the weekend

plans for the summer holidays

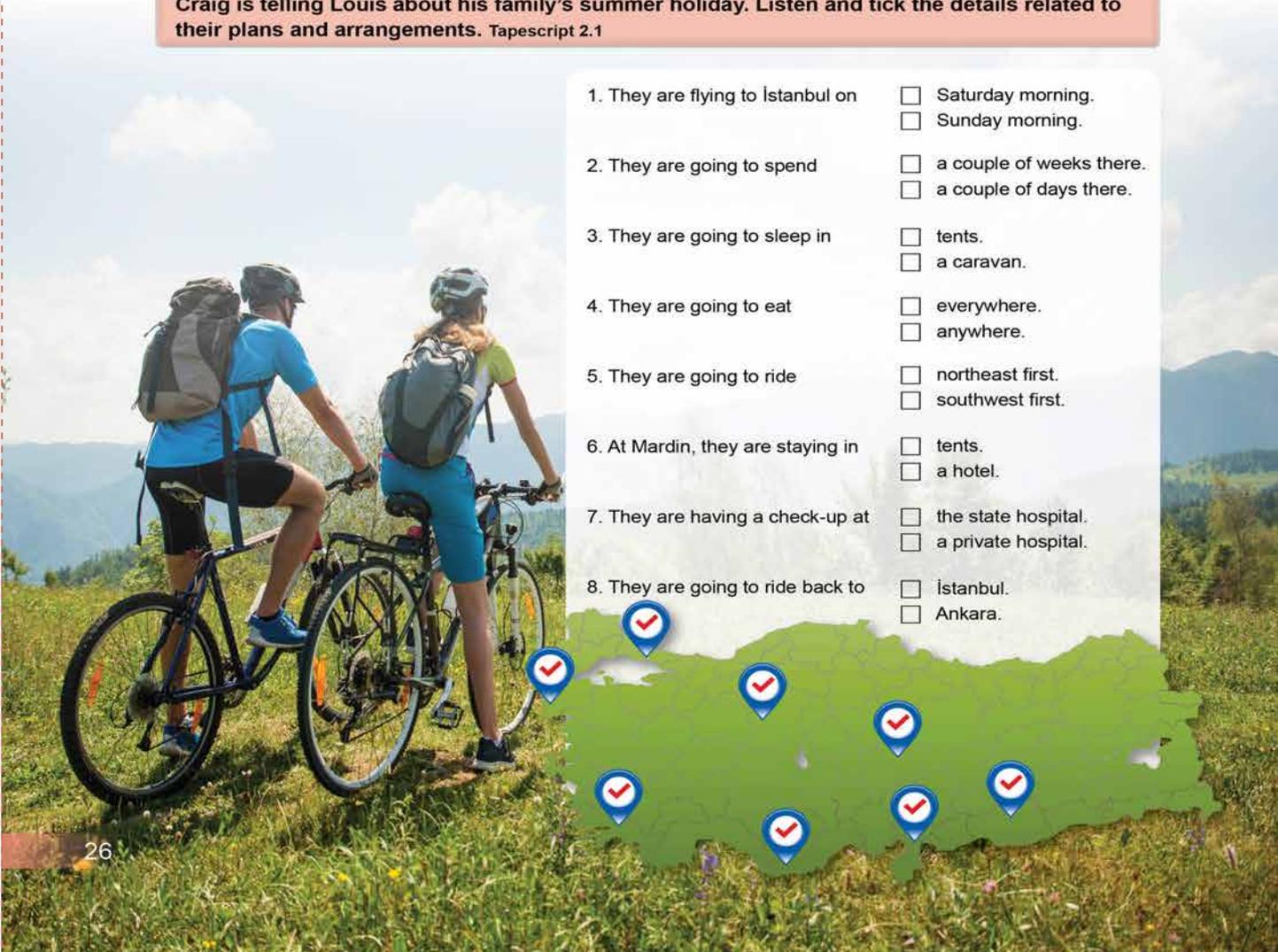
plans for the semester

long term plans

3 LISTENING

Craig is telling Louis about his family's summer holiday. Listen and tick the details related to their plans and arrangements. Tapescript 2.1

- | | |
|-----------------------------------|---|
| 1. They are flying to Istanbul on | <input type="checkbox"/> Saturday morning. |
| | <input type="checkbox"/> Sunday morning. |
| 2. They are going to spend | <input type="checkbox"/> a couple of weeks there. |
| | <input type="checkbox"/> a couple of days there. |
| 3. They are going to sleep in | <input type="checkbox"/> tents. |
| | <input type="checkbox"/> a caravan. |
| 4. They are going to eat | <input type="checkbox"/> everywhere. |
| | <input type="checkbox"/> anywhere. |
| 5. They are going to ride | <input type="checkbox"/> northeast first. |
| | <input type="checkbox"/> southwest first. |
| 6. At Mardin, they are staying in | <input type="checkbox"/> tents. |
| | <input type="checkbox"/> a hotel. |
| 7. They are having a check-up at | <input type="checkbox"/> the state hospital. |
| | <input type="checkbox"/> a private hospital. |
| 8. They are going to ride back to | <input type="checkbox"/> Istanbul. |
| | <input type="checkbox"/> Ankara. |



4 A

First, give your students some time to think about the question or even have a pair discussion. This will also help them to practise what they would like to say. Then, you can ask the question and run the discussion. Let the students talk about the two skills and decide which one is better by supporting their ideas and giving reasons.

4 A Students' own answers.

4 B

Students should do intensive reading, that means they should read the text carefully, in details. The aim is to have the students find out what makes the difference in decision making, in the text. Give your students enough time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English. When they complete the activity, make an oral check for the answer.

4 B People have the power when they can take quick decisions in unplanned situations or moments. People need to be coolheaded and to have strategic, analytical thinking skills as well as a good background to be able to take sensible decisions in unexpected, unplanned situations and at the moment of crisis.

4 C

In this reading activity, students should use the scanning technique to look for specific information. They should focus on the use and the usage of "will" and circle the correct choice. You can let the students discuss in pairs, if necessary. Enough time should be given for the activity and then, the answers should be checked orally.

4 C 1. b
2. a

Let's Explore: In this part, students should read the given statement and decide what it expresses: a decision or an opinion in an unplanned situation; a decision or an opinion in a planned situation. You should also remind them to circle the correct choice. Give them a few minutes to complete the activity and then, check the answer orally by making a clear explanation about the situation.

Let's Explore: a

PLANS

THEME 2

4 A READING

Which one do you think is a better skill? Discuss with your friends.

- a. To think carefully over a period of time and reach a decision
- b. The ability to take a quick decision

4 B

Read the text below and find out what makes the difference in decision making.



A Decision May Mean a Life

From the early years of school, teachers, parents and the elderly advise us to be well-organized and to plan our future, and they claim that it is an important life skill. Some of us try to pick this as a habit while some let the river flow. However, you cannot follow your plans all the time as future holds other things for you. You may make a perfect plan for a vacation and think that you are going to have a nice time with a group of close friends, but you may have to make a new decision and change your plans when a careless driver crashes into your parked car and damages it seriously. Experts see it as a great skill if you can take good decisions in unplanned situations. "Most may take time to think carefully and reach a decision or make a plan but this does not make the difference. You have the power when you can take quick decisions that are good in unplanned situations or moments. This does not happen spontaneously. One needs to be coolheaded and to have strategic, analytical thinking skills as well as a good background to be able to take sensible decisions in unexpected, unplanned situations and at the moment of crisis." says Mary Amber of the PO Psychological Clinic, New Jersey. And she adds "We cannot know what the future holds for us and we may love to make tens of decisions in unplanned situations in everyday life. Sensible decisions are for your good. It may be a life-saving decision if you can say **'I will pull over on the right.'** when you have a sudden headache and ask your wife, who is sitting next, to drive as far as home or hospital. People will certainly have their own plans for the future but life has its own plans as well. We should all make effort to improve our decision making skills.

4 C

Read the text again and circle the correct choice.

1. The text gives examples of ...
 - a. a well planned future.
 - b. some unexpected situations.
2. We can understand from the text that ...
 - a. decision making skills in unplanned situations are important.
 - b. we can always put our plans into practice.

Let's Explore

The statement 'I will pull over on the right' is

- a. a decision or an opinion in an unplanned situation.
- b. a decision or an opinion in a planned situation.

4 D

The aim of this activity is to help students revise the grammatical pattern that they have already learned. Students are given some unexpected situations and statements related to them. Let your students discuss in pairs and match the situations to the statements. Give them some time to complete the activity and make an oral check for the answers.

- 4 D** 1. d
2. a
3. b
4. c

4 E

Before starting the activity, tell your students to look at the pictures. Then, let them talk about these pictures for a while. Also, remind your students to take a look at the statements in Part 4 D again and ask them to match these statements to the appropriate pictures by writing their numbers into the boxes. When the activity is completed, make an oral check for the answers.

- 4 E** 1. c
2. d
3. a
4. b

**TEACHER'S NOTES**

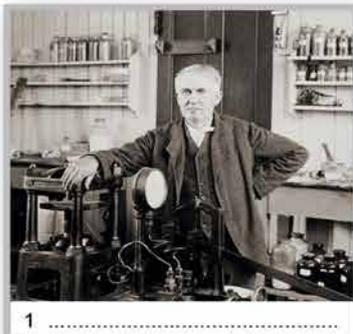
4 D

Below are statements that came in unexpected, unplanned situations. Work in pairs and match the situations to the statements.

| | | | | | |
|---|--|---|--|---|-------|
| 1 | Sultan Mehmed's hopes fade and he feels demoralized during the battles. Akşemseddin, his tutor, gives a motivational speech to him. | a | "You will be a great footballer. I will help you become a professional." | 1 | ..... |
| 2 | Kemal, the trainer of a football team, notices the exceptionally skillful teenager playing football while passing by. He can't help watching him and talking to him. | b | "Landing on water will be the best choice." | 2 | ..... |
| 3 | Just a couple of minutes after the take off, the aircraft experiences a bird strike and a decision comes. | c | "I will try again." | 3 | ..... |
| 4 | Edison fails once more in his attempt to invent the electric light bulb. | d | "I will not give up. The victory will come." | 4 | ..... |

4 E

Match the statements to the appropriate pictures below. Write the letters of the statements into the boxes.



5 A

Students are expected to find the connection between the images and the situations. Ask them to look at the visuals, read the sentences carefully and match them correctly. Let them do the activity by themselves. Make an oral check for the answers.

- 5 A** 1. c
2. d
3. f
4. b
5. a
6. j
7. e
8. g
9. h
10. i

5 B

The aim of this activity is to make students express their ideas in unplanned situations. Ask them to read the statements in 5 A again and think about what they would do or say in unplanned situations. They are expected to work in pairs and to have dialogues as in the example given. Motivate them to share their ideas. Give them a suitable amount of time for the activity.

5 B Students' own answers.

**TEACHER'S NOTES**

PLANS

THEME 2

5 A SPEAKING

Match the images to the situations in speech bubbles.

a. Oh my! I've spilt coffee on my new laptop.
 b. Gosh! My office mate has fainted.
 c. Oh my pants! I have ripped my shirt by accident.
 d. Look! There is a cat stuck in that tree.
 e. I'm going to make a cake, but there's no milk left.



f. Oh, my God! I lost my car key while shopping.
 g. We are worried about our friend. We cannot see him.
 h. The music is too loud and I've a terrible headache.
 i. Oh! Poor me! I forgot to buy a birthday present for my brother.
 j. I've left my purse at home. It's lunch time and I don't have any money!

5 B

What would you do or say in the unplanned situations above? Work in pairs to make sentences as in the example and share them with your friends.

E.g. **Student A** Oh my! I've spilt coffee on my new laptop.
Student B Hold on! I'll get a piece of cloth and dry it.

6 A

Students are expected to think about the question and discuss with their friends. If necessary, write the question on the board and let your students do brainstorming and discuss in pairs. Give them a suitable amount of time for discussion. Be careful about pronunciation issues and encourage them to share their ideas.

6 A Students' own answers.

6 B

This activity aims to explain how an opinion paragraph should be written and have the students be able to write an opinion paragraph about their plans. Students are expected to read the opinion paragraph on 'making plans for summer holidays'. Ask them to read the sentences carefully and pay attention to colors and then match the colors to their functions in the paragraph. Remind them that one has been done for them as an example. Give them a suitable amount of time to complete the activity.

6 B Pink : c
 Blue : b
 Orange : d



TEACHER'S NOTES



THEME 2

PLANS

6 A WRITING

Which season of the year is the best time to cover the following activities in your plans? Discuss with friends.

learn about and improve life skills

spend time together with relatives and family

relaxation, refreshment energy for the new academic year

6 B

Below is an opinion paragraph on 'making plans for summer holidays'. Read the sentences carefully and pay attention to colors. Then, match the colors to their functions in the text.

In my opinion, students should consider social and psychological factors while they are making plans for the summer holidays. **Firstly**, summer holidays are for relaxation, refreshment and energy for the new academic year. If students do not enjoy and relax themselves, they may feel fed up and their performances may go down during the academic year. **Secondly**, young people, especially students, need to learn about real life and improve their life skills for themselves and the society. Although school presents them with these skills, they need to learn more and practise in everyday life, outside school. **Finally**, parents and relatives feel the emotional need for spending time together. Students cannot take enough time to share things with parents and relatives during the academic year and there becomes an emotional gap, and the summer holidays give the most chance. **To sum up**, summer holidays are very important to satisfy social and psychological needs outside school and students should cover them in their holiday plans.



- a supporting sentence
- b topic sentence and writer's opinion
- c concluding sentence
- d sequencers

6 C

The aim of this activity is to help students to recall and practise what they have learned previously. Tell them to read the given sentences and order them correctly. Give them some time to complete the activity and make an oral check for the answers.

6 C Correct Order: 8-3-1-2-5-6-7-4

6 D

Now, have your students categorize the sentences in Part 6 C according to the given headings. Give them some time to complete the activity and make an oral check for the answers.

6 D Topic sentence and writer's opinion: 8
 Supporting sentences: 1, 2, 3, 5, 6, 7
 Concluding sentence: 4

6 E

The aim of this activity is to make students write an opinion paragraph about their plans. Ask them to read the paragraph in Part 6B as an example. Tell them to keep the parts of a paragraph in mind and to be careful while forming the paragraphs. Enough time should be given to complete the activity. When they finish writing, ask if there are any volunteers who want to share their answers with the class. Choose a few students among these volunteers and let them read their answers aloud.

6 E Students' own answers.



TEACHER'S NOTES



PLANS

THEME 2

6 C

Below are jumbled sentences of a paragraph. Put them into the correct order.

1. Outdoor campers are apart from the common stress factors such as noise, pollution, the rush of the city life.
2. In addition, going camping is a very cheap way to spend your vacation.
3. First of all, you can get rid of stress while on camping by bonding with mother nature.
4. In conclusion, outdoor camping is a great way of sharing great moments in an economical way. It is worth trying.
5. You will not have to pay for hotels and food, etc. You will sleep in tents and cook for yourself.
6. Finally, it is a great chance to spend time with people dearest to you.
7. You will be part of the same adventure and experience unforgettable moments together.
8. We are going camping with a group of family members in April because we think that outdoor camping is one of the best ways to spend a vacation for various reasons.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

6 D

Now, write the numbers of the sentences in Part 6 C in the correct category.

**topic sentence and
writer's opinion**

.....

.....

.....

supporting sentences

.....

.....

.....

concluding sentence

.....

.....

.....

6 E

Write an opinion paragraph on one of your plans. You can jot down some notes here.

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

7 A

This activity is related to falling and rising intonation. The aim is to make students practise intonation in asking and answering questions in daily conversations. Ask your students to listen to the sentences and study the intonation of the sentences. After listening, you can ask your students some questions about how falling and rising intonation occur. Playing the tapescript twice will be enough for the students.

7 B

In this part of the activity, let your students listen to the sentences and decide if they have a falling or rising intonation. Make an oral check for the answers. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise.

- 7 B**
1. RI
 2. FI
 3. RI
 4. FI
 5. FI
 6. RI
 7. FI
 8. RI
 9. FI
 10. RI

7 C

Your students are expected to practise intonation in asking and answering questions. Let your students work in pairs and make daily conversations. Remind them that they should be careful about intonation issues in asking and answering questions. Pay attention to pronunciation issues.

7 C Students' own answers.

**TEACHER'S NOTES**

7 A LISTENING - SPEAKING

Listen and study the intonation of the sentences below. Tapescript 2.2

| | | |
|--------------------|------------------|--|
| Falling Intonation | Wh- Questions | When are we going to meet again? |
| | Yes/No Answers | No, I won't. |
| | Statements | I'll be back in a minute. |
| Rising Intonation | Yes/No Questions | Will you help me to carry this suitcase? |
| | Question Tags | You will do it quickly, won't you? |
| | Direct Address | Tom, will you come with me? |

7 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 2.3

| | FI | RI |
|---|----|----|
| 1. Is he going to play tennis at the weekend? | | |
| 2. What are you going to do tomorrow night? | | |
| 3. Sally, will you have a piece of cake? | | |
| 4. No, I am not. | | |
| 5. I will call you later. | | |
| 6. They will come tomorrow, won't they? | | |
| 7. Yes, she will. | | |
| 8. Will you visit us next summer? | | |
| 9. What are we going to have for breakfast? | | |
| 10. Mr. Green, are you going to see Michael tomorrow? | | |

7 C

Work in pairs and make daily conversations in the places given below. Be careful about intonation issues in asking and answering questions.

- in the classroom
- at home
- at a restaurant
- at the bus stop

E.g. **Mark** Can I borrow your dictionary?
Lenny Yes, you can.

MAKE YOUR PLANS TO FIT THE CIRCUMSTANCES. George S. Patton JR.

1

Read the text and answer the questions.

How to Make Quick Decisions?

Everybody should balance out their decision-making processes for unexpected developments. And this usually causes trouble. For this reason, nowadays, people are reading more books, participating in different seminars and getting help from different experts to learn how to arrive at a right decision at the right time. The psychologists suggest many techniques on this issue. In this article, we have summed up the most common ones for you. Here are 5 top tips to help you dive into your decisions head first.

Think black and white

Sometimes we have more choices than we actually want or need. In this case, simply consider your options as good or bad. This will help you clear out the less optimal decisions. If you focus on every detail, this approach is ideal for you.

The 2-minute-rule

Set the timer and start the process. If you want to make a fast decision, the time limit will help you run through the advantages and disadvantages quickly while coming to a decision. If you are not a fast decision maker, this tip is a life saver for you. The two-minute is not a must, anything from one to five minute will also work.

Put your choices in a hat

Sometimes all options seem to have equal value for us. At those times, write down your best ones on separate pieces of paper and put them in a hat/bag. Pull out one of them randomly and make it your decision. We can sometimes rely on good luck.

Focus on the present

We shouldn't be overwhelmed with the big picture all the time. Trying to see how our decision will affect the future is mentally exhausting. Live in the moment, make a decision, then engage yourself in the next step.

Embrace the idea of failure

Slow decision makers generally have a fear of failure, so they overthink the situation. Ultimately, they run the risk of making no decision, at all. They waste their time and energy on small details and exaggerate analyzing. At these times, we should keep in mind that delaying the decision-making process is sometimes worse than making a bad decision or at least, we can learn a lot from it.

If we want to have control over lives and decisions, we should risk failing with our decisions. Otherwise, others or outer effects will dominate our lives.



- Why are people participating in different seminars nowadays?
Because they want to learn how to arrive at a right decision at the right time.
- How many tips does the writer suggest? What are they?
The writer suggests five tips. They are: thinking black and white, the 2-minute-rule, putting it in a hat, focusing on the present, embracing the idea of failure.
- How does the 2-minute-rule work?
The 2-minute-rule works if people want to make a fast decision, the time limit will help them run through the pros and cons quickly.
- In which condition do we have to rely on good luck?
We have to rely on good luck in 'put it in a hat' tip.
- Which tip is the most helpful for you? Why?
Students' own answers

2 A

Michael has a plan for each day next week. Read his diary and write sentences.

| | |
|-----------|----------------------|
| Monday | meet Sam |
| Tuesday | study Maths |
| Wednesday | play basketball |
| Thursday | have lunch with Lisa |
| Friday | work late |
| Saturday | wander stores |
| Sunday | clean the house |

E.g. On Monday, he is going to meet Sam.

1. On Tuesday, he is going to study Maths.
2. On Wednesday, he is going to play basketball.
3. On Thursday, he is going to have lunch with Lisa.
4. On Friday, he is going to work late.
5. On Saturday, he is going to wander stores.
6. On Sunday, he is going to clean the house.

3 A

Rashida and Pamela are trying to make an arrangement. Complete the dialogue using the words in the box.

let's join doing like about

Rashida Would you like to go to the theatre on Sunday?

Pamela I'm afraid, I can't
(1) join you on Sunday. I am going to be out of the city, then.

Rashida Oh well, doesn't matter! What
(2) about Monday?

Pamela I think that will be OK. I am not
(3) doing anything on Monday.

Rashida Great! Then,
(4) let's meet at five o'clock in front of the theatre hall.

Pamela OK. See you there.

2 B

What are you doing at these times? Complete the sentences for yourself.

1. I this evening.
2. I tomorrow evening.
3. I next week.
4. I on Saturday.
5. I on Wednesday evening.

3 B

Write the dialogue in exercise 3 A again using the expressions in the box.

| | |
|--------------------|--------------------------------|
| Saturday is fine | Shall we meet at eight o'clock |
| How about Saturday | Why don't we go to the cinema |

Rashida ...~~Why don't we go to the cinema on~~.....
.....~~Friday?~~.....

Pamela I'm afraid, I can't make it on Friday. I am going to be out of the city.

Rashida Oh well, doesn't matter!
(1) How about Saturday ?

Pamela I think that will be OK.
(2) Saturday is fine.

Rashida Great! Then, (3) shall we meet at eight o'clock in front of the theatre hall?

Pamela OK. See you there.



4

Read the statements and choose the best answer. Be careful with planned and unplanned actions/situations.

E.g. James called. He's coming over for lunch.

- A. Great! I'll cook.
B. Great! I'm going to cook.

1. Do you have any plans for the weekend?

- A. Yes, we will visit our grandparents.
 B. Yes, we're going to visit our grandparents.

2. Jane, can you wash the dishes?

- A. I'll wash them in a minute.
B. I'm going to wash them in a minute.

3. What is Samuel doing with that phone?

- A. He will call and order a pizza.
 B. He's going to call and order a pizza.

4. Why are you meeting Alice tonight?

- A. She will help me with my wedding preparations.
 B. She is going to help me with my wedding preparations.

5. I'm hungry. The refrigerator is empty.

- A. Don't worry. I'll make a sandwich for you.
B. Don't worry. I'm going to make a sandwich for you.

6. Why don't you go to bed? It's too late.

- A. I will have a test tomorrow.
 B. I am going to have a test tomorrow.

7. Look at those black clouds!

- A. It will rain.
 B. It is going to rain.

8. Do you need a car for tomorrow?

- A. No. Carol will drive me to the office.
 B. No. Carol is going to drive me to the office.

9. Jason, I need your help. The TV is out of order.

- A. Calm down! I'll be right there.
B. Calm down! I'm going to be right there.

10. The phone is ringing.

- A. OK. I'll get it.
B. OK. I am going to get it.

5

Complete the dialogue between Tim and his wife Sandy to make it meaningful using the affirmative, negative and interrogative forms of 'be going to'. The first one is done for you.

Sandy Will you get ready, Tim?

Tim I don't want to. This isn't going to be a funny dinner. I
(1) am going to stay in.

Sandy Come on. It (2) isn't going to be boring. It
(3) is going to be fun.

Tim Kate (4) is going to show her holiday photos.
Patrick (5) is going to talk about his camping adventures. We are going to listen to him talk about everything in details and this chat (6) is going to put me to sleep. By the way, what (7) are we going to have for dinner?

Sandy We (8) are going to eat beef steak.

Tim Come on! I don't want to eat overcooked meat. Patrick (9) is going to overgrill them again, but still, he (10) is going to boast about his perfect barbecue skill, all night.

Sandy Sweetie, we had better quit it here. You know they're our besties. I'm sure you love their chat.

Tim Don't worry! Just kidding. I (11) am going to be ready in a minute.



6

Look at Mandy's calendar and make sentences for her using future time expressions. The first one has been done for you. (Remember that today is June, the first.)

JUNE

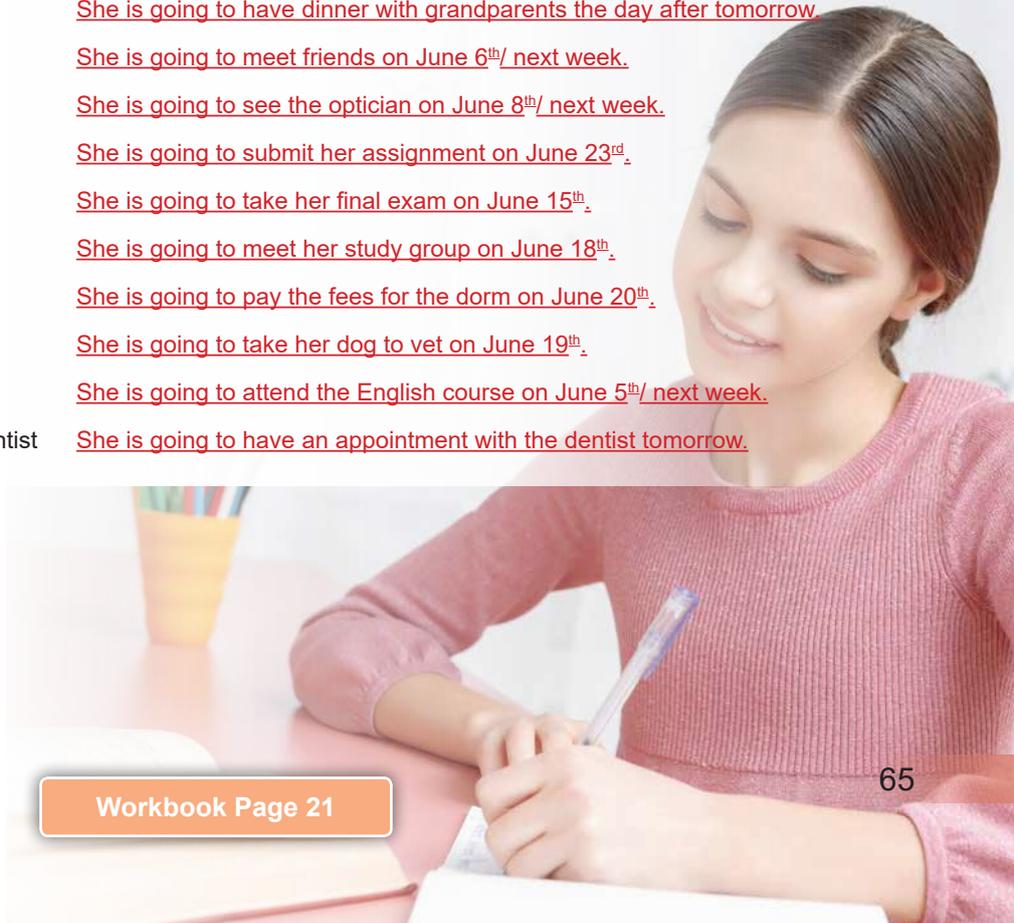
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------------------------|---------------------------|---------|------------------|--------------------------------------|---------------------------|---------------------------|
| | | | 1 ★ | 2 dentist appointment 3 pm | 3 dinner with grannies | 4 |
| 5 English course 7 pm | 6 friends meeting | 7 | 8 eye-check | 9 volleyball training 5.30 pm | 10 | 11 theatre club |
| 12 Maths course 7 pm | 13 | 14 | 15 final exam | 16 | 17 | 18 Study group 5 pm |
| 19 Dog to vet | 20 Pay day of the dorm | 21 | 22 | 23 deadline of my last assignment | 24 school ends! | 25 |
| 26 | 27 Flight to Rome | 28 | 29 | 30 | 31 | → |

E.g. go on holiday

She is going to fly to Rome on June 27th.

1. have dinner with grandparents
2. meet friends
3. see the optician
4. submit her assignment
5. take her final exam
6. meet her study group
7. pay the fees for the dorm
8. take her dog to vet
9. attend the English course
10. have an appointment with the dentist

- She is going to have dinner with grandparents the day after tomorrow.
- She is going to meet friends on June 6th/ next week.
- She is going to see the optician on June 8th/ next week.
- She is going to submit her assignment on June 23rd.
- She is going to take her final exam on June 15th.
- She is going to meet her study group on June 18th.
- She is going to pay the fees for the dorm on June 20th.
- She is going to take her dog to vet on June 19th.
- She is going to attend the English course on June 5th/ next week.
- She is going to have an appointment with the dentist tomorrow.



7

Read the dialogues and fill in the blanks with the appropriate response in the box.

a. I'll lend you mine.

b. It's OK. I'll open it.

c. They are going to buy a new car.

d. He is going to travel round Scandinavian countries.

e. I'll get an aspirin for you.

f. I'll help you wash the car.

g. I'm going to stay at home and watch the football match on TV.

h. I'll take the fastest route.

Eg.



Jen I haven't got a dictionary.
Tom I'll lend you mine.
Jen Thanks a lot. You're so kind.

1



Pam Oh, I'm late! I'm going to miss the meeting, again.
Tim Don't worry!h.....
Pam You're great, honey!

2



Carol The bell is ringing.
Patriciab.....
Carol If it's Jessie, say I'm out.

3



Peter What are you doing on Friday evening?
Sonnyg.....
Peter Oh, sure. It's the championship match, isn't it?

4



Sam Why are Dave and Laura saving money?
Joec.....
Sam Does that mean they are going to sell the old one?

5



Casey What's Mr. Robinson doing this summer?
Glennd.....
Casey He's so lucky!

6



Marry I've got a terrible headache.
Jenny Have you? Wait here,e.....
Marry I'll be glad, Jenny.

7



Dad Why are you filling that bucket with water, honey?
Girlf.....
Dad You're so kind, my sweetie.

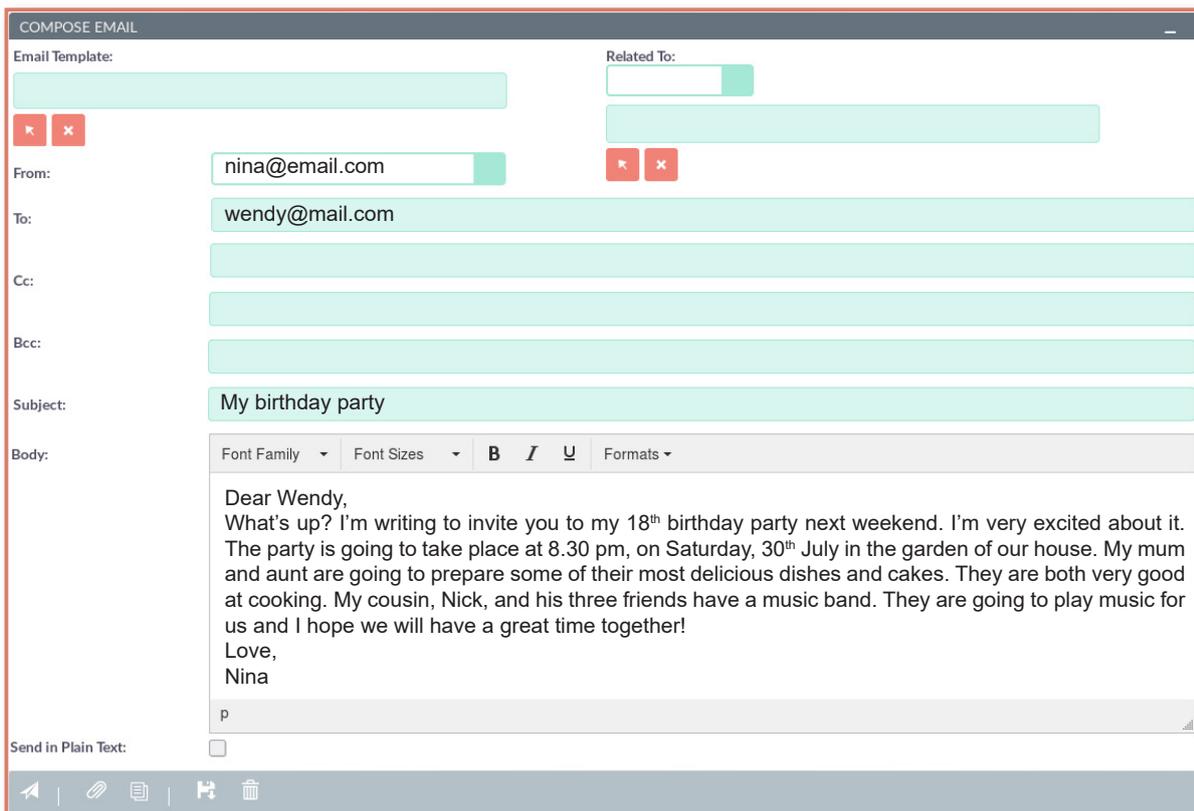
8

Reorder the dialogue. The first two are done for you.

- 8 Why don't you join us? You know my family. They will be happy to see you there.
- 3 And what about Sunday evening? Are you free?
- 4 We're having a barbecue in the garden. It's my parents' 16th marriage anniversary.
- 10 At 6 o'clock, in our garden.
- 5 That sounds fun. This means that we cannot meet each other until Monday.
- 9 Really? I will be happy, too. What time will the barbecue start?
- 11 OK then, I will be there at around 6 o'clock.
- 6 What about you? What are you doing on Sunday evening?
- 2 I'm watching a football match on TV with my friends.
- 1 Are you doing anything on Saturday evening?
- 7 I don't have a plan. I will be at home all day.

9 A

Read the e-mail and answer the questions.



- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Why is Nina writing an e-mail to Wendy? 2. When is the birthday party going to take place? 3. Where is the birthday party going to take place? 4. Who is going to prepare the food? 5. Is Nick going to play music alone? | <p><u>Nina is writing an e-mail to Wendy to invite her to 18th birthday party.</u></p> <p><u>The birthday party is going to take place on Saturday, 30th July at 8.30 pm.</u></p> <p><u>The birthday party is going to take place in the garden of Nina's house.</u></p> <p><u>Nina's mother and aunt are going to prepare the food.</u></p> <p><u>No, he isn't.</u></p> |
|--|--|

9 B

Choose one of the following parties below. Plan your party and write an invitation e-mail to one of your friends.



COMPOSE EMAIL

Email Template:

Related To:

From:

To:

Cc:

Bcc:

Subject:

Body:

Font Family | Font Sizes | **B** | *I* | U | Formats

Students' own answers.

Send in Plain Text:

✉ | 📎 | 📄 | 🏠 | 🗑

Tapescript 2.1

Craig is telling Louis about his family's summer holiday. Listen and tick the details related to their plans and arrangements.

Louis So, what about the plans for summer?

Craig Well... We are preparing equipment for the holiday.

Louis Equipment, for the holiday?

Craig Yeah, equipment, and forgetting something may put us to trouble.

Louis What do you mean?

Craig Well... We are not going to be here for a long time and we have a different form of holiday in mind.

Louis What's that?

Craig We are going to travel round Turkey all summer. We've heard that it's full of wonders.

Louis Great! How are you going to get around?

Craig On bike.

Louis You can't be serious! That's too much effort and... Isn't it a bit of an adventure?

Craig Absolutely! You hit the nail on the head. That's what exactly we want.

Louis When are you leaving?

Craig We are flying to Istanbul on Saturday morning.

Louis Are you going to start there?

Craig Yes. We are going to spend a couple of days there and then hit the road.

Louis Where are you going to sleep?

Craig We are going to sleep in our tents. But sometimes we will have to stay in hotels.

Louis What about food?

Craig We are going to eat anywhere. Most parts of Turkey are touristic destinations and finding restaurants will not be a serious problem. We are also going to keep canned food, biscuits in our rucksacks.

Louis That's great. What about the route?

Craig Well... We are going to ride southwest first. At Muğla, the most southwestern point, we are going to head for the eastern part and ride along the southern border. At Mardin, we are having a cultural break. We are staying in a hotel in the city center to explore the open air-museum city and we are having a check-up at the state hospital. Then, we are going to ride back to Istanbul diagonally, through central Anatolia.

Louis Great. Hope everything goes well.

Craig It is worth trying.

Tapescript 2.2

Listen and study the intonation of the sentences below.

When are we going to meet again?

No, I won't.

I'll be back in a minute.

Will you help me to carry this suitcase?

You will do it quickly, won't you?

Tom, will you come with me?

Tapescript 2.3

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI).

1. Is he going to play tennis at the weekend?
2. What are you going to do tomorrow night?
3. Sally, will you have a piece of cake?
4. No, I am not.
5. I will call you later.
6. They will come tomorrow, won't they?
7. Yes, she will.
8. Will you visit us next summer?
9. What are we going to have for breakfast?
10. Mr. Green, are you going to see Michael tomorrow?



TEACHER'S NOTES





























LEGENDARY FIGURE

FUNCTIONS

- Describing past activities and events
- Talking about sequential actions
- Describing characters and settings in an event in the past



1 A

The aim is to have the students acquire the new vocabulary items and use them in a context meaningfully. Let your students use their dictionaries to match the given words to their meanings so that they will develop a habit of using dictionary. You should also make the students practise these words aloud for correct pronunciation.

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

1 B

First, have your students read the pairs of sentences about Sultan Mehmed II and the conquest of Constantinople. There may be some unknown words but the pictorial context will help them understand the meaning. Then, tell your students to circle the correct sentence. Students may discuss the sentences in pairs, if necessary. Give them a few minutes for the activity but delay checking the answers as they will find the answers without any help, after reading the text in the next part.

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



TEACHER'S NOTES



1 A READING-SPEAKING

Work in pairs. Look at the following list of words and match them to their meanings using a dictionary.

1. conquer /'kɒŋkə/ (v)
2. besiege /bɪ'siːdʒ/ (v)
3. cannon /'kænən/ (n)
4. surrender /sə'rendə/ (v)
5. triumphant /tri'ɒmfənt/ (n)
6. worship /'wɜːʃp/ (v)

- a. an old type of big heavy gun, usually on wheels, that fires solid metal or stone balls
- b. very successful in a way that causes great satisfaction
- c. the practice of showing respect for God or a god, saying prayers, chanting
- d. to take control of a country or city and its people by force
- e. to admit that you have lost and want to stop fighting
- f. to surround a building, city, etc. with soldiers till the people inside give up defending

1 B

Read the following pairs of sentences about the conquest of Constantinople and guess which ones are true. Then, read the text to check your answers.



- 1
 - a. Sultan Mehmed II wanted to conquer Constantinople due to its strategic importance.
 - b. There was not only one reason why Sultan Mehmed II wanted to conquer Constantinople.

- 2
 - a. He designed the cannons himself.
 - b. Sultan Mehmed II used traditional cannons of the time to hit the walls of the city.



- 3
 - a. The defensive chain across the mouth of the Golden Horn (Haliç) made the conquest impossible.
 - b. Sultan Mehmed II found a way to cope with the defensive chain across the mouth of the Golden Horn.

- 4
 - a. He relied on his plans, strategies and army.
 - b. Sultan Mehmed II relied solely on the powerful army.



1 C

In this activity, students should scan the first part of the text quickly for specific information. They are expected to find the answers of the questions. Ask them to do the activity individually and make an oral check for the answers.

- 1 C**
1. The city of Constantinople was so important due to its strategically important location and religious reasons.
 2. There were a lot of challenges for Mehmed II. The Byzantine Armies were unbeaten and Mehmed's Army had to be the first to defeat them. The city walls were incredibly strong and there was a defensive chain across the mouth of the Golden Horn (Haliç).
 3. Mehmed II ordered ships to roll overland into the sea and reached the heart of the city.
 4. The siege lasted 53 days.
 5. Mehmed II was the winner.

TEACHER'S NOTES

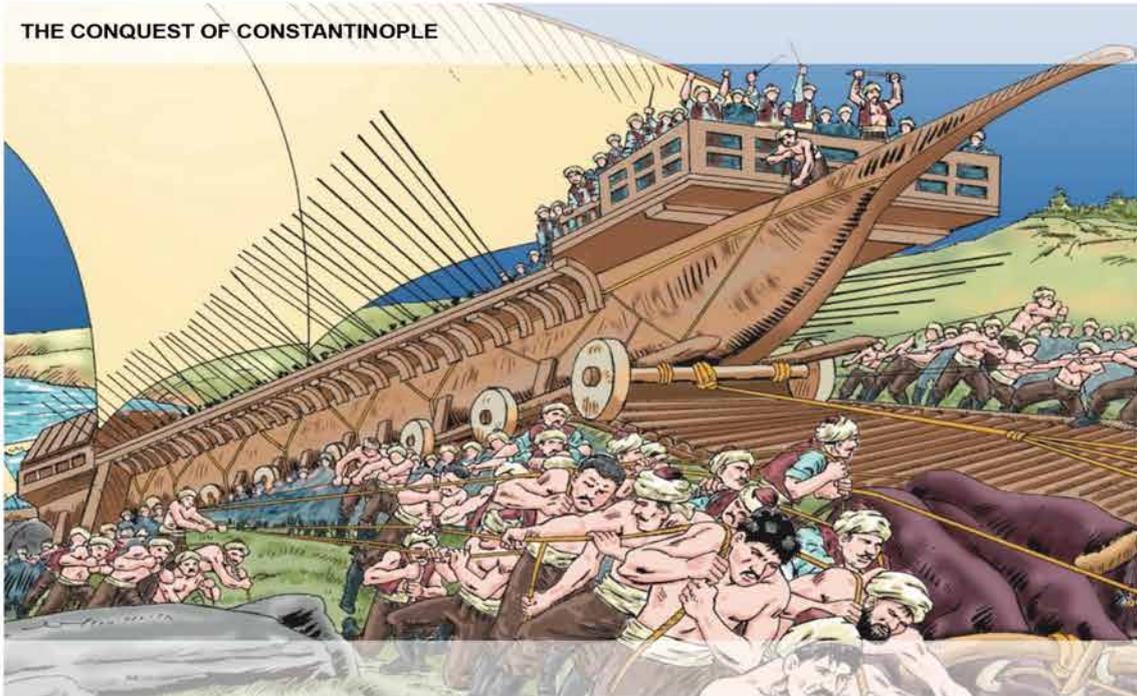
LEGENDARY FIGURE

THEME 3

1 C

Read the first part of the text and answer the following questions.

THE CONQUEST OF CONSTANTINOPLE



The city of Constantinople was of great importance due to its strategically important location and religious reasons. Like his ancestors Sultan Bayezid and Sultan Murad II, conquering the city was the biggest dream of the seventh Ottoman Sultan, Mehmed II. He was only 21 years old when he dared to besiege the city.

There were a lot of challenges ahead. The most difficult one was psychological barriers. The Byzantine Armies were unbeaten and Mehmed's Army had to be the first to defeat them. The city walls were incredibly strong and there was a defensive chain across the mouth of the Golden Horn (Haliç). The Sultan had plans for all. The siege began, so did the bloody battles. The Ottoman Army hit and destroyed the city walls with the largest and best cannons of the time. However, his fleet was unable to enter the city because of the defensive chain in the waters of the Bosphorus. Then, he ordered ships to roll overland into the sea and reached the heart of the city. At the end of 53 days full of memorable, heart-stopping, emotional, anxious, difficult moments, Byzantine soldiers finally surrendered. Mehmed II was now triumphant and people call him Fatih, the Conqueror and later the city was called Istanbul.

1. Why was the city of Constantinople so important?
2. What were the serious challenges for Mehmed II?
3. How did the fleet enter the Bosphorus?
4. How long did the siege last?
5. Who was the winner?

1 D

Students should scan the second part of the text looking for specific information about Mehmed II and fill in the table. Monitor your students as this will give you an idea of their level of comprehending and using the information. Then, ask them to make sentences as in the example and motivate them to share these sentences with the class. Set a time limit of 8-10 minutes for the whole activity and choose a few volunteers for getting feedback.

1 D (For the table)

He respected other beliefs and religions.

He never gave up.

(As the oral exercise)

He was respectful because he respected other beliefs and religions.

He was a determined leader. There were a lot of difficulties during the siege, but he never gave up.

1 E

First, give them a few minutes to think about a historical legendary figure in Turkish history. When they decide on that person, ask them to jot down some notes about his/her personal skills and qualities by giving evidence or actions. Finally, they should talk about him or her using their notes. Try not to interfere in their speech and correct the pronunciation mistakes only if necessary.

1 E Students' own answers.

**TEACHER'S NOTES**











1 D

Read the second part of the text below and fill in the table about Mehmed II. Then, make sentences as in the example.

The conquest is still subject to many researches today. According to most historians, it was beyond a powerful army. They agree and focus on Sultan Mehmed's genius and personal qualities, and believe these played a key role in planning everything for the conquest. We can find some clues about his personal qualities when we look at some of his actions and approaches. First of all, he was an intellectual. He could speak six languages and he had the habit of reading a lot. He read about various topics; from religion to history, from physics to Greek mythology. He was excellent at physics and maths. He made the largest and strongest cannons himself using his knowledge of physics and complicated calculations. He paid great attention to education. Sahn-ı Seman Madrasahs of his time served as higher education institutions and he invited well-known scholars such as Ali Kuşçu to his country. He also invited Bellini, an Italian Renaissance artist, to draw his portrait. He was a respectful leader. He respected other beliefs and religions. Freedom of belief across the empire was very important to him. He was a very determined leader. There were a lot of difficulties during the siege, but he never gave up. He managed to keep his armies motivated.

...



E.g. Mehmed II was an intellectual man because he could speak six languages and he had the habit of reading.

1 E

Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D

| Personal Skills and Qualities | Evidence or Actions | Personal Skills and Qualities | Evidence or Actions |
|-------------------------------|-------------------------------|-------------------------------|---------------------|
| Intellectual | - He could speak 6 languages. | | |
| Respectful | | | |
| Determined | | | |

2 A

This activity aims to activate students' general knowledge and get them prepared for the listening. It is like a warm up activity helping learners be motivated for the main task and involve them by asking their ideas about the topic. Let the students look at the list and discuss the questions in pairs. Give them a suitable amount of time to complete the activity and then let the volunteer students share their ideas with the class.

- 2 A**
1. Usain was the winner of Men's 200 meters World Championships for 3 years. Ramil is the first champion after Usain Bolt.
 2. Students' own answers.

2 B

Students are expected to listen to the interview and put the events into the correct order. Play the tapescript and give students some time to do the activity. If necessary, you can play it again. Make sure the activity is completed and make an oral check for the answers.

- 2 B**
1. b
 2. a
 3. d
 4. c



TEACHER'S NOTES













LEGENDARY FIGURE

THEME 3

2 A LISTENING - SPEAKING

Look at the following list of Men's 200 meters world champions by year and answer the questions.

1. Why do you think Usain and Ramil are legendary?
2. Why do you think press members want to learn about Ramil's life story?



2 B

Ramil Guliyev, 200 m World Champ, is at a press conference and answering a question about his life story. Listen and put the events into the correct order. Tapescript 3.1

- | | | |
|-------|---|---|
| ..... | a | Ramil moved to Turkey. |
| ..... | b | Ramil became 2 nd in 5 th IAAF World Youth Championships. |
| ..... | c | Ramil won the men's 200 m World Championships. |
| ..... | d | Ramil was the silver medalist at the European Championships. |



2 C

Students should listen to the interview again and circle the correct option. Play the tapescript once and let the students do as much as possible. If they can't complete the activity, let them listen for a second time. Make an oral check for the answers.

- 2 C** 1. b
 2. a
 3. b
 4. a
 5. a
 6. b
 7. b

2 D

Students are supposed to listen to the second part of the interview and tick the expressions they hear. It's important for them to catch the keywords. Playing the tapescript once will be enough. Don't forget to check the answers orally.

- 2 D** Reporter 2. a
 Reporter 3. b
 Reporter 4. b
 Reporter 5. a

2 E

This activity aims to have the students retell the story of Ramil including the descriptions of important people and places in his life. Let them look at Part 2 C again. Set a time limit of five minutes to do the activity. Then, motivate your students to share their answers.

- 2 E** Students' own answers.

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

THEME 3

LEGENDARY FIGURE

2 C

Listen again and circle the correct option to make true sentences related to Ramil Guliyev's story. Tapescript 3.2

| | |
|---|--|
| 1. He grew up in... | a. Turkey. b. Azerbaijan. |
| 2. He was inspired by... | a. his father. b. his friend. |
| 3. His first coach was... | a. his P.E. teacher. b. his father. |
| 4. He became the second in 5 th IAAF World Youth Championships in... | a. 2007. b. 2017. |
| 5. He found great support in... | a. Turkey. b. Europe. |
| 6. He was the silver medalist at the European Championships in... | a. 2006. b. 2016. |
| 7. He won the Men's 200 m World Championships in... | a. 2016. b. 2017. |



2 D

Listen to the second part of the press conference and tick the questions you hear. Tapescript 3.3

Reporter 2 That's an impressive story, Ramil. I'd like to ask you a question about the race.

- a. Were you hopeful at the beginning of the race?
- b. Have you ever lost your hope?

Ramil Of course. There were 8 finalists. They are usually ambitious and hopeful athletes, but I have always believed in myself.

Reporter 3 a. Why did you get surprised?
 b. How did you feel when you won?

Ramil Well... I just couldn't speak. It was the best moment in my life. I burst into tears as you saw.

Reporter 4 a. Did it feel painful while you were running?
 b. Did you feel the victory while you were running?

Ramil I did. I felt very strong and believed in victory.

Reporter 5 a. Did you do anything special before the race?
 b. Were you stressed before the race?

Ramil We did. We focused on our tactics. I followed a special tactic for this final.

Reporter 6 Do you think you will become a legendary figure?

Ramil Well... That's difficult to achieve but I'll do my best. At least, I can promise for that.

2 E

Now take a quick look at Part 2 C and retell the story of Ramil. Include the descriptions of important people and places in Ramil's life.

Ramil Guliyev was born in...

3 A

Ask your students how much an adult can lift. If possible, assign your students to search this issue in the Guinness Book of World Records before the lesson. Give your students some time to think about the question or even have a pair discussion. This will also help them to study what they would like to say. Try to guide them by using the target language in your speech.

3 A Students' own answers.

3 B

Remind your students that they should use the scanning technique to find out how much Seyit lifted and why he became a legendary hero. Give your students a suitable amount of time for reading the text. If they have problems with the unknown words, make short and brief explanations for these words in English. Enough time should be given for the activity.

3 B Seyit lifted a 276 kilogram shell for loading in the cannon. He became a legendary hero because his great effort to lift the heavy shells caused big explosions and damage the battleships.

3 C

This activity aims to have the students read expressions related to the story of Seyit and discuss them in pairs. They are supposed to share their opinions and tick the true expressions. Give them a suitable amount of time and make an oral check for the answers.

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

3 D

The aim of this activity is to make students act out a story as a legendary figure. Ask them to read the expressions or statements of Seyit related to different moments of the story in Part 3 B and the relevant ones. Then, let them act out the story as Corporal Seyit (Seyit Onbaşı), using the selected expressions or statements. Give them some time for the activity and ask them to be careful about pronunciation issues.

3 D Students' own answers.

3 E

The aim of this activity is to make students be aware of the value of bravery. Ask your students what other examples of bravery they remember in Turkish history. Let them think about it for a few minutes and if necessary, have them discuss in pairs. When they are ready, choose a few volunteers and make them share their opinions.

3 E Students' own answers.

LEGENDARY FIGURE

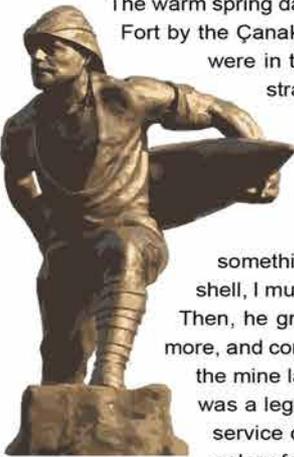
THEME 3

3 A SPEAKING

How much do you think an adult can lift? Discuss with your friends. (If possible, see the Guinness Book of World Records.)

3 B

Read the text and find out how much Seyit lifted and why he became a legendary hero.



The warm spring day with plenty of sunshine did not mean much for Seyit and his friends at Mecidiye Fort by the Çanakkale (Dardanelles) Strait. They were not enjoying a picnic or a walk there. They were in the middle of a war to guard the strait as the enemy forces wanted to cross the strait and reach İstanbul. There was a heavy naval bombardment from the battleships of the enemies, the Allied Forces. Suddenly, the shells started to hit their fort. Unfortunately, the artillerymen at Mecidiye Fort lost their lives, few were wounded and suffering. Seyit fainted but it didn't take him long to come round. He looked around. His friends were lying dead or heavily wounded around. The battleships were going forward. He was lonely at the fort, but he had to do something. He noticed the problem with the shell crane. It was damaged. 'I have to lift the shell, I must find a way. If the shell crane is damaged, I have my arms!' he thought to himself. Then, he grabbed and lifted a 276 kilogram shell for loading in the cannon. He carried two more, and continued firing. One of the shells hit the Ocean. It started to drift and hit the mines of the mine layer Nusrat. This caused big explosions and damaged the other battleships. This was a legendary repulse of the naval assault. Seyit was promoted to corporal. His military service came to an end in 1915. He, then, came back to his village. He didn't accept the salary for his service and went on living under difficult conditions as a forester.

3 C

Below are some expressions of Seyit related to different moments of his story. Discuss with your partner and tick the true expressions below.

- | | |
|--|---|
| 1. When Seyit and his friends see the enemy forces approaching | <input type="checkbox"/> a. The moment is coming guys. I feel scared. |
| | <input type="checkbox"/> b. The moment is coming guys. We will battle bravely. |
| 2. During the bombardments | <input type="checkbox"/> a. Oh, there are heavy bombardments. |
| | <input type="checkbox"/> b. Oh, how nice! They will stop soon. |
| 3. When the shells start to hit their fort | <input type="checkbox"/> a. Watch out! Lie down! |
| | <input type="checkbox"/> b. Watch out! Scream! |
| 4. When he notices the problem with the shell crane | <input type="checkbox"/> a. It doesn't work! I won't give up. I've got my arms and hands! |
| | <input type="checkbox"/> b. It doesn't work! I should ask someone for help. |
| 5. When the shell hits the Ocean | <input type="checkbox"/> a. This is Çanakkale! Land of Wonders! |
| | <input type="checkbox"/> b. Çanakkale cannot be trespassed! |

3 D

Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your own.

3 E

What other examples of bravery do you remember in Turkish history? Talk about it.

4 A

Let your students read the quote and ask them what it shows about Mustafa Kemal Atatürk. Motivate them to share their opinions using the target language as much as they can. If necessary, make short, brief explanations for the unknown words.

4 A Students' own answers.

4 B

This activity requires scanning. Students should read the text looking for five of the characteristics of Atatürk. If they have problems with the unknown words, let them use their dictionaries or make simple, clear explanations for these words in English. Set a time limit of 7-8 minutes for the activity and make an oral check for the answers.

- 4 B** an outstanding cadet, military student
 a division commander
 a statesman
 an economist
 a teacher

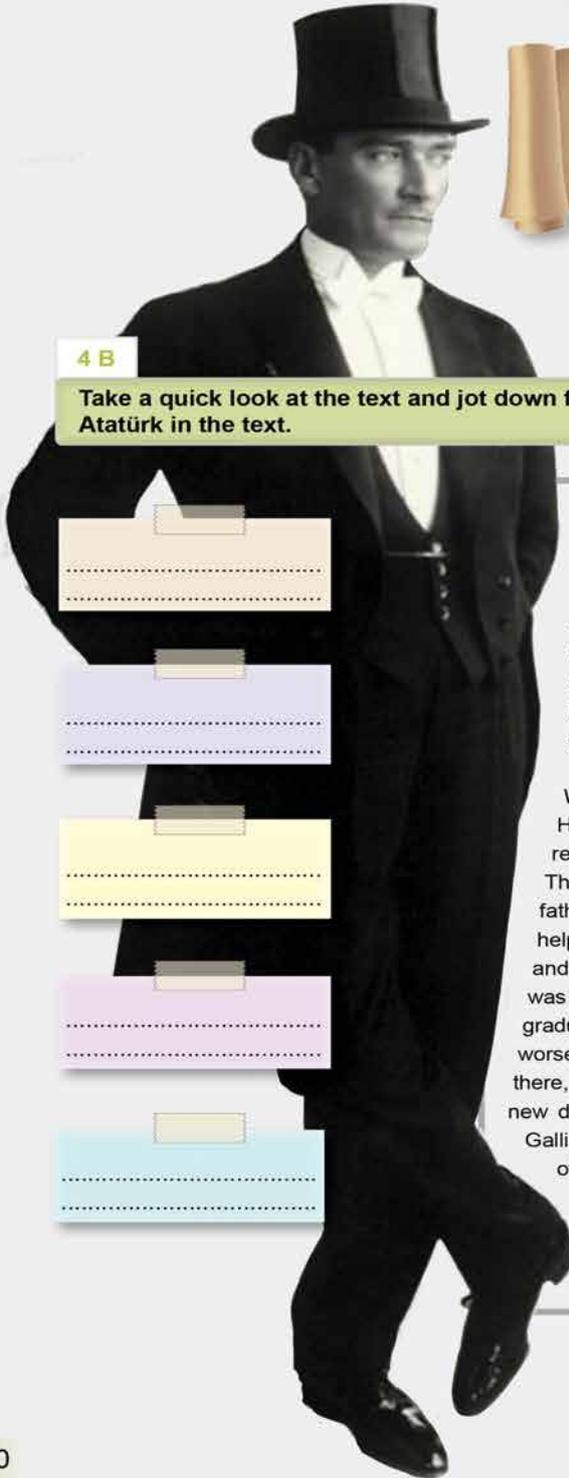


TEACHER'S NOTES



4 A READING

Read the following quote and discuss what it shows about Mustafa Kemal Atatürk.



"The centuries rarely produce a genius. Look at this bad luck of ours that the great genius of our era was granted to the Turkish nation."
D. Lloyd George, Prime Minister of the United Kingdom

4 B

Take a quick look at the text and jot down five of the characteristics that are mentioned about Atatürk in the text.

Handwritten notes area (orange background)

Handwritten notes area (purple background)

Handwritten notes area (yellow background)

Handwritten notes area (pink background)

Handwritten notes area (light blue background)

A close friend may praise you. Sometimes a teacher, your parents or a family member may do the same. How many heroes or heroines have been praised by his enemies in history? There are few. One of them is Mustafa Kemal Atatürk. According to American leader John F. Kennedy, he was one of the greatest figures of our century. Winston Churchill of the UK called him a great hero, and former French President Charles de Gaulle said he was the greatest achiever among all the World leaders.

What made Mustafa Kemal different from other leaders? How did he become a legendary figure? Why did his enemies respect him so much? It's not only winning wars, of course. There are a lot of other achievements in his life. When his father died, they moved to Uncle Huseyin's farm. While he was helping with the farm work there, he decided to make a change and secretly sat for the military school exams, and passed. He was an outstanding cadet, military school student. When he graduated from Academy of War in 1905, things were getting worse. His first duty was in Damascus. While he was working there, the Ottoman Administration sent him to different places for new duties. He was a division commander during the Battle of Gallipoli in 1915. The Allied Forces were dreaming of the partition of Anatolia and İstanbul when Mustafa Kemal's armies woke them up. On April 23, 1920, he established Turkish Grand National Assembly. He went on fighting against enemies and all enemies left the country completely on September 9, 1922.

4 C

The aim of this activity is to have students scan a short story to fill in the time lines with events and dates. They should read the text quickly looking for the answers of the questions. Remind them that one has been done for them as an example. Give them a few minutes and monitor them while reading. Make an oral check for the answers.

4 C 9th September, 1922: all enemies left the country completely
29th October, 1923: declared the Republic
introduced Latin alphabet: 1st November, 1928
established the Central Bank of the Turkish Republic: 5th June, 1931
5th December, 1934: gave women the right to vote

TEACHER'S NOTES

LEGENDARY FIGURE

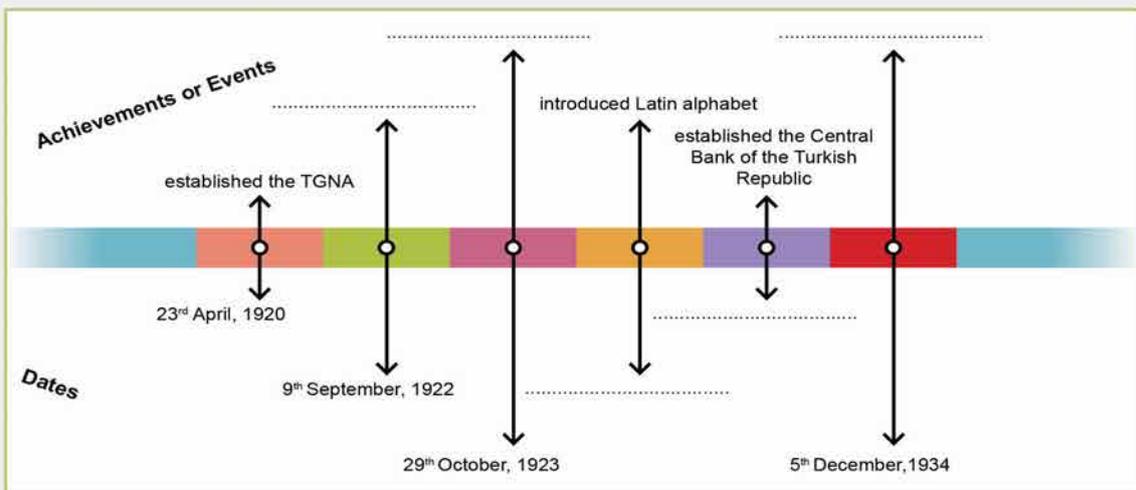
THEME 3

Things were not over. It was just a beginning. His duty as a commander was over. Now, it was time to become a statesman, an economist, and a teacher. While his friends were discussing the new regime, he suddenly said, "We are going to declare the Republic, tomorrow." He managed it. It was October 29, 1923. Then, he went on to introduce his revolutions in many fields such as introducing the Latin Alphabet on November 1, 1928, establishing the Central Bank of the Turkish Republic on June 5, 1931, giving women the right to vote on December 5, 1934. While he was making the revolutions, he worked day and night. Soon, the poor country of war turned into a strong, modern, and independent state. He had only a short time to enjoy his new state before he passed away on November 10, 1938. While his coffin was passing by, millions were crying. Some of them were the commanders of the Allied Forces.



4 C

Read the text again and fill in the time line. One has been done for you.



Let's Explore: In the first and second parts, students are expected to study the sentences taken from the text. Try to draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical item. Set a time limit of 2-3 minutes and let them circle the best choices to complete the rules for the Simple Past and the Past Continuous Tenses. In the third part, students are expected to take a look at the pictures, read the statements given and circle the correct choice. Remind them to be careful about the use of 'when and while' in the statements and make an oral check for the answers.

Let's Explore:

1. a
2. b
3. 1. a
2. a
3. b
4. a
5. b

TEACHER'S NOTES

Let's Explore

1. **Study the sentence** "When he graduated from Academy of War in 1905, things were getting worse." **from the passage and complete the rule.**
We use the _____ with 'when' to talk about an action that interrupts a longer action in progress.
a. simple past tense b. past continuous tense
2. **Study the sentence** "While he was working there, the Ottoman Administration sent him to different places for new duties" **from the passage and complete the rule.**
We use the _____ with 'while' to talk about an action that was in progress when another action happened.
a. simple past tense
b. past continuous tense

3. **Read the statements below, and circle the correct ones related to the pictures.**

1. a. He fell asleep while he was reading a book.
b. He fell asleep while he was watching TV.



2. a. She was checking her e-mails while she was drinking coffee.
b. She phoned her friend while she was drinking coffee.



3. a. He saw his friend while he was walking to work.
b. He came across his friend while he was on the way to work.



4. a. My father was mopping the stairs when he fell down.
b. My father was talking on the phone when he fell down the stairs.



5. a. Sally and Maggie surfed the Internet while they were having coffee.
b. Sally and Maggie took a selfie while they were having lunch.



5 A

This activity gives students a chance to revise what they have already learned. First, ask your students to look at the pictures and discuss the unlucky moments and their reasons. Be careful about pronunciation issues and encourage them to share their ideas. Then, let them read the statements of the people from their point of views and discuss which one is true. Give them a suitable amount of time for the activity.

5 A Students' own answers.

5 B

This activity is prepared to make the students be concerned with the issue personally. Students are expected to recall the information that they used in the previous activity and share their opinions. Let your students think about their lucky or unlucky moments and make sentences using 'when' and 'while' as in Part 5 A.
 E.g. While I was trying to save my project work on my USB, my computer suddenly crashed.
 I was just about to get wet in the heavy rain when my dad arrived to pick me up from school.
 Give your students enough time to think and speak. Let them do the activity individually. Answers will vary.

5 B Students' own answers.

6 A

Before having the students do the listening exercise, present them with the following content so that they can achieve the task at ease.

There are 3 ways to pronounce the '-ed' ending of regular verbs in the simple past tense: /t/, /d/ or /ɪd/.

| /t/ | /d/ | /ɪd/ |
|-----------------------------------|---|---------------------------------------|
| Verbs ending in a voiceless sound | Verbs ending in -ed preceded by a voiced consonant [b, g, v, ʒ, ʒʒ, z, ð, l, m, n] or a vowel | Verbs ending in the sounds /t/ or /d/ |
| worked /wɜːkt/ | lived /lɪvd/ | wanted /'wʌntəd/ |
| shopped /ʃɒpt/ | enjoyed /ɪn'dʒɔɪd/ | needed /'niːdəd/ |

Then, let your students listen and put the verbs into the correct box. Make an oral check for the answers. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise.

6 A /t/ helped, booked, danced, looked, reached
 /d/ called, traveled, stayed, damaged, offered
 /ɪd/ landed, started, acted, invited, divided

6 B

Your students are expected to work in pairs and tell their friends an event, a story or an activity in the past and practise uttering '-ed' sounds in V2 as in the example. Remind them that they should be careful about intonation issues in asking and answering questions. Pay attention to pronunciation issues.

6 B Students' own answers.

LEGENDARY FIGURE

THEME 3

5 A SPEAKING

Look at the pictures below and read the statements of the people from their own points of view. Discuss who is right in each context.



1
Pedestrian The driver didn't notice me while I was crossing the street.
Driver While she was walking, she was listening to something through headphones. She didn't hear me when I sounded the horn.



2
Sally I dropped my cell phone when I bumped into her at the pedestrian crossing.
Mary While I was crossing the street, I bumped into someone.

5 B

Talk about your unlucky and lucky moments. Make sentences using 'when' and 'while' as in the examples in Part 5 A.

6 A LISTENING - SPEAKING

Listen and put the verbs into the correct box. Tapescript 3.4

| /t/ | | /d/ | | /ɪd/ | |
|----------|---------|---------|-----------|----------|--|
| watched, | | smiled, | | visited, | |
| helped | called | looked | travelled | landed | |
| stayed | danced | started | acted | reached | |
| booked | invited | damaged | offered | divided | |

6 B

Work in pairs. Tell your friends an event, a story or an activity in the past and practise uttering '-ed' sounds as in the example.

E.g. Yesterday, I watched a film about the conquest of Constantinople. When it ended, I was fascinated.

7 A

The aim of this activity is to make the students write an ending for an unfinished story. First, ask your students to read the story given and try to check their comprehension by means of some questions related to it. Then, let them think about an ending for the story and write it down using the verbs in the box if necessary. Remind them that they should consider the forest in the picture and remember that Jadav Payeng, the hero of the story, has a fame as a legendary forest man in India. Monitor your students during writing and tell them to be careful about punctuation, capitalization, cohesion and coherence issues. Give them a suitable amount of time to complete the activity.

7 A Students' own answers.

7 B

Give your students the original story in full and let them compare their ending with it. Set a time limit of 5 minutes and then, find the most similar ending in the class.

7 B

He also alerted the forest department but they ignored him and moreover they asked him to plant trees himself. However, Jadav didn't give up and began to plant a few saplings everyday. Watering the growing area of plants was a big problem but he could overcome this issue, too by placing earthen pots with small holes on the top of each sapling. The water would slowly drip on the plants and help them grow up. He has taken care of his trees since 1979 and reaped a forest of about 550 hectares in which elephants, rhinos, deers, tigers and rabbits live. His forest is even larger than Central Park NYC (341 hectares) and it definitely makes an impact. Jadav Payeng was given the title "Forest Man of India" by Former President of India A.P.J. Abdul Kalam and he was honored with Shri, the fourth highest civilian award in India in 2015. He lives in a small hut in the forest with his wife and three children. He looks after his cattle and buffalo on his farm and earns his living by selling their milk.

TEACHER'S NOTES

7 A WRITING

Read the unfinished story below and write an ending for it. Consider the forest in the picture and remember that Jadav Payeng, the hero of the story, has a fame as a legendary forest man in India. The verbs in box may be of help.

- plant
- make
- water
- look after
- begin
- live
- grow
- come back
- take care



It was 1965 when heavy floods forced the Payengs to move to the other side of the river, 12 km away from their home. The family, with their children, were suffering too much, and when they moved back, they left their five-year-old Jadav in the care of a court-master for schooling. Jadav Payeng gave up school after class 10, and got back to his village to look after the livestock left by his deceased parents.

When he arrived, he witnessed a terrible sight. The land was eroded and there was a sandbar in place of the green land and forests of his childhood. Snakes and reptiles were lying dead on the desert. This sight shook him. Suddenly, he realised the truth. "Today, it is the snakes and tomorrow it will be us," he thought to himself. That moment, he made the decision to make a change, at least to try. He was only 15.

He was determined. He visited the villagers nearby and asked for their opinions. The villagers gave him seeds and shoots of bamboos.

.....

.....

.....

.....

7 B

Now, your teacher will give you the original story in full. Compare your ending with it and find the most similar one in the class.

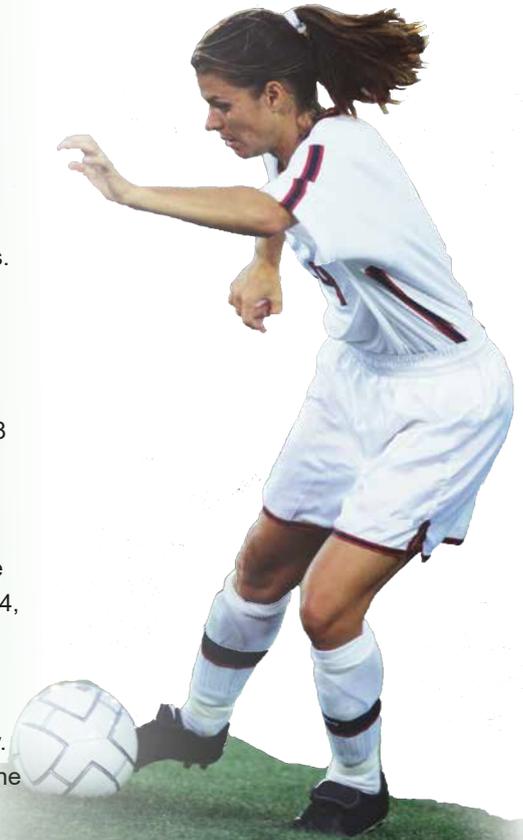
FREEDOM AND INDEPENDENCE IS MY CHARACTER..

Mustafa Kemal ATATÜRK

1 A

Read the life story of Mia Hamm and tick the ones whose answers exist in the text above.

Mia Hamm is the former American soccer player who competed with the US Women's National Soccer Team for 17 years with 158 goals. This soccer star, Mariel Margaret Hamm, was born on March 17, 1972, in Selma, Alabama. She got into soccer because she had an older brother and two older sisters playing soccer and her dad refereeing their game. So, she spent most of her time at the soccer field. She realized that she loved to win. She didn't want to be the best player in the world but there were times that she felt she was. Also, she had times she felt that she even couldn't tie her own shoes. But, every time she stepped on the pitch whether for a practice or a game, she liked to be a factor in winning. In 1987, at the age of 15, she became the youngest person ever to play for the US Women's National Soccer Team. Over the next 17 years, she became the leading scorer in the history of women's international soccer with 158 goals and 142 assists. She won the Women's World Cup in 1991 and 1999, and took Olympic gold medals in 1996 and 2004. Hamm held the record for most international goals scored until June 2013, when American player Abby Wambach broke her record. She got the name *FIFA's World Player of the Year* in both 2001 and 2002. In 2004, she retired because she wanted to be a mom and start a family and she was ready to commit everything to that. For her, it was the best decision she's ever made. Now, she has three children and, instead of soccer, they fill her life with joy and challenge her every single day. She is not only the best soccer player in the history, but she is also the person who put women soccer on map.



- 1. Why did she start playing soccer?
- 2. Where was she born?
- 3. What was her father's name?
- 4. How old was she when she got retired?

- 5. How long did she hold the record for most international goal scored?
- 6. Why is she a legendary figure?
- 7. Why did she love to win?
- 8. When did she marry?

1 B

Read the full text again and complete the missing parts with the words in the box to sequence the events.

soon

first

when

then

E.g. First, Mia was inspired by the other family members playing football. (1) Soon, she got into football. She noticed her talent and (2) then made most of it. (3) When she felt that she wanted to have children, she quit.

2

One of your friends has just come back from holiday and you are asking him/her about it. Use the given words and write questions. Then, match them to their answers.

- E.g.** where/go? Where did you go?
- the food/good? Was the food good?
 - how long/stay there? How long did you stay there?
 - who/go with? Who did you go with?
 - how/travel? How did you travel?
 - what/do in the evenings? What did you do in the evenings?
 - eat/anything interesting? Did you eat anything interesting?

- E.g.** I went to Paris.
- We stayed there for 2 weeks.
 - Yes, it was delicious.
 - We generally relaxed at the hotel.
 - First, we flew to Paris then we traveled by train.
 - I was with my family during travel.
 - Yes. Onion soup was very tasty.

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

3

See the list of some things that Jane did yesterday and their times. Write sentences what she was doing at these times.

- | | |
|---------------|----------------------------|
| 08.00 - 09.00 | did sports |
| 09.00 - 10.00 | had breakfast |
| 10.00 - 12.00 | studied at her office |
| 12.00 - 01.30 | had lunch with her friends |
| 02.30 - 03.30 | gave a lecture |
| 04.00 - 06.00 | wrote and sent e-mails |
| 07.00 - 09.00 | watched a movie |

- E.g.** At half past eight she was doing sports.
- At 09.30, she was having breakfast.
 - At 10.30, she was studying at her office.
 - At 1 o'clock, she was having lunch with her friends.
 - At 3 o'clock, she was giving a lecture.
 - At 5 o'clock, she was writing and sending e-mails.
 - At 8 o'clock, she was watching a movie.

4

Fill in the blanks with the simple past or past continuous forms of the verbs in brackets. Be careful with negative and interrogative forms.

- E.g.** Sheila didn't close (not/close) the window because it was (be) a bit hot.
- I didn't shave (not/shave) this morning because I didn't have (not/have) time.
 - My sister didn't eat (not/eat) anything because she wasn't (not/be) hungry.
 - My son didn't go (not/go) to school yesterday because he was (be) ill.
 - Dora sang (sing) two beautiful songs at the school concert.
 - I saw (see) Rachel at the party. She was wearing (wear) a really beautiful dress.
 - Tim: What were you doing (do) at this time yesterday?
Andrew: I was studying (study) for my Maths exam.
 - I didn't go (not/go) out because it was raining (rain).
 - Although I called (call) their names, they didn't hear (not/hear) me.
 - Was Judy studying (study) Law in New York the last time you saw (see) her?
 - My wife lost (lose) her gold ring. She looked (look) very upset.

5

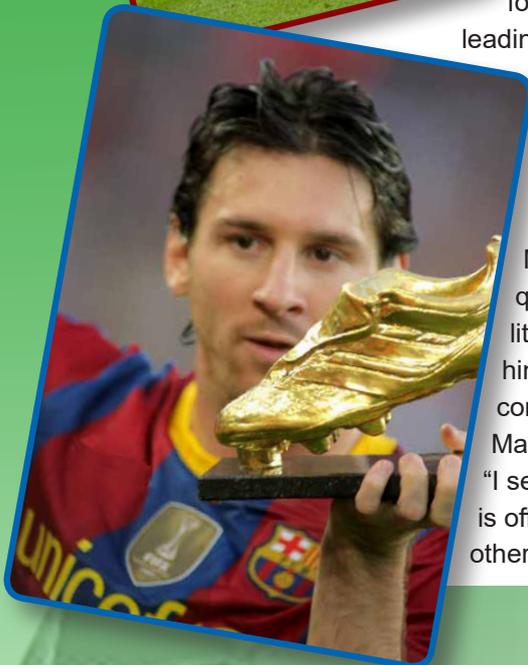
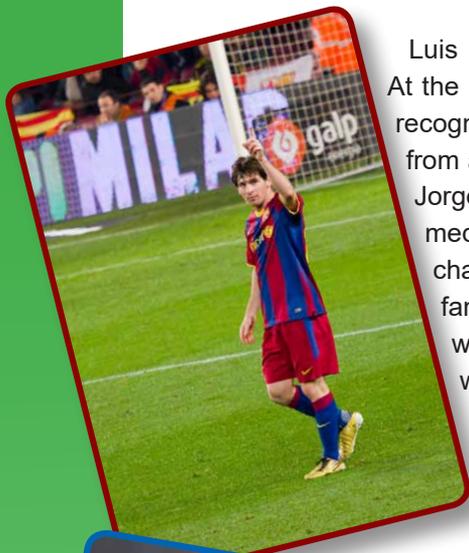
Read the text and answer the questions.

THE FLEA

Lionel Messi

Luis Lionel Andres Messi was born on June 24, 1987, in Rosario, Argentina. At the age of 8, he joined the youth system of Newell's Old Boys Club. He was recognizably smaller than most of the kids in his age group. He was suffering from a hormone deficiency and this was restricting his growth. Messi's parents, Jorge and Cecilia, found his cure but it was impossible for them to afford this medication. At the age of 13, FC Barcelona's Youth Academy offered him a chance to train at soccer powerhouse and cover his all medical bills. So, Messi's family picked up and moved across the Atlantic to make a new home in Spain with no money, no jobs. They only followed the dream that these treatments would help him become big enough to be a good soccer player. Eventually, Messi grew to 5 feet and 7 inches (1.7 m), and at the age of 16, he made his first appearance for Barcelona. In 2005, when he was 17, Messi put himself in the record books as the youngest player ever to score a goal for the franchise, Barcelona. Messi became a star in his new country, leading his club to championships. In 2012, he set a record for most goals in a calendar year, and in 2016, he got the name *Europe's Ballon d'Or* winner for the fifth time. In 2013, Messi signed a contract extension through 2018 with Barcelona worth 30 million dollars. According to the sports magazines, he is the highest paid soccer player in the world.

Messi is considered to be the best soccer player in the world without question right now. Some people call him "the flea" because he is so little but for many he is the flea because the other players can't catch him. With his short height, speed and pitiless attacking style, people often compare him to another famous Argentinean footballer: Armando Diego Maradona. And even the great Maradona boasted about his countryman. "I see him as very similar to me," the retired player said. "He's a leader and is offering lessons in beautiful football. He has something different than any other player in the world."



- | | |
|--|--|
| 1. When was Luis Lionel Messi born? | <u>He was born on June 24, 1987.</u> |
| 2. When did he join the Newell's Old Boys Club? | <u>He joined the Newell's Old Boys Club at the age of 8.</u> |
| 3. Why was he smaller than his friends in his age group? | <u>He was suffering from a hormone deficiency.</u> |
| 4. Why did Messi and his parents move to Spain? | <u>FC Barcelona's Youth Academy offered him a chance to cover his all medical bills.</u> |
| 5. When did he first appear for Barcelona? | <u>At the age of 16, he first appeared for Barcelona.</u> |
| 6. How old was he when he put himself in the record books? | <u>He was 17.</u> |

6 A

Look at the pictures below and complete the sentences in a meaningful way.

- E.g. While I was camping with my dog, it started to rain.
- While we were doing safari in Africa, we bumped into a giraffe on our way back to hotel.
 - My friend called me while I was making salad.
 - I was walking down the stairs when I fell down.
 - When I had a crash, I was talking on the phone.
 - While a leopard was crossing the road, we took its photos.

- while a leopard was crossing the road
- when I fell down
- while we were doing safari in Africa
- ~~while I was camping with my dog~~
- when I had a crash
- while I was making salad

6 B

Match the sentences in Part 6 A to their pictures.



7

Complete the sentences with the verbs given in brackets using the 'Simple Past Tense' or 'Past Continuous Tense'.

- E.g. The Titanic was crossing (cross) the Atlantic when it stroke (strike) an iceberg.
- While we were having (have) an exam, an earthquake happened (happen).
 - Jane cut (cut) her finger while she was dicing (dice) tomatoes.
 - We were eating (eat) dinner when the guests arrived (arrive).
 - What were you doing (do) when I phoned (phone) you?
 - Molly was working (work) in her office when Tim knocked (knock) the door.
 - My mother broke (break) my tablet last night. She was tidying (tidy) up my room when it slipped (slip) out of her hand.
 - We saw (see) an accident while we were waiting (wait) for the bus.
 - Mark was looking for (look for) a document in his computer when he realized (realize) a virus.
 - He was (be) very angry yesterday when I saw (see) him.
 - When we were (be) in London, my father was working (work) in a bank.

8 A

Read the short story of the two frogs and fill in the blanks with the appropriate verbs from the box using their past forms in the 'Simple Past' or 'Past Continuous' tense.

consider - jump - get out - shout - explain - thank - ask
be (2) - decide - say (2) - ~~start~~ - give up - continue



A group of frogs were traveling through the forest when two of them fell into a deep pit. When the other frogs realized how deep the pit was, they told the two frogs that the situation was hopeless. The two frogs started to jump out of the pit to survive.

They decided (1) to try it but in spite of their great effort, the group of frogs were saying (2) that they should stop and wait to die.

Eventually, one of the frogs considered (3) what the others said (4) and gave up (5) jumping. The other frog continued (6) to jump as hard as he could. The crowd of frogs were shouting (7) at him to stop the pain and just die.

He was jumping (8) much harder and finally got out (9) of the pit. The other frogs asked (10) "Didn't you hear us?"

The frog explained (11) the others that he was (12) deaf so he couldn't hear what they said but still thanked (13) them for encouraging him the whole time it was (14) in the pit.

8 B

Read the short story again and answer the questions below.

- | | |
|---|---|
| 1. How many frogs fell into the deep pit? | <u>Two frogs fell into the pit.</u> |
| 2. How was the situation for the frogs outside? | <u>The situation was hopeless.</u> |
| 3. What did the two frogs do to get out of the pit? | <u>They started to jump.</u> |
| 4. Did both of the frogs survive? | <u>No, they didn't.</u> |
| 5. Why didn't one of the frogs give up jumping? | <u>Because it was deaf.</u> |
| 6. What message did you get from the text? | <u>You shouldn't mind what others say, you should go on your way.</u> |

8 C

Now, consider that both of the frogs are deaf. Rewrite the story by changing its ending.

○ Students' own answers.

○ _____

○ _____

○ _____

○ _____

Tapescript 3.1

Ramil Guliyev, 200 m World Champ, is at a press conference and answering a question about his life story. Listen and put the events into the correct order.

Reporter 1 So, Ramil. Congratulations on your victory. You are the first athlete of Turkey to win the World Championships in 200 m. People will search for your story from now on. Can you tell us your story briefly?

Ramil Well, I was born in Azerbaijan and grew up there, as you know, a developing country and needs some more time to become a land of sports. I was inspired by my father when I was a child. He was, then, one of the top athletes of the country. He was ambitious, determined and also keen on my career. I started with him. He was my first coach. Things went well and I realized that I was one of the best young sprinters of Europe when I came 2nd in 5th IAAF World Youth Championships in 2007. This made me better concentrated and more focused. I needed to make progress. I decided to move to Turkey and did so, because Turkey offered better opportunities for a better career, and there are hospitable, friendly people there. We also see Turkey as our second home in Azerbaijan. Then, I went on training hard and found great support here. In 2016, I was a silver-medalist of the European Championships. All the preparation for the World Athletics Championships went well and finally, I am here as the winner of the 200 m. of the last World Championships.

Reporter 1 ...

Tapescript 3.2

Listen again and circle the correct option to make true sentences related to Ramil Guliyev's story.

Reporter 1 So, Ramil. Congratulations on your victory. You are the first athlete of Turkey to win the World Championships in 200 m. People will search for your story from now on. Can you tell us your story briefly?

Ramil Well, I was born in Azerbaijan and grew up there, as you know, a developing country and needs some more time to become a land of sports. I was inspired by my father when I was a child. He was, then, one of the top athletes of the country. He was ambitious, determined and also keen on my career. I started with him. He was my first coach. Things went well and I realized that I was one of the best young sprinters of Europe when I came 2nd in 5th IAAF World Youth Championships in 2007. This made me better concentrated and more focused. I needed to make progress. I decided to move to Turkey and did so, because Turkey offered better opportunities for a better career, and there are hospitable, friendly people there. We also see Turkey as our second home in Azerbaijan. Then, I went on training hard and found great support here. In 2016, I was a silver-medalist of the European Championships. All the preparation for the World Athletics Championships went well and finally, I am here as the winner of the 200 m. of the last World Championships.

Reporter 1 ...

Tapescript 3.3

Listen to the second part of the press conference and tick the questions you hear.

- Reporter 2** That's an impressive story, Ramil. I'd like to ask you a question about the race. Were you hopeful at the beginning of the race?
- Ramil** Of course. There were 8 finalists and they are usually ambitious and hopeful athletes. I have always believed in myself.
- Reporter 3** How did you feel when you won?
- Ramil** Well... I just couldn't speak. It was the best moment in my life. I burst into tears as you saw.
- Reporter 4** Did you feel the victory while you were running?
- Ramil** I did. I felt very strong and believed in victory.
- Reporter 5** Did you do anything special before the race?
- Ramil** We did. We focused on our tactics. I followed a special tactic for this final.
- Reporter 6** Do you think you will become a legendary figure?
- Ramil** Well... That's difficult to achieve but I'll do my best. At least, I can promise for that.

Tapescript 3.4

Listen and put the verbs into the correct box.

- | | |
|----------|---------|
| watched | danced |
| smiled | started |
| visited | acted |
| helped | reached |
| called | booked |
| looked | invited |
| traveled | damaged |
| landed | offered |
| stayed | divided |

TEACHER'S NOTES



TRADITIONS

FUNCTIONS

- Describing habits and routines in the past
- Making oral presentations on a specific topic



1 A

Let your students look at the pictures for a few minutes and then, ask them to tell what they see in these pictures. You can also guide them by asking "What does the picture in number ... remind you of?". This will help you to motivate your students for the activity. Students are supposed to discuss which of the categories each picture is related to, so encourage them to share their ideas with the class.

- 1 A**
1. social life, clothing
 2. education
 3. technology
 4. transportation, clothing
 5. technology, farming
 6. farming, social life, clothing

1 B

Students should look at the pictures again and discuss whether they are related to the past or the present. Give your students a suitable amount of time to think and practise what they would like to say and correct their pronunciation mistakes when necessary.

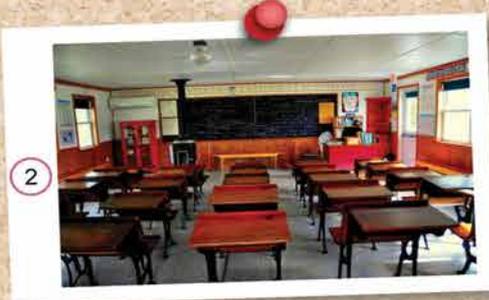
- 1 B** Students' own answers.

**TEACHER'S NOTES**

1 A READING

Look at the pictures below and discuss which of the categories in the box they are related to. More than one option is possible.

| | |
|----------------|-----------|
| transportation | farming |
| technology | clothing |
| social life | education |



1 B

Are the pictures related to the past or the present? Discuss with friends.

1 C

In this activity, students look through the text. When they find the part with the answer, they read intensively. They should focus on the key words that will help them do the activity. Let them answer the questions individually. Then, make an oral check for the answers.

1 C

1. They resist against most of the changes in time.
2. In Morocco, people used to gather in one of the houses of the village in the evening and have chats. In the UK, children and teenagers used to play with each other and animals on wide open spaces. They didn't use to go away from home to parks or movies. Adults used to spend most of their time helping each other with the work on and around the farm.
3. Jamal's family wanted them to be well-educated and have a better life than theirs.
4. People used to have gas lanterns and fire to light the house in Morocco when Jamal was a child.
5. There was no technology in Morocco. People didn't even have electricity. They used to have gas lanterns and fire to light houses. However, in the UK, people had electricity and black & white TV sets. Some houses had telephones and they could use them in emergencies.

TEACHER'S NOTES

TRADITIONS

THEME 4

1 C

Read the texts and answer the questions.

They Make It Happen: Travel Back In Time

The Amish in the USA are a German and Swiss descendant community. They are famous for their lifestyle as they resist against most of the changes in time. They do their best to preserve their traditions in social life. They do not benefit from most of the advantages of modern technology because they see it as a threat to their traditions and way of life. They still use horses and buggies or bikes for transportation within the community. Gas lanterns light their houses. Thousands of people want to witness this "resistance against time" on site and visit Amish communities. There are hotels for these visitors nearby. Most visitors feel impressed. Here are two visitor comments:

Jamal from Morocco: "It was incredible. They reminded me of my childhood days in the village in some ways. We used to wake up to the sound of roosters at dawn and go to the farm. We used to make our own bread and eat traditional dishes. We used to gather together in one of the houses of the village in the evening and have chats. This was a way to socialize. There was no technology, at all. We didn't even have electricity. We used to have gas lanterns and fire to light the house. It's difficult to believe but the Amish still have these. Evenings without TV or computers may sound to be dull and boring, but those were more enjoyable times. I don't know why. The Amish don't see school as an important place, but in my childhood we all went to school because our parents wanted us to be well-educated and have a better life than theirs. Of course they were state schools with very strict teachers and firm discipline. I really miss those days and this visit to an Amish community gave me a sense of those days."

Kate from the UK: "It was a travel back in time. I noticed many similarities with our past lifestyle in the country. Children and teenagers used to play with each other and animals on wide open spaces. We didn't use to go away from home to parks or movies. School was another chance to share with friends. Adults used to spend most of their time helping each other with the work on and around the farm. People used to dress in similar ways. I mean, plain and modest dresses were very common. Few people had cars in the countryside, so most people used to travel by horse and buggies. Technology was not only limited in transportation but almost in everything. Fortunately, we had electricity and black&white TV sets. Some houses had telephones and we could use them in emergencies. We went to state schools. There were a few universities and going to a university was more difficult, so we didn't use to focus much on university education. With this incredible visit, I remembered that kind of lifestyle. The smell of the soil, horses, cows, fresh milk..."

1. What is special about the Amish lifestyle?
2. What were the ways to socialize in Morocco and the UK?
3. What did Jamal's parents think about education?
4. How did people use to light their houses in Morocco when Jamal was a child?
5. How was the UK different from Morocco in technology when they were children?



Let's Explore: In this part, students are expected to study the sentences with 'used to' and circle the best choice. Try to draw their attention on the use and usage of 'used to' so that you can elicit the rules from the students. When the students complete the activity, make an oral check for the answers.

Let's Explore: 1. a
2. b

2 A

This activity is designed to make the students be concerned with the issue personally. Let your students read the statements in a few minutes and think about what elderly people (parents, teachers, etc.) say about their habits. Monitor your students and help them if they have problems with the unknown words, by making simple and clear explanations in English. As the last step of the activity, students should tick the sentences that are familiar to them and you should encourage them to share those sentences with the class.

2 A Students' own answers.

2 B

In this activity, students will consider their childhood and write some of the things they used to do. Answers will vary as this activity encourages students to think about their personal past habits. Give them some time for the activity. Choose a few volunteer students and let them read their sentences aloud for correct pronunciation.

2 B Students' own answers.



TEACHER'S NOTES



Let's Explore

Study the following statements from the text and circle the best choice below to complete the sentences about the rules for 'used to'.

- "We used to make our own bread."
- "We used to have gas lanterns and fire to light the house."
- "Most people used to travel by horse and buggies."
- "We didn't use to go away from home to parks or movies."

1. The above sentences by Jamal and Kate...

| | |
|---|---|
| a. were true in the past, not true anymore. | b. were not true in the past, true now. |
|---|---|

2. The above sentences by Jamal and Kate...

| | |
|--|---|
| a. express single actions in the past. | b. express repeated actions in the past, past habits. |
|--|---|

2 A WRITING

Read the following statements and tick the ones you've heard from your parents, teachers, etc. Then, share them with your friends.

- When I was your age, I used to help my parents with the household chores.
- When I was your age, I didn't use to help my parents at all.
- In my childhood, we used to make our own toys.
- In our high school years, we used to be afraid of teachers.
- My father didn't use to give me much pocket money.
- We used to come straight home after school.

2 B

Now, write some of the things you used to do when you were a child. Then, read them out for your friends.

| | |
|---|--|
| ○ | |
| ○ | |
| ○ | |
| ○ | |
| ○ | |
| ○ | |
| ○ | |
| ○ | |

3 A

This activity is related to /t/ and /θ/ sounds. With this activity, students will be able to recognize these sounds. In the first part of the activity, let your students listen and hear some examples of /t/ and /θ/. After studying, you can ask your students some questions about how these sounds are pronounced. Encourage your students to use their background knowledge. If necessary, give some more examples and elicit the rules from your students.

3 B

Students are expected to listen to the sentences and write a for /t/ and b for /θ/ beside the sentences. Play the tapescript once. Make an oral check for the answers. If you realize a problem with pronunciation, play the tapescript again and ask your students to practise.

- 3 B**
1. a. boat
 2. b. theme
 3. a. debt
 4. a. fort
 5. b. tenth

3 C

Your students are expected to practise pronunciation by reading the following tongue twisters. Remind them to read each tongue twister slowly at first, then try reading it faster. Pay attention to pronunciation issues.

3 C Students' own answers.

**TEACHER'S NOTES**

TRADITIONS

THEME 4

3 A LISTENING - SPEAKING

Listen and practise the sound /t/ and /θ/. Tapescript 4.1

| | | |
|---|-------------|---------------|
| 1 | tank /tæŋk/ | thank /θæŋk/ |
| 2 | tick /tɪk/ | thick /θɪk/ |
| 3 | true /tru/ | through /θru/ |
| 4 | tin /tɪn/ | thin /θɪn/ |
| 5 | tree /tri/ | three /θri/ |

3 B

Listen and write 'a' for /t/ sound and 'b' for /θ/ sound beside the sentences. Tapescript 4.2

| | | |
|---|--|--|
| 1 | We hired a boat/both in Akyaka. | |
| 2 | The team/theme of the party is 'spring'. | |
| 3 | The company was in debt/death at the time of crisis. | |
| 4 | Sarah and John visited a fort/fourth while they were in Germany. | |
| 5 | We will drive along the tent/tenth street. | |

3 C

Practise pronunciation by reading the following tongue twisters. Read each tongue twister slowly at first, then try reading it faster.

Thirty thousand thirsty snakes thirstily drank three thousand lakes.

Whether the weather is cold, or whether the weather is hot, we'll be together whatever the weather, whether we like it or not.

There those thousand thinkers were thinking where did those other three thieves go through.

What a to do to die today
 At a quarter or two to two.
 A terrible difficult thing to say
 But a harder thing still to do.
 The dragon will come at the beat of the drum
 With a rat-a-tat-tat a-tat-tat a-tat-to
 At a quarter or two to two today,
 At a quarter or two to two.

Tom threw Tim three thumbtacks.

The third time the three three-toed tree toads tried tying their toes together, the third three-toed tree toad tied the two three-toed tree toads toes to the third toads toes. Then the two tied three-toed tree toads told the third three-toed tree toad that tying their toes together thrilled them to their toe tips.

THEME 4

TRADITIONS

4 A READING - SPEAKING

Work in pairs. Discuss how new inventions, innovations and systems change life.

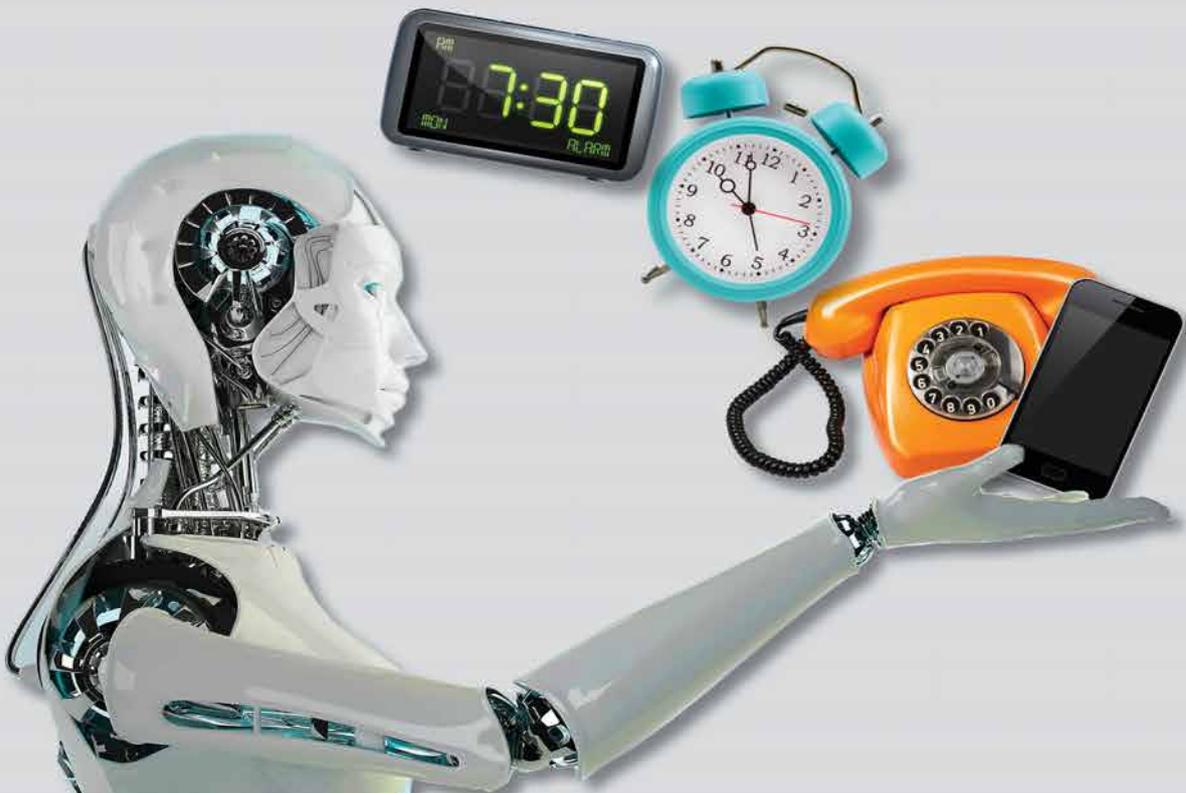
4 B

Read the text and fill in the chart about changes in lifestyles and customs as in the example.

Changes have always been part of human life, but revolutionary changes from the last quarter of the 20th century up to date have put the 21st century generations to the center of comfort, speed and worldwide communication. While younger generations enjoy a technology based and comfortable form of life, the elderly are not happy about this new lifestyle because they cannot keep up with it and many customs and traditions disappear.

In an interview, Dr. Alex Hunter, a history professor of Romania, gives examples of life in both centuries through his own life. "The computer arrived. Before that, we used to look up words in dictionaries, and facts in encyclopedias. We used to use phone books to find telephone numbers. In time, these traditional methods of searching disappeared and they are a thing of the past now. People refer to search engines or mobile devices for these now. The arrival of digital cameras killed the tradition of keeping pictures in photo albums as they have memories for storage. We used to keep pictures in photo albums and showing them to friends or guests was a custom during visits or family gatherings. Few people keep photo albums now as almost everyone shares pictures online nowadays. The Internet and social media have caused a bigger gap. Numerous things have changed. Here is a simple example: We used to send postcards to the beloved ones or visit them to celebrate occasions, but now people feel too lazy to do these things. They share messages or good wishes on social media platforms. People used to have face to face communication and chats, but now they run the communication via social media platforms. It is not only the Internet based changes, of course. Even toys have changed in today's global world. There are global toy shop chains now and children play the same or similar toys all around the world. In the past, making toys for yourself such as toy cars, baby dolls was a tradition..."

Changes come with advantages and disadvantages, but they will be part of human life forever. Today's technological wonders such as drones, space ships, computers will be a primitive thing of the past some day. What is your future thing of the past?



4 B

Students should scan the text for specific information focusing on the keywords that will be of help to do the activity. Monitor your students and ask them to fill in the chart when they finish reading. You should also guide your students to make use of the example and give them some time to complete the activity. Finally, make an oral check for the answers.

| Development/innovation | Past traditions/customs/actions | Newer form of actions/habits in the 21 st Century |
|---|--|---|
| Example: Arrival of computers | People used to use traditional methods of searching. They used to look up words in dictionaries and facts in encyclopedias. | People refer to search engines or mobile devices. |
| Arrival of digital cameras | People used to keep pictures in photo albums and showing them to friends or guests was a custom during visits or family gatherings. | Few people keep photo albums now as almost everyone shares pictures online, nowadays. |
| The Internet and social media platforms | People used to send postcards to the beloved ones or visit them to celebrate occasions. People used to have face to face communication and chats. | People share messages or good wishes on social media platforms. People run the communication via social media platforms. |
| Toy shop chains | Making toys for yourself such as toy cars, baby dolls was a tradition. | There are global toy shop chains now, and children play the same or similar toys all around the world. |

TEACHER'S NOTES

TRADITIONS

THEME 4

| Developments and innovations | Past habits before innovations | Newer form of actions and habits in the 21 st Century |
|---|---|--|
| E.g. Arrival of computers | People used to use traditional methods of searching. They used to look up words in dictionaries and facts in encyclopedias. | People refer to search engines or mobile devices. |
| Arrival of digital cameras | | |
| The Internet and social media platforms | | |
| Toy shop chains | | |



4 C

Use the following pairs of visuals showing some changes and deliver a short speech to your friends.

THEN

NOW



E.g. In the past, people used to study maps or ask for directions but now they use navigation systems.



1



2



3



5 A

Students are expected to read the statements, rate them and discuss with their friends. First, ask your students what their parents talk about most while they are giving examples of their childhood or youth. Then, give a suitable amount of time to think about the given issues, discuss which one is the most/the least common and finally rate them from 5 to 1. Be careful about pronunciation issues and motivate them to share their ideas.

5 A Students' own answers.

5 B

Ask your students to read the interview and find out how Mr. Decker feels about the past and the younger generation. Motivate them to share their answers and try not to interfere in their speech.

5 B Mr. Decker thinks that in the past, they used to live a simple life and they were all happy, family time was the best source of happiness. He advises the young generation to spend more time with family and friends, go after their dreams and work hard and love nature.

TEACHER'S NOTES

A series of horizontal lines for writing notes, with a circular punch hole on the left side of each line.

TRADITIONS

THEME 4

5 A SPEAKING

While giving examples of their childhood and youth, which of the following do your parents talk about most? Rate from 1 (the least common) to 5 (the most common). Discuss with friends.



- spending time with the family
- sharing the household chores
- clothing style
- manners of people
- habits

5 B

Read the interview. Find out how Mr. Decker feels about the past and the younger generation.

Interviewer Well, Mr. Decker thank you for accepting us. It's a pleasure to have an interview with you.
Mr. Decker The pleasure is mine.
Interviewer I'd like to begin asking my questions.
Mr. Decker Sure, go ahead.
Interviewer You used to be at the top of tennis for many years and people still see you as a legendary figure in sports. You still have a lot of fame worldwide and millions still admire you. This is not coincidence. Today's people and athletes have a lot to learn from you.
Mr. Decker I'm grateful for all the love and admiration.
Interviewer Let's begin with your everyday life. Could you please tell us about your routines? For example, what time did you use to go to bed and get up, what did you use to eat, how did you use to train? Basic things, I mean. Did you use to have any bad habits? People will be happy to learn about these things.
Mr. Decker Well, I used to go to bed before midnight and get up early in the morning. Before breakfast, I used to run 5 km. Breakfasts are vital for people, and especially for athletes. I knew this very well, so I used to have a full breakfast, Mediterranean breakfast. Olives, tomatoes, cucumbers, cheese, honey, butter, etc. But, farming techniques were traditional then. We never used to eat food with hormone.
Interviewer What about after breakfast?
Mr. Decker My trainer used to keep me at the training center for most of the day. I used to stick to my training programs. I didn't use to go out at night. My family and I used to live a simple life. We were all very happy. Family time has always been the best source of happiness to me. But today, most athletes spend their time less effectively.
Interviewer Well, what advice would you give to the younger generation, then?
Mr. Decker Mm... A tough question. Spend more time with family and friends. Go after your dreams. Work hard and love nature.
Interviewer Thank you very much, Mr. Decker.
Mr. Decker You're welcome. All the best.



5 C

This activity aims to check the students' comprehension with a few questions related to the text. Let your students read the dialogue in Part 5 B again and try to find out the answers to the questions individually. Remind them to use the scanning technique to complete the activity. Don't forget to make an oral check for the answers.

- 5 C**
1. He used to be a tennis player in the past.
 2. He used to run 5 km before breakfast and he used to have a full breakfast.
 3. He trained for most of the day.
 4. He notices that most athletes spend their time less effectively.
 5. He advises to the younger generation to spend more time with family and friends, go after their dreams, work hard and love nature.

5 D

Students are expected to talk about several things they used to do when they were a child. Let them work in pairs. Take it turns to ask and answer about what they and their partner used to do as a child. Monitor your students and if necessary help them with vocabulary using the target language. Give them a few minutes to think and practise what they would like to say. Support them to share their dialogues with the class.

5 D Students' own answers.

6 A

This activity aims to help learners be motivated for the listening task. Ask your students to take a look at the characteristics of their traditions and culture. Have them circle the suitable adjectives from the lists that reflect their culture. Let the students work in pairs. Give them a suitable amount of time to complete this activity and then, let the volunteer students share their ideas with the class.

6 A Students' own answers.



TEACHER'S NOTES



THEME 4

TRADITIONS

5 C

Read the dialogue again in Part 5 B and answer the questions below.

1. What did Mr. Decker do in the past?
.....
2. What were his morning routines?
.....
3. How long did he train in a day?
.....
4. What difference does he notice in the lifestyles of most athletes today?
.....
5. What pieces of advice did he give to the younger generation?
.....

5 D

Work in pairs. Take turns to ask and answer about what you/your partner used to do as a child. Then, share your dialogues orally with your friends. See the sample dialogue.

| | | | |
|--------------------------|---------------------------|-------------------------------|-------------------|
| toys you played | evening routines | weekend routines | sports you played |
| birthdays you celebrated | neighborhood you lived in | clothing items you often wore | |

Kimberly How did you use to celebrate your birthdays when you were a child?
Edward First, we used to have a big dinner with my aunties, uncles and grannies in the evening of my birthdays. A few hours later, I used to blow the candles on the cake. What about you?
Kimberly We used to live far away from my grannies, so I used to celebrate my birthdays with our neighbors and friends.

6 A LISTENING

Work in pairs. Think about the characteristics of your traditions and circle the suitable adjectives from the lists below that reflect your culture.

| Characteristics of a traditional clothing item (colors, style, etc.) | | | | | | | |
|--|----------------|--------------|------------|---------------|--------|------------|-----------|
| colorful | oriental | conservative | loose | close-fitting | | | |
| Samples of traditional handicrafts | | | | | | | |
| pottery | carpet weaving | copper work | embroidery | tile making | | | |
| Something special about traditional food | | | | | | | |
| spicy | hot | sweet | nutritious | tasty | pastry | vegetarian | olive oil |

6 B

Students are expected to locate specific information about traditions in the charts by watching short documentaries. Before starting the activity, you can ask your students some questions about Malaysian and Indonesian traditions. If necessary, assign your students to search these traditions before the lesson. It's important for them to catch the keywords in the documentary. Having your students watch the documentary twice will be enough.

6 B

| | MALAYSIA | INDONESIA |
|--|--------------------------|-------------------------|
| something special about traditional clothing | vivid colors | vivid colors |
| samples of hand crafts | kites and wind mills | batik |
| something special about traditional food | different kinds of cakes | breakfast without bread |

6 C

First, give your students some time to think about the questions 'What did you notice about Indonesian and Malaysian traditions? Are they mainly similar or different?' and practise what they would like to say. They may even have a pair discussion. If necessary, make short explanations for each of the questions and run the group discussion. Let the students talk about similarities and differences of these traditions. Answers may vary as the students will share their own opinions.

6 C Students' own answers.

7 A

Students are expected to read a short paragraph of comparing Indonesian and Malaysian traditions. Let your students study the paragraph and help them understand how a comparison paragraph has been written. Ask them to read the sentences carefully paying attention to colors. Then, have them match the colors to their functions in the paragraph. Give them a few minutes for the activity.

7 A Blue: c, Orange: a, Green: b

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

TRADITIONS

THEME 4

6 B

You will watch short documentaries on Malaysian and Indonesian traditions. Watch and locate the expressions in the box in the suitable part of the chart. [Video 4.1](#)

| | | |
|--|---|---|
| batik |  <p>MALAYSIA</p> |  <p>INDONESIA</p> |
| kites and wind mills | | |
| vivid colors | | |
| different kinds of cakes | | |
| breakfast without bread | | |
| something special about traditional clothing | | |
| samples of handcrafts | | |
| something special about traditional food | | |

6 C

What did you notice about Indonesian and Malaysian traditions? Are they mainly similar or different? Discuss with your friends.

7 A WRITING

Read the comparison paragraph on Indonesian and Malaysian traditions and match the colors to their functions.

Traditions of Malaysia and Indonesia are alike in many ways. Malaysian people prefer vivid colors in their traditional clothing. Indonesian people also like vivid colors. Malaysian people use their hand crafts as ornaments in their houses. Indonesian people do the same. Both countries have special food traditions.



- a Details (examples for similarities)
- b Signal words (words for showing similarity)
- c Topic sentence (two things to compare)

7 B

Study the details of Turkish and Greek eating traditions given below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.

- similar
- alike
- both
- too
- as
- like
- similarly

Turkish Eating Traditions

- have Mediterranean style of breakfast
- have Turkish coffee for easier digestion after meals
- use olive oil for some dishes and salads

Greek Eating Traditions

- have Mediterranean style of breakfast
- have Greek coffee to help with digestion after meals
- use olive oil as one of the main ingredients

- _____
- _____
- _____
- _____
- _____
- _____

A TRADITION IS KEPT ALIVE ONLY BY SOMETHING BEING ADDED TO IT. Henry James

1

Complete the sentences with **used to** + an appropriate verb.

E.g. My father doesn't eat sweets anymore but he used to eat lots of them in the past.

1. My sister used to have long hair but she cut it last week.
2. This building is now a café but it used to be a popular pastry shop when I was young.
3. I've started drinking drip coffee these days but I never used to drink it before.
4. I used to do sports regularly in the past but now I am too lazy.
5. There used to be only one shop in the village but now there are more than three, I suppose.
6. Jack and Susan used to travel a lot but now they have three children and they don't go away very often.
7. Do you see that plain over there? There used to be a cottage in the middle of it when I was a child.
8. Tom used to have a motor-cycle in the past, now he has a brand-new car.
9. My mother used to cook delicious meals for us in the past, but now she is too busy with her office work, so we generally eat out.
10. I used to eat a lot of sweets when I was a child but I must be careful with my diet now.

2

Jenny has changed her lifestyle. Write some sentences about her.

She stopped

watching TV for long hours.
being online all day long.
going to bed late.
spending a lot of money.

She started

reading books.
meeting her friends out.
going to a gym.
cooking at home.

E.g. She used to watch TV for long hours.

1. She used to be online all day long.
2. She used to go to bed late.
3. She used to spend a lot of money.

She didn't use to read books.

- She didn't use to meet her friends out.
- She didn't use to go to a gym.
- She didn't use to cook at home.

3

Mr. Blonde is a successful businessman and you are interviewing him about his habits in the past. Ask him what he used to do when he was younger as in the example.

E.g. I know you are a workaholic now but did you use to be a workaholic from the very beginning?

1. I know that you don't play football now but did you use to play football?
2. We know you are very rich now but did you use to be rich?
3. We know you don't go out very often at nights but did you use to go out very often at nights?
4. I know you play the piano very well but did you use to play the piano very well?
5. I know you have many friends today but did you use to have many friends?
6. I've heard that you sleep before ten o'clock every night but did you use to sleep before ten o'clock every night?
7. I've read that you run 3 miles every morning but did you use to run 3 miles every morning?
8. We know you do online shopping now but did you use to do online shopping?

4

Anna used to have an unhealthy lifestyle. She got help and changed her habits. Look at the pictures and guess what she used to or didn't use to do before. Then, make sentences using the expressions in the box.

| | | | | |
|---------------------------|--------------------------|-------------------------------|---------------|----------------------|
| drive for short distances | use the elevator | have online chat with friends | eat fast food | stay up late |
| do sports | eat chips while studying | use stairs | eat fruit | meet friends outdoor |



Eg: She used to use the elevator all the time.



Eg: She didn't use to use stairs.



1. She used to eat fast food.



2. She didn't use to meet friends outdoor.



3. She didn't use to do sports.



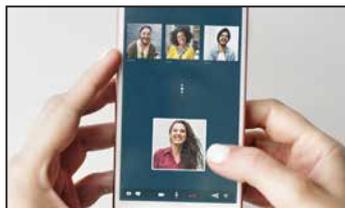
4. She used to eat chips while studying.



5. She used to drive for short distance.



6. She didn't use to eat fruit.



7. She used to have online chat with friends.



8. She used to stay up late.

5 A

Read the table below and find the suitable title for each part from the box. One has been done for you.

| | | | | |
|---------|-------------------------|------------------------|----------|---------|
| Farming | Equipment and Machinery | Attitudes and Feelings | Clothing | Housing |
|---------|-------------------------|------------------------|----------|---------|

What Changed through Years

Past lifestyle was simple, traditional, home-based with a self-sufficient economy and simple tools. On the other hand, today's lifestyle is comfortable, highly-technological but complex and based on a profit oriented production economy. However, this complexity and comfort of the lifestyle depends on the income level, regional and cultural differences. We can compare and contrast the past and the present lifestyles under many different areas. And below are some examples of these lifestyles.

| Titles | Then | Now |
|-----------------------------------|---|--|
| Eg. <u>Attitudes and Feelings</u> | People used to be more peaceful since they didn't have any complex economic, social or political problems. | People are more educated and open to express their opinions. Due to their complex lifestyles, their attitudes and feelings are more complex. |
| 1. <u>Farming</u> | People used to grow their own vegetables and fruits. They were healthy, they rarely had diseases and never needed extra exercise since their daily work kept their bodies running. | People have destroyed the agriculture. With the introduction of technology and pesticides, traditional farming culture turned upside down. Now, only few farmers keep producing crops with traditional methods and this has made us spend more money on organic food. Thus, we seek and pay more money for what our ancestors actually grew years and years ago. Today, people need medicine more often. |
| 2. <u>Clothing</u> | People used to wear simple and functional clothes. Their clothes changed according to the climate and region they lived in. | Rather than the climate or region they live in, comfort, trend and style are what matters in clothing today. No matter whether they feel cold or hot, people are happy with wearing trendy clothes. Functionality has lost its importance in clothing nowadays. |
| 3. <u>Equipment and Machinery</u> | Our ancestors didn't have great machines, so they used to do their work by themselves or they worked with simple machines. Moreover, they used animals for plowing and carrying loads. | Today we use machines to do the same things with less effort and time. |
| 4. <u>Housing</u> | People used natural ingredients to build their houses. Their houses used to be small and functional. Family members used to gather in one room, and they used to eat and sleep in the same room together. | Today people use high technology to build their houses. Technology has given opportunities for human being to get the most from the nature. |

5 B

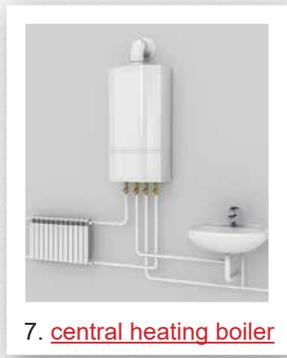
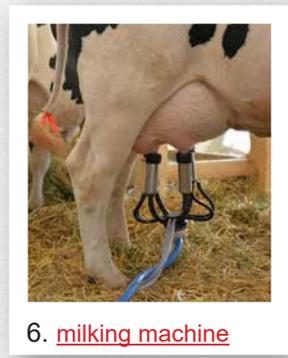
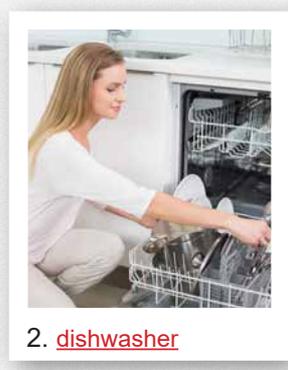
Read the text and answer the following questions.

1. Why did people use to be more peaceful in the past?
Because they didn't have any complex economic, social and political problems.
2. What kept people fit in the past?
Their daily work kept their bodies running in the past.
3. How did people turn agriculture into a mess?
With the introduction of technology, pesticides and traditional farming culture turned upside down.
4. What is so important for people about their clothes today?
Wearing trendy clothes matters for people in clothing nowadays.
5. Do you think everything has changed for the better? Why or why not?
Students' own answers

6 A

Use your dictionaries and match the words to the pictures below.

| | | | |
|-------------|----------------------------|---------------|-----------------|
| curved TV | central heating boiler | dryer machine | milking machine |
| smart phone | plowing machine | dishwasher | washing machine |



6 B

Use your dictionaries and match the expressions to the pictures below.

milking the cow

heating the room with a stove

washing the dishes

plowing the land

hanging the clothes out

washing the clothes by hand

watching black and white TVs

using the landline



a. washing the clothes by hand



b. plowing the land



c. milking the cow



d. using the landline



e. watching black and white TVs



f. washing the dishes



g. hanging the clothes out



h. heating the room with a stove

6 C

Match the expressions from Part 6 B to their present compensator from Part 6 A. One is done for you.

| | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|
| Past | b | f | g | e | d | c | h | a |
| Present | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

6 D

Write a short paragraph comparing what people used to or didn't use to do in the past and what they are doing at present. Use the words in Part 6 A and 6 B.

- The 21st century has had a number of differences from the previous centuries. Some are _____
- good for the people but some are still speculative. For example in the past, people used to _____
- plow their lands by animals, but today they use plowing machines instead. ... _____

Students' own answers



Tapescript 4.1

Listen and practise the sound /t/ and /θ/.

- 1. tank thank
- 2. tick thick
- 3. true through
- 4. tin thin
- 5. tree three

Tapescript 4.2

Listen and write 'a' for /t/ sound and 'b' for /θ/ sound beside the sentences.

- 1. We hired a boat in Akyaka.
- 2. The theme of the party is 'spring'.
- 3. The company was in debt at the time of crisis.
- 4. Sarah and John visited a fort while they were in Germany.
- 5. We will drive along the tenth street.

Videoscript 4.1

You will watch short documentaries on Malaysian and Indonesian traditions. Watch and locate the expressions in the box in the suitable part of the chart.

Malaysian

Welcome, come on in. My name is Nury. This is my father sitting here, and this is my mother, and this is my big sister Shareefah. First, I want to tell you about the clothes that my family members are wearing. These are vivid Malaysian clothes. I think that our handcrafts will intrigue you. The kites, the wind-mills and everything you see are Malaysian hand-crafts. But of course, the making requires a big amount of patience. The game that my friend and I are about to show you, is a typical Malaysian game. The aim of the game is to get all of the marble beads into the biggest bowl. Next, we are going to dance. We are dancing for you. As you see, our cakes are a little different from yours. I wish you could try them.

Indonesian

Hello, please come in. Firstly, I'd like to introduce my family to you. As you see, we were waiting for your arrival in our vivid colored traditional clothing. My sister sitting here is Yante. This is my brother Agunk, my mother Attiy and my father Sukilma. Batik is our oldest traditional hand-craft. What you see here is an Indonesian batik map. We have various cultural backgrounds and we see this variety as a richness just like patterns of a tapestry. Now, I'd like to introduce you to our traditional breakfast. I think, this is something you'll find interesting. We don't have bread with our breakfast. We prefer rice rather than bread. What you see here is a traditional meal that we have for lunch or dinner, called Gulekambin. The others are Achar, Nasui, Galloogalloo, Bahmin, Suptey and Nagubi. We are dancing for you. This is the dance of friendship. I hope you've had a great time with us and learned some new things about our culture.

○ _____

○ _____

○ _____

○ _____



TEACHER'S NOTES





























TRAVEL

FUNCTIONS

- Talking about past and present events/experiences
- Booking
- Exchanging ideas and plans
- Asking for approvals and/or confirmations



1 A

This activity aims to get the students prepared for the listening. Ask your students to look at the picture, read the statements in the speech bubbles and think about the question. There is no correct answer as the students will talk about their own opinions. Give them a suitable amount of time to complete the activity and let the volunteer students share their ideas with the class.

1 A Students' own answers.

1 B

First, explain your students that the purpose of this activity is to acquire the expressions of booking and their functions. They are supposed to read the expressions and match them to the functions in the box. Tell them to do the activity individually and give them some time to complete it.

- 1 B**
1. e
 2. f
 3. a
 4. a
 5. c
 6. f
 7. c
 8. e
 9. b
 10. b
 11. d
 12. c



TEACHER'S NOTES



1 A LISTENING - SPEAKING

What do you think the problem is here? Have you ever had such a problem? Share with your friends.



1 B

Below are some expressions related to booking. Match them to the functions in the box.

| | | |
|------------------------------------|----------------------------|------------------------------|
| a. asking for identity | c. asking for availability | e. learning/giving the price |
| b. asking for the number of people | d. asking for duration | f. asking for date/hour |

- | | |
|--|--|
| 1. <input type="checkbox"/> That comes to \$50 for you. 2. <input type="checkbox"/> When do you want to return? 3. <input type="checkbox"/> May I have your name, please? 4. <input type="checkbox"/> May I have a contact phone number? 5. <input type="checkbox"/> Do you have any vacancies? 6. <input type="checkbox"/> When is your reservation for? | 7. <input type="checkbox"/> Do you have any late afternoon departures? 8. <input type="checkbox"/> How much does it cost? 9. <input type="checkbox"/> For how many people? 10. <input type="checkbox"/> How many kids do you have? 11. <input type="checkbox"/> For how many days will you stay? 12. <input type="checkbox"/> Do you have a table for tomorrow? |
|--|--|

1 C

Students are expected to list the phrases for booking in a recorded text. Before starting the activity, ask your students some questions about booking. If necessary, assign your students to search phrases for booking before the lesson. Ask them to listen to the three dialogues about booking and list the given phrases under the correct categories. It's vital for them to catch the keywords in the tapescript. Having your students listen twice will be enough. Remind them that more than one option is possible. Don't forget to make an oral check for the answers.

1 C booking a table in a restaurant: e, f, l, m, n

booking a flight ticket: c, k

booking a room: e, h, i, d, b, g, j, a

1 D

This activity is prepared to make the students be concerned with the issue personally. The aim of this activity is to make students book a room at a hotel or a table in a restaurant, etc. First, let your students work in pairs. Then, ask them to read the given situations, choose one of them and make their dialogues. Give them a suitable amount of time to complete the activity and then, let the volunteer students act their dialogues out.

1 D Students' own answers.

**TEACHER'S NOTES**

TRAVEL

THEME 5

1 C

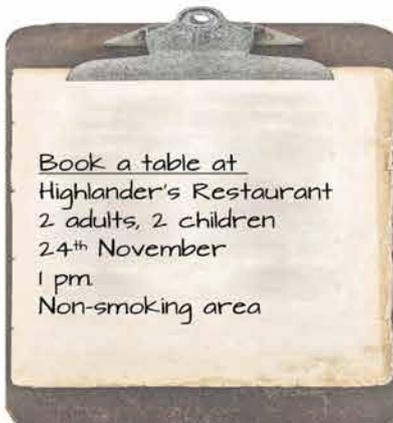
Listen to the three dialogues about booking and list the given phrases under the correct categories. More than one option is possible. Tapescript 5.1

| | |
|----------------------------|--------------------------------------|
| a. check-in | h. what date? |
| b. with a sea view | i. all-inclusive stay |
| c. the earliest flight | j. a two- night stay |
| d. check for the vacancies | k. an aisle seat please |
| e. make a reservation | l. non-smoking area |
| f. for how many people? | m. one table for four |
| g. single room | n. for 4 on 29 th October |

| booking a table at a restaurant | booking a flight ticket | booking a room |
|---------------------------------|-------------------------|----------------|
| | | |

1 D

Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.



2 A

This activity is related to falling and rising intonation. The aim of this activity is to make students practise intonation in question tags (both rising and falling). Ask your students to listen to the sentences and study the intonation of the sentences. After listening, you can ask your students some questions about how falling and rising intonation occur. Playing the tapescript twice will be enough for the students.

2 B

In this part of the activity, let your students listen to the sentences and decide if they have a falling or rising intonation. Make an oral check for the answers. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise.

- 2 B**
1. FI
 2. RI
 3. RI
 4. FI
 5. FI
 6. RI
 7. FI
 8. RI
 9. FI
 10. RI

2 C

In this part, your students are expected to practise intonation in question tags (both rising and falling). Let them work in pairs and make daily conversations. Remind them that they should be careful about intonation issues in asking and answering questions.

2 C Students' own answers.



TEACHER'S NOTES



2 A LISTENING- SPEAKING

Study the table and listen to the sentences. Be careful about rising and falling intonation.
Tapescript 5.2

| Falling Intonation | Rising Intonation |
|---|---|
| <p>A question tag with falling intonation means</p> <p>'I know what I am saying is correct.'</p> | <p>A question tag with rising intonation means.</p> <p>'I don't know what I am saying is correct or not, please answer.'</p> |
| <ol style="list-style-type: none"> 1. She is bored, isn't she? 2. The exam wasn't hard, was it? 3. You know I don't like watching horror films, don't you? | <ol style="list-style-type: none"> 4. John and Jessica are traveling to India, aren't they? 5. You don't know the way to Garbatella, do you? 6. This isn't your seat, is it? |

2 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 5.3

| | FI | RI |
|--|----|----|
| 1. You won't tell a lie again, will you? | | |
| 2. Andrew doesn't like onions, does he? | | |
| 3. Sally and Jack have got 2 kids, haven't they? | | |
| 4. This is Tom's car, isn't it? | | |
| 5. The shops in this town are open late, aren't they? | | |
| 6. You don't know where my wallet is, do you? | | |
| 7. She isn't going out in this terrible weather, is she? | | |
| 8. You can't carry all these bags, can you? | | |
| 9. Your car won't work, will it? | | |
| 10. They don't know if John is here, do they? | | |

2 C

Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.

E.g. **Student A** Italy is a very beautiful country, isn't it? (with rising intonation)
Student B Yes, that's right. It has very beautiful landmarks, doesn't it? (with falling intonation)

3 A

First, ask your students to scan the traveler's guide for specific details in a few minutes. Help them with the unknown words, if necessary. Then, have them match the titles to the places, individually. Enough time should be given and the answers should be checked orally.

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

3 B

The aim of this activity is to enhance the students' receptive and productive skills. Let your students examine the traveler's guide in Part 3 A and ask them to prepare a travel guide of a city they have visited. Set a time limit of at least five minutes for the activity and motivate your students to present their tasks in the class. Listen carefully for pronunciation and correct the students' mistakes when necessary.

3 B Students' own answers.

**TEACHER'S NOTES**

TRAVEL

THEME 5

3 A WRITING

Scan the traveler's guide below and match the titles from the box to the places.

| | | |
|--------------------------------|---------------------------------|------------------|
| a. Food & Restaurants | c. Shopping | e. Accommodation |
| b. Location and Transportation | d. Sports Activities and Events | f. Sights |

Alexandria Traveler's Guide

- | | |
|--|---|
| 1. ----- - 83 miles to Washington D.C. - By train (19 min.) - By subway (29 min.) - By taxi (12 min.) - By bike (58 min.) | 4. ----- - Waterfront - King Street - Torpedo Factory Art Center - Farmers Market |
| 2. ----- - Paddle boarding - Biking | 5. ----- - Waterfront restaurants |
| 3. ----- - B&B hotels - All inclusive hotels | 6. ----- - Shop in boutiques - Visit the farmers market |

3 B

Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.

| | |
|--|---|
|  <u>Food & Restaurants</u> |  <u>Sports Activities and Events</u> |
|  <u>Location and Transportation</u> |  <u>Accommodation</u> |
|  <u>Shopping</u> |  <u>Sights</u> |

4 A

This activity is prepared to make the students be concerned with the issue personally. Ask your students to read and think about the questions and answer them. They are also expected to tick the appropriate boxes to identify the reasons of reading forum pages and even write their own answer in the blank. Finally, let the students share their answers with the class.

4 A Students' own answers.

**TEACHER'S NOTES**

4 A SPEAKING

Answer the following questions and discuss your answers with your friends.

1. In what way do you think forum pages may be helpful?

2. Which of the following do you think is the main reason why forum pages are visited?

- to find information
- to get the best price
- to book a hotel for the best price
- to read others' comments about a product or service
- to compare different things through others' eyes
- all

4 B

Read the extracts from forum pages, and match the questions in the forum extracts to a category from the box below.

| | |
|-------------------|--|
| a. what to do | |
| b. transportation | |
| c. prices | |
| d. weather | |



jetpack
administrator
Posts: 2489

1. How did you travel? What are the options?

+19 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE



kelly
newbie
Posts: 48

- There is a direct coach from Bursa to Bodrum.
- I did a quick check on T-Tours and up to the end of May, it leaves at 00.30, then for the summer season it's at 22.30. Journey takes 9 hrs. Generally the coaches stop at least every 4 hrs for breaks.
- There's no train.
- Flights are available, but from İstanbul. You need a three-hour bus journey to get to İstanbul. I wouldn't recommend that.

+9 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

4 B

Students are expected to read the forum extracts and match the questions to a category from the box. Comprehending the words and patterns related to each other is essential. Then, ask them to work in pairs and find a relevant category for the questions. Finally, make an oral check for the answers.

- 4 B a. 4
b. 1
c. 2
d. 3

**TEACHER'S NOTES**

TRAVEL

THEME 5

2. What were the prices like? Was it expensive?

 **bronco**
expert
Posts: 1058

+29 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

 **kelly**
newbie
Posts: 48

The prices for hotels, food and restaurants may vary. You can get moderate prices with online bookings. All inclusive hotels may also give you better prices. Ask residents about restaurants with lower prices.

+40 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

3. What was the weather like in April in Moscow?

 **bronco**
expert
Posts: 1058

+29 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

 **kelly**
newbie
Posts: 48

It was far too early for a sun holiday, bronco.

+48 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

 **trixie**
newbie
Posts: 102

I was there in April this year. The weather was rubbish- rained a bit& was very cold at night (coats/cardi's needed).

+49 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

4. What should we do in İstanbul?

 **pierce**
expert
Posts: 854

+59 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

 **kelly**
newbie
Posts: 48

There are numerous 'must- see' places. Don't miss Hagia Sophia, the Blue Mosque, Galata Tower, the Spice Bazaar, the Grand Bazaar and of course the Topkapi Palace. You should also try baklava, Turkish delight and Turkish coffee. Here are some of our pictures.






+94 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

 **jetpack**
administrator
Posts: 2489

Your photos are fabulous! I loved looking at them. Part of the joy of İstanbul is taking the time to stroll and discover. It is so big and historical that there is a landmark and trace of the past almost anywhere, and each is worth seeing.

+91 [MARK AS "ACCEPTED ANSWER"](#) [LINK](#) [REPLY WITH QUOTE](#) [REPORT TO MODERATOR](#) [EDIT](#) [DELETE](#)

4 C

In this part, students are given some questions and answers related to sharing holiday experiences. Let your students match the questions to their appropriate answers in a suitable amount of time by working in pairs. Make sure that the activity is completed by all students and make an oral check for the answers.

- | | | |
|------------|------|------|
| 4 C | 1. e | 5. h |
| | 2. a | 6. d |
| | 3. f | 7. c |
| | 4. g | 8. b |

4 D

The aim of this activity is to make students ask and answer about their own and other people's travel experiences using the instructions given. Put your students into pairs. Be careful about pronunciation issues and motivate them to share their answers with the class. Give them a few minutes to think and rehearse what they would like to say and choose a few volunteer pairs to act out.

4 D Students' own answers.

5 A

Students are expected to read the statements, rate them and discuss with their friends. First, ask your students how they share their holiday experiences and recommendations with the others. Then, give them some time to think about the given issues, and discuss which of them are more helpful and finally rate them from 7 (the least helpful) to 1 (the most helpful).

5 A Students' own answers.



TEACHER'S NOTES



4 C

Work in pairs and match the following questions to their answers.

- | | |
|--|--|
| <input type="checkbox"/> 1. Did you like it there and would you recommend it? | a. It was rainy but warm. |
| <input type="checkbox"/> 2. What was the weather like in June? | b. Yes, a few times when I was in the States. |
| <input type="checkbox"/> 3. How did you travel to the Old Town? | c. I liked their traditional food best. |
| <input type="checkbox"/> 4. Did you have a chance to visit the Topkapı Palace? | d. You should go on a boat trip on Lake Van and climb up Mt. Nemrut. |
| <input type="checkbox"/> 5. Did it cost much? | e. Of course, it's the most amazing city I've ever seen. |
| <input type="checkbox"/> 6. What would you recommend us to do there? | f. I took the subway. |
| <input type="checkbox"/> 7. What did you like best? | g. Yeah, fortunately, I could see there on the last day of my travel. |
| <input type="checkbox"/> 8. Have you ever been to Chicago? | h. The prices for the hotels were expensive but the restaurants and food were cheap. |

4 D

Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends.



5 A SPEAKING-WRITING

While sharing holiday experiences and recommendations, which of the following do you think are more helpful? Rate them from 7 (the least helpful) to 1 (the most helpful) and discuss.

- | | | | |
|---|--|----------------------------------|--|
| <input type="checkbox"/> Accommodation | <input type="checkbox"/> Sightseeing Spots | <input type="checkbox"/> Cuisine | <input type="checkbox"/> Cultural Events |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Landmarks | <input type="checkbox"/> Climate | <input type="checkbox"/> Tourist Attractions |

5 B

Students should jot down four items mentioned in the e-mail by scanning it. Making simple, clear explanations for the unknown words is enough in need of help. Set a time limit of 7-8 minutes for the activity. When it's done, make an oral check for the answers.

- 5 B**
1. Cuisine
 2. Climate
 3. Transportation
 4. Sightseeing Spots/Touristic Attractions

5 C

This activity aims to check the students' comprehension. Ask your students to read the e-mail again and answer the questions in a suitable amount of time. When the activity is completed, choose a few volunteer students to share their answers with the class for oral check.

- 5 C**
1. Auntie Jane recommends Ethan to see the waterfront and enjoy the centuries-old architecture and souvenir shops of a lakeside district, try the sea food, visit the oldest farmers market in the country.
 2. She liked to eat sea food most.
 3. Taking the train, subway or bike are her recommendations for transportation.

**TEACHER'S NOTES**

5 B

Read the e-mail of Auntie Jane and jot down four items that she mentioned in the text.

1.

2.

3.

4.



Mail Calendar Address Book Tasks Notes Others

New Message Refresh Reply Forward Delete Filter

Inbox (27) Drafts Sent Folder Actions Junk Trash Virtual Folders

From: ethan@ethan.com Date: 09:23:26 AM Size: 4 KB

from jane.fritz@ethan.com Today, 09:23:26 AM +03

Dear Ethan,

I hope you are having a good time in Washington D.C. I guess you are busy during the week, but there is a lot to do there. You know I've had holidays in Washington, D.C. several times, and I have visited many places in its vicinity. I'll sometimes e-mail you to recommend some activities and places.

Perhaps, one of the best places nearby is Alexandria. You should see it as soon as possible. It's a great place to explore the waterfront and enjoy the centuries-old architecture and souvenir shops of a lakeside district. When I was there for the last time, three months ago, I liked the sea food best. You should try it. There are several restaurants close to the lake and almost all are nice. I have tried all of them :) Don't worry about the prices.

I have enjoyed the sunny and rainy weather there and either is nice. Don't change your plans due to the weather conditions. Give it a go at anytime. Most love taking a ride on the free King Street Trolley, but I've never tried it. One more thing... Don't miss the oldest farmers market in the country. I've visited it several times, and I'm still thinking of seeing it again. It's special because George Washington sold his products there. It is close to Washington, D.C., so you can take the train, subway or even bike. The last time I was there, I took the train. It is comfortable and cheap. You should try that. You'll become a fan of that place. Let me know when you go there.

Bye, Auntie Jane

5 C

Read the e-mail again and answer the questions below.

1. What does Auntie Jane recommend Ethan to do in Alexandria?
2. What did Auntie Jane like to eat most?
3. What are her recommendations for transportation?

5 D

The purpose is to have the students take part in a dialogue in a group for a travel plan. But, they also need to fill in the missing parts in the conversation by referring to the e-mail text in Part 5 B. Let them work in groups and motivate them to act out the conversation when they complete the activity. Don't forget to give them a suitable amount of time and make an oral check for the answers.

- 5 D**
1. We can take the train, subway, or even bike.
 2. We can explore the waterfront and enjoy the centuries-old architecture and souvenir shops of a lakeside district, go to the restaurants close to the lake, take a ride on the free King Street Trolley and visit the oldest farmers market in the country.
 3. No, it won't.

5 E

The aim of this activity is to make students be aware of the value of cooperation. Ask your students whether they see any examples of cooperation in the dialogue given. They are supposed to discuss why it is important to cooperate. Give them enough time to think and study what they would like to say and correct their pronunciation mistakes when necessary.

5 E Students' own answers.

5 F

In this activity, students are expected to read the text in Part 5 B again and write a similar e-mail, sharing their experiences and recommendations about the place they have already been before. Let your students think about the place and encourage them to use their writing skills. Remind them to write about some of the items in Part 5 A. Set a time limit of at least 5 minutes for the activity and monitor your students as this will give you an idea about the process. When they complete the activity, choose a few volunteer students and let them read their e-mails aloud.

5 F Students' own answers.



TEACHER'S NOTES



5 D

Ethan and his friends are planning a weekend off. Work in groups. Refer to Auntie Jane's e-mail text in Part 5 B. Decide on the expressions to complete the dialogue and act it out.

Ethan Well, guys! What should we do at the weekend?

Anastasia How about having a weekend off in a nearby district?

Ethan Any recommendations?

Kuzey I know one!.. Alexandria. A great place.

Anastasia I've heard a lot about that place. It suits me.

Linda OK, then. Count me in. We just need some relaxation.

Anastasia How can we travel?

Ethan (1) It takes about 25 minutes.

Kuzey What else can we do there?

Ethan (2)

Linda Will it cost too much?

Ethan (3) My auntie, Jane recommended it to me and I've been studying a travel guide for the district. I'll search for a suitable hotel and book rooms for us.

Kuzey Then, I can search for a restaurant for Saturday dinner and book a table. I'd better help Ethan with the arrangements. We shouldn't push the work off onto him.

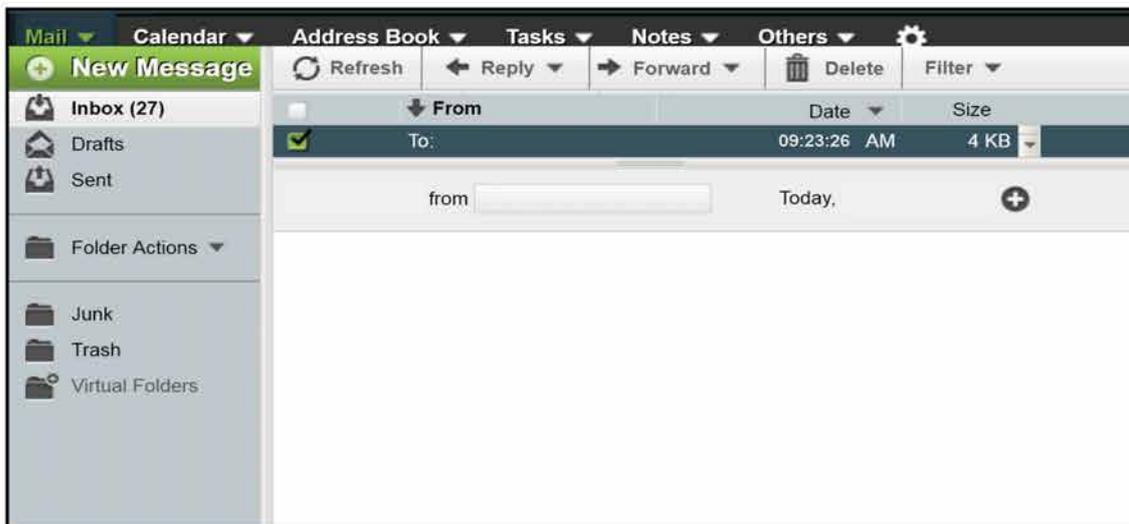
Anastasia Go ahead guys! See you.

5 E

Can you see any examples of cooperation in the dialogue above? Why is it important to cooperate? Discuss with friends.

5 F

Imagine that one of your friends will go on a holiday and you have already been to that place. Share your experiences about the place and give recommendations in an e-mail text. Write about some of the items in Part 5 A



6 A

This activity aims to help the students to create a meaningful paragraph using the appropriate information from the dialogue. Students should read the dialogue and fill in the blanks in a suitable amount of time. Monitor your students during the activity and make an oral check for the answers.

- 6 A**
1. book
 2. vacancies
 3. check in
 4. check out
 5. contact

Let's Explore:

In this part, students are supposed to study the expressions for confirming information and do the activities individually. Draw their attention on the expressions in bold and write some more examples on the board, if necessary.

Let's Explore

1. b
2. **1. You mean a group?**
2. Sorry, did you say thirteen people?
3. Let's go over that once more.
4. Is that right?



TEACHER'S NOTES



6 B

Tell your students that they are going to listen to a dialogue aiming to confirm information. Ask them to look at the notes of the receptionist and play the tapescript. Have the students listen to the dialogue carefully and correct the notes that are taken incorrectly. When the activity is completed, play the tapescript again for oral check.

6 B 4 people, 7.00 pm

6 C

Explain your students that the jumbled expressions given below are used to confirm the information. Students are supposed to listen to the dialogue and order these expressions. Play the tapescript and give your students some time for the task. If necessary, play it again and check the answers.

6 C 2
1
5
3
4

6 D

The aim of this activity is to have students involved in the dialogue by filling in the missing parts. Play the tapescript and give your students some time to do the activity. If they have difficulty in understanding the expressions, play the tapescript again. Then check the answers.

6 D 1. Is that right?
2. And you wanted a table for fourteen people, didn't you?
3. Do you mean by the window?
4. Well, let me see if I understood correctly.
5. Is that OK?

7 A

This activity is designed to help the students get prepared to read the text, motivate them for the task, involve them by asking their ideas about a topic and focus them on this topic. Give your students a few minutes to think about the given question and practise what they would like to say. Support them to share their ideas with the class.

7 A Students' own answers.

7 B

This reading activity is personalized by means of rating the types of vacations from 1 (the least favorite) to 5 (the most favorite). Therefore, answers will vary according to their individual wishes and expectations. Ask your students to read the text carefully. If they have problems with the unknown vocabulary items, help them by making simple and clear explanations in English. Then, let them share their opinions about these vacation types. You can guide them with a few questions such as:

Do you know 'glamping' ? What kind of a vacation is it?

Which type of vacation is the best if you like traveling on foot?

If you are a comfort-seeker and have kids, which type of vacation do you prefer, etc.?

7 B Students' own answers.

6 B

A receptionist is calling Ethan to confirm a table reservation. Look at the notes taken by the receptionist below. Listen to the dialogue and correct the notes that are taken incorrectly.

Tapescript 5.4



6 C

Listen to the dialogue again and order the expressions that are used to confirm the information.

Tapescript 5.5

- And you wanted a table for fourteen people, didn't you?
- Is that right?
- Is that OK?
- Do you mean by the window?
- Well, let me see if I understood correctly.

6 D

Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part. Tapescript 5.6

7 A **READING**

What is your favorite type of vacation? Discuss with your friends.



7 B

Read the text and rate the types of vacations from 1 (the least favorite) to 5 (the most favorite).

- Glamping Trekking and Hiking Vacations All-inclusive Hotels Cruise Vacations Sports Tours

7 C

Read the text again and list the types of vacations in the chart. More than one option is possible.

Brand New Types of Vacation

Changing lifestyles of the 21st century are changing people's understanding of a holiday. People used to dream of days with a lot of sleep and no activity. Therefore, they used to laze around all day at a warm, sunny holiday center. However, that's not the expectation now. As most people live an immobile lifestyle, sitting in their offices as part of today's urban life, they look forward to more things such as the sun, nice weather, culture, nature, activity, etc." says Dr. Thomas Dixon of New York. As a result, there is more variety in today's tourism. Here are some types of vacations for today's vacationers.

Glamping: If you think traditional camping is exhausting, there is a new form of it. It is also called luxury camping and it even has all-inclusive forms as the word itself is a blending of *glamour* and *camping*. This new form of camping makes it possible to enjoy nature and outdoor activities in tents with 5-star comfort. You don't have to cook but you may choose to cook for yourself.

Trekking&Hiking Vacations: If you like traveling on foot when you want to explore a place, this is for you. However, no one cooks for you. Professional teams help you make it happen. You can choose your destinations. Note that this is not for comfort-seekers.

All-Inclusive Hotels: Trends may change but for families with small kids and for comfort-seekers, this type of vacation has never lost its popularity. Swim, eat, sleep and have fun. Early reservations can get you discounts.

Cruise Vacations: If you are a sea-lover, this is for you. You can enjoy the smell of sea as much as possible while enjoying the traditional comfort and service of cruise ships. You may have to move around to explore various spots close to harbors in a limited amount of time.

Sports Tours: Tiredness from going somewhere to watch a match at a stadium and traveling back in a rush is a thing of the past. Travel agencies combine city tours and cultural tours with sports events services for fans and add to the joy. Obviously, you need more time to participate in such an activity.

| | |
|--------------------------|--|
| Facility based vacations | |
| Activity based vacations | |
| Outdoor vacations | |
| Combined vacations | |



8 A

This reading activity is designed to have the students transfer some information from the itinerary into the map and draw the route on it. But first, ask your students if they know what 'itinerary' means. Make a simple explanation about it using the target language, if necessary. Then, let your students scan the itinerary for a few minutes and remind them to do the activity individually. They are expected to apply comprehension strategies, focus on the visuals and make connections. Give them a suitable amount of time for the task and make an oral check for the answers.

- 8 A**
1. İstanbul
 2. İzmir
 3. Ephesus
 4. Fethiye
 5. Letoon
 6. Patara
 7. Kalkan
 8. Dalaman
 9. İstanbul

8 B

Students are expected to plan a cultural tour around their region and draw its route on the map by working in pairs. Remind your students that they can benefit from the written instructions given in the itinerary in Part 8 A. Set a time limit of 7-8 minutes for the activity and encourage the students to share their tasks with the class when it's completed.

8 B Students' own answers.

**TEACHER'S NOTES**

1

Read the following dialogue extracts related to different situations and fill in the missing parts with the appropriate expressions in the box.

| | | | | | |
|---------------|---------|-------------|-------------|-----------|--------------|
| departures | cost | check in | single | vacancies | window |
| all-inclusive | flights | destination | reservation | return | availability |

Eg. ...
Customer I'd like to make a reservation.
Receptionist Certainly sir. For when?
 ...

5. ...
Customer I'll check in tomorrow and check out on Wednesday.
Receptionist Let me check for the vacancies, ma'am!
 ...

1. ...
Customer I have to be there before 10 in the morning. What flights do you have on the 15th?
Booking Clerk Well, we have 6.30, 7.30 flights.
 ...

6. ...
Receptionist What sort of room would you like?
Customer I'd like a single room.
 ...

2. ...
Customer And, I'd like a window seat please!
Booking Clerk OK., Let me check the availability.
 ...

7. ...
Customer I'd like to book a ticket for 19th of June.
Booking Clerk Certainly, sir. What is your destination?
Customer Amsterdam.
 ...

3. ...
Customer OK. That suits us.
Receptionist By the way, our hotel doesn't give all-inclusive stays. We only have half board stays.
 ...

8. ...
Customer How much does it cost?
Booking Clerk That comes to 500 \$, tax included.
 ...

4. ...
Customer Do you have any late afternoon departures?
Booking Clerk Oh, I'm sorry. We have only morning flights.
 ...

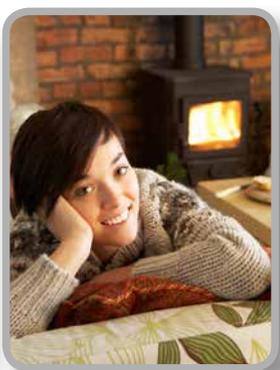
9. ...
Booking Clerk An aisle seat. That's OK. And when do you want to return from İstanbul?
Customer I have to be back on the next day.
 ...

2 A

Scan the text and match the pictures to the vacation types.



Eg. Voluntourism



1 Staycation



2 Digital Detox



3 Ecotourism

There are many types of vacation we can list. As any other things in our lives, we consume fast and are easily fed up with usual vacation types, so new types of vacation have appeared nowadays. Here are five new vacation types some of which you may not have heard before. You can read and plan your upcoming vacation accordingly.

Voluntourism

Voluntourism is a popular kind of international travel. It helps you contribute to the development of a country while exploring around at the same time. When you participate in a well-organized volunteering project, you help implement a long-term development of a country or culture. You should use your skills, time and energy to make a difference that may last longer after you have come back home. In your spare time, you can go sightseeing.

Ecotourism

Ecotourism is an environment- friendly travel to natural areas in order to enjoy and appreciate nature and cultural features. If you are sensitive about environment and the well-being of local people, ecotourism is just for you. However, it is not so simple. It requires a level of tourist awareness. You should try to give as little harm to environment as possible but also support the local community as much as possible. This doesn't mean that your experience will be less pleasant. In contrast, this appreciation attitude often makes you enjoy your experience even more.

Digital Detox

When you feel too much connected and you are losing the pleasure of the real communication, you should immediately have a digital detox holiday. This may keep you away from the digital world for some time. Digital detox vacations offer you a way to escape from your busy routines and provide you with the suitable environment that makes you forget about your smart phone. Imagine a vacation with a tech-free attitude without phone or TV in your room. You will be highly disconnected. Is it too annoying? Think again because they promise you that you will live the ultimate paradise experience.

Staycation

If you don't want to spend too much on your vacation but still want to have it, staycation is just for you because it is a vacation that you can spend at home or nearby. Sometimes spending a few days in your own home can be the most satisfying one. Staying up the night watching your favorite movies, cooking your favorite food or doing some sightseeing in your town can be really relaxing. Moreover, you can focus on your projects or do some home office work. When you stay at home for vacation, it's important that you make a conscious decision on which will be the most beneficial to you; getting a lot of work done or relaxing and having some fun. Will you be more peaceful if you lay down to work and do tasks around the house or do you really need several full nights of sleep and time for leisurely conversations with your beloved ones?

2 B

Read the text and answer the following questions.

1. What does voluntourism mean?
It is an international travel that allows you to contribute to sustainable development while exploring a new country and culture.
2. Who is ecotourism suitable for?
It is suitable for the people who are responsible for the environment and the well-being of local people.
3. What is the purpose of digital detox?
It aims to disconnect people from the digital world for some time.
4. What is a staycation?
It is a vacation that someone can spend at home or nearby.
5. Which of the vacation types suits you? Why?
Students' own answers

3

Jackson and Mary are talking about their holiday preparations on the phone. Look at their checklists and fill in the missing parts by using the correct form of the phrases in the checklist and present perfect forms.

Mary's checklist

| | |
|------------------------------------|---|
| find someone to look after the cat | ✓ |
| pay the bills | ✗ |
| iron the clothes | ✓ |

Jackson's checklist

| | |
|---------------------------------------|---|
| convince the boss | ✓ |
| find someone to look after the plants | ✓ |
| get new tires | ✗ |

Jackson Hi, Mary. How are you doing?

Mary Trying to get ready. What about you? Have you (E.g.) convinced your boss?

Jackson Yes, I managed to convince him yesterday.

Mary That's good news. And, I have (1) found someone to look after the cat.

Jackson Who will do that?

Mary My next door neighbor, Jane. I'm happy because she loves pets. By the way (2) have you got new tires?

Jackson Not, yet. I'm getting them tomorrow but I have (3) found someone to look after the plants. My nephew, John will come and water them.

Mary So, you are almost ready. I have (4) ironed the clothes but I haven't (5) paid the bills yet. I'll be ready tonight.

4

Reorder the expressions and make meaningful dialogues. One has been done for each dialogue.



Booking a room

- 10 Nicole Wood.
- 2 Hello, I'd like to make a reservation.
- 6 On January 20th.
- 4 We'll check in on January 15th.
- 5 OK and when will you check out?
- 8 Three, please. Three single rooms will be perfect.
- 12 Thank you very much. See you, then.
- 3 Yes, please. When will you check in?
- 9 OK. Let me check the vacancies, ma'am... Yes, 3 single rooms are available. May I have your name, please?
- 1 Hello, Hotel Moonlight! How can I help you?
- 11 Thank you, ma'am. Your reservation is done.
- 7 And for how many?

Booking a table

- 1 Hello, Great London Restaurant. How can I help you?
- 4 Cengiz.
- 3 Certainly, sir. First, may I have your name, please?
- 2 I'd like to make a reservation.
- 10 For 6. 4 adults 2 children.
- 6 It's for 22nd of May.
- 8 At around 7.
- 7 OK. What time will you be here?
- 9 Well, for how many people?
- 5 Thank you, sir. So, when is your reservation for?
- 11 Alright sir. One table for six for 22nd May.
- 13 OK sir. I understand. I'll make a note of it. So, that's a table for 6 for 22nd May near the playing ground. Is that right?
- 12 Yeah. That's great. Could you make sure that the table is near the playing ground? You know, for the kids.
- 14 Yes, it is. Thank you very much.



Booking a flight ticket

- 5 OK. When?
- 1 Europe 64 Airlines. How can I help you?
- 3 Certainly, where do you want to fly to?
- 10 An aisle seat, please.
- 2 Well, I want to book a ticket.
- 6 December 14th. What flights do you have on that day?
- 12 Alright, thanks.
- 8 Well, 8.30 is OK. Can you book that for me?
- 9 Yes, of course. Would you like an aisle seat or window seat?
- 4 Berlin.
- 11 OK, then you've booked an aisle seat on the 8.30 Berlin flight for December 14th. Please call 333 1268 to confirm your flight a few days prior to travel.
- 7 We have flights at 6.30, 8.30 and 12 o'clock.

5 A

Read the dialogue between a receptionist and a customer and underline the expressions of confirming information.

- Customer** I'd like to book a table.
Receptionist For when, ma'am?
Customer For this coming Sunday.
Receptionist Sorry, did you say next Sunday?
Customer No, no! I think it is a bad line. I want a table for this coming Sunday.
Receptionist Alright, ma'am. For how many people?
Customer Three adults and two kids.
Receptionist You mean, a table for five?
Customer Yeah, that's right.
Receptionist So, let's go over that one more time. One table for five for this coming Sunday. Is that right?
Customer Yes, thank you very much.

5 B

Now, read the dialogue and fill in the blanks with the appropriate expression of confirming information.

- Receptionist** Hi, I'm calling to confirm your reservation in Restaurant California. Am I speaking to Steve Hardy?
Steve Yes, you are.
Receptionist Your reservation is for the 16th March. Is that right?
Steve Yes, that's right.
Receptionist 1 You wanted a table for 12, didn't you?
Steve No, no! We are just two.
Receptionist Sorry. There was a misunderstanding. I'm changing the note now. And your table will be inside.
Steve 2 You mean by the window?
Receptionist Yes, it's written here. 3 Now, let me see if I understood correctly. A table for 16th of March, by the window. 4 Is it OK?
Steve Yes, that's OK. Thank you.
Receptionist You're welcome, sir.

1. Now, let me see if I understood correctly.
2. ~~Is that right?~~
3. You mean by the window?
4. Is it OK?
5. You wanted a table for 12, didn't you?



6

Match the questions to appropriate answers.

1. What were the prices like?
2. How was the food?
3. What was the weather like?
4. How did you travel?
5. Did you like it there?
6. Would you recommend it to us?
7. Have you ever been to Singapore?
8. Did you have a chance to visit the Old Town?

- 7 No, never.
- 1 Moderate.
- 3 Warm but rainy.
- 8 No, I didn't. I'm so sad for that.
- 6 Yeah, of course. You should go and see there.
- 5 The most beautiful city I've ever been to.
- 4 By train.
- 2 Tasty.

7 A

Read the text and find which of the followings Johnny mentioned in his blog.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Accommodation | <input checked="" type="checkbox"/> His destination |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Landmarks |
| <input checked="" type="checkbox"/> His feelings | <input type="checkbox"/> Cuisine |
| <input checked="" type="checkbox"/> Climate | <input type="checkbox"/> Cultural events |
| <input checked="" type="checkbox"/> His recommendations | <input checked="" type="checkbox"/> Good sides & Bad sides |

 MyLog
Sep 04, 2017, 11:14 PM



hello!

I am Johnny Daniels

My First Experience Traveling Solo

Hi dudes,

I'm about to finish my first solo travel, and as I've no one else to talk about it, I want to share my experience on my blog.

I've traveled around Africa on my own for about three weeks. I'm 24 years old, and I haven't been away from home before. It was very annoying at the beginning but I've adapted quickly, and felt very well at the end of the first day. I've always been an introvert person, so my friends were surprised when I said I wanted to travel alone. However, I feel more confident now because I've showed them that I could do it.

I stayed in small hostels, and it was so enjoyable to make friends with new people. I was lucky because the weather was nice, not too hot or not too cold. If you want to have a solo travel, consider the weather conditions of your destination, and make your plan accordingly. I strongly advise you to choose fall or spring seasons depending on the amount of rainfall because if you have a small budget, you should choose to walk sometimes.

Of course, solo travel has some advantages and disadvantages. The besties are that you are not stick to anybody, you can do whatever you want, you can go wherever you want to, you can eat and sleep at any time, and you don't need to make a consensus while doing these things throughout your travel. However, carrying your heavy luggage and the night time can be its disadvantages. Night time frightens if you are alone because it's really dangerous to be out, so you just sit on your own in the hostel by eight pm.

Finally, I can admit that for the past three days, I've started to feel miserable as I've felt the loneliness. Having no one to share the wonderful experiences or to talk about what you are going through can be sometimes depressing, so in this case, I think I'm ready to return home. I've experienced the travel of my lifetime, and I've enjoyed solo travel. This made me prove that I can also do things on my own. Although I've enjoyed myself as a solo traveler, I don't think I'll do it again. I think a friend will accompany me with my next travel as I've had a longing for someone to talk to (remember I'm a loner person!).

Anyone who has read my experience, thank you all! I would be glad to read your experiences in your solo traveling.

Edited: 11:30 pm, September 04, 2017



7 B

Find the synonyms of the adjectives below, in the text. Choose from the words underlined.

| | | | |
|-----------------|------------------|--------------|------------------|
| 1. irritating | <u>annoying</u> | 4. amusing / | <u>enjoyable</u> |
| 2. loner | <u>introvert</u> | 5. sad | <u>miserable</u> |
| 3. self-reliant | <u>confident</u> | 6. fabulous | <u>wonderful</u> |

8

Imagine that you are a solo traveler like Johnny. Write about your dream solo travel as a reply to his post. Include at least five points from part 7 A.

● ● ●

Sep 28, 2017, 09:52 AM

Students' own answers

Tapescript 5.1.

Listen to the three dialogues about booking and list the given phrases under the correct categories. More than one option is possible.

Booking a room

- Hotel Receptionist** Hotel Bougainvillea.
Tom Hello. I'd like to make a reservation.
Hotel Receptionist For what date?
Tom I'll check in tomorrow afternoon and check out on Friday.
Hotel Receptionist Let me check for the vacancies, sir. You'll book a two night stay. What sort of room would you like?
Tom I'd like a single room. A single room with a sea view, if possible.
Hotel Receptionist OK, sir. You are lucky. We've got only one room, left for you. Could I take your name?
Tom Tom Madlinson.
Hotel Receptionist Could you spell your surname, sir?
Tom M-A-D-L-I-N-S-O-N.
Hotel Receptionist Thank you, sir. May I have a contact phone number?
Tom 1 810 4550.
Hotel Receptionist What time will you be arriving?
Tom At about 1 pm.
Hotel Receptionist OK, sir. Your reservation is done. By the way, our hotel doesn't give all-inclusive stays. We only have half-board stays.
Tom That suits me. See you tomorrow.

Booking a table at a restaurant

- Restaurant Receptionist** Hello, Sparkling-8 Restaurant. How can I help you?
Khaledden I'd like to make a reservation.
Restaurant Receptionist Certainly sir. May I have your name, please?
Khaledden Khaledden
Restaurant Receptionist Could you spell that please?
Khaledden K-H-A-L-E-D-D-E-N.
Restaurant Receptionist Alright. Thank you, sir. So, when is your reservation for?
Khaledden It's for the 29th of October at 7 p.m.
Restaurant Receptionist OK, sir and for how many people?
Khaledden For four. Two adults two children. Four.
Restaurant Receptionist Very well sir. One table for four for the 29th of October.
Khaledden Yeah. That's great. Could you just make sure that the table is in the non-smoking area? You know, for the kids.
Restaurant Receptionist OK sir. I understand. I'll make a note of it. So, that's a table for four for the 29th of October in non-smoking area. Is that right?
Khaledden Yes, it is. Thank you very much.

Booking a flight ticket

- Clerk** Can I help you?
Sam I want to fly to Istanbul.
Clerk Certainly, when do you want to go?
Sam I have to be there for a meeting in the morning of the 15th.
Clerk The earliest flight on the 15th rises at 10.30 in the morning.
Sam Oh, it's too late. I have to be there before 9 o'clock in the morning. What flights do you have on the 14th?

- Clerk** What time?
Sam The afternoon is fine.
Clerk OK. I have a flight rising to Istanbul at 10 o'clock in the evening.
Sam That's perfect. Can you book that for me?
Clerk Yes, of course.
Sam Is there a meal on that flight?
Clerk Yes, there is.
Sam Is there a selection?
Clerk Yes, there is a regular meal or a vegetarian dish? Which would you prefer?
Sam I'll take the regular, please.
Clerk OK.
Sam And, I'd like an aisle seat please.
Clerk An aisle seat. That's OK. And when do you want to return from Istanbul?
Sam I have to be back on the same day after the meeting. Do you have any late afternoon departures?
Clerk Yes, I have a flight rising at 7 o'clock and arrives here at 10 o'clock.
Sam That's fine.
Clerk So departing for Istanbul on the 14th of January at 10 in the evening returning from Istanbul on the 15th of July at 7 in the evening.
Sam Yeah, that's perfect.
Clerk Please call this number to confirm your flight. The confirmation should be made a few days prior to travel.
Sam Yeah, I know.
Clerk So that comes to 630 \$, tax included. How would you pay for that?
Sam I'll pay by credit card.
Clerk OK. That 'll be fine.

Tapescript 5.2

Study the table and listen to the sentences. Be careful about rising and falling intonation.

1. She is bored, isn't she?
2. The exam wasn't hard, was it?
3. You know I don't like watching horror films, don't you?
4. John and Jessica are traveling to India, aren't they?
5. You don't know the way to Garbatella, do you?
6. This isn't your seat, is it?

Tapescript 5.3

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI).

1. You won't tell a lie again, will you?
2. Andrew doesn't like onions, does he?
3. Sally and Jack have got 2 kids, haven't they?
4. This is Tom's car, isn't it?
5. The shops in this town are open late, aren't they?
6. You don't know where my wallet is, do you?
7. She isn't going out in this terrible weather, is she?
8. You can't carry all these bags, can you?
9. Your car won't work, will it?
10. They don't know if John is here, do they?

Tapescript 5.4

A receptionist is calling Ethan to confirm a table reservation. Look at the notes taken by the receptionist below. Listen to the dialogue and correct the notes that are taken incorrectly.

- Receptionist** Hi, I'm calling from Highlander's Restaurant for confirming your reservation. Am I speaking to Ethan Johnson?
- Ethan** Yes, you are.
- Receptionist** You have a reservation for the 10th of October. (1) Is that right?
- Ethan** Yeah. That's right.
- Receptionist** (2) And you wanted a table for fourteen people, didn't you?
- Ethan** No, no! We need to change that. We're just four.
- Receptionist** Oh! We're sorry for that. I'm changing the note right now. And your table will be inside.
- Ethan** (3) Do you mean by the window?
- Receptionist** Yes, it's so here. (4) Well, let me see if I understood correctly. A table for 4, by the window, for 10th of October. (5) Is that OK?
- Ethan** Yes. That will be fine.
- Receptionist** And, please be here before 7 pm. Your starters will be served beforehand.
- Ethan** Thank you very much, we'll be there on time.

Tapescript 5.5

Listen to the dialogue again and order the expressions that are used to confirm the information.

- Receptionist** Hi, I'm calling from Highlander's Restaurant for confirming your reservation. Am I speaking to Ethan Johnson?
- Ethan** Yes, you are.
- Receptionist** You have a reservation for the 10th of October. (1) Is that right?
- Ethan** Yeah. That's right.
- Receptionist** (2) And you wanted a table for fourteen people, didn't you?
- Ethan** No, no! We need to change that. We're just four.
- Receptionist** Oh! We're sorry for that. I'm changing the note right now. And your table will be inside.
- Ethan** (3) Do you mean by the window?
- Receptionist** Yes, it's so here. (4) Well, let me see if I understood correctly. A table for 4, by the window, for 10th of October. (5) Is that OK?
- Ethan** Yes. That will be fine.
- Receptionist** And, please be here before 7 pm. Your starters will be served beforehand.
- Ethan** Thank you very much, we'll be there on time.

Tapescript 5.6

Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part.

- Receptionist** Hi, I'm calling from Highlander's Restaurant for confirming your reservation. Am I speaking to Ethan Johnson?
- Ethan** Yes, you are.
- Receptionist** You have a reservation for the 10th of October. (1)
- Ethan** Yeah. That's right.
- Receptionist** (2)
- Ethan** No, no! We need to change that. We're just four.
- Receptionist** Oh! We're sorry for that. I'm changing the note right now. And your table will be inside.
- Ethan** (3)
- Receptionist** Yes, it's so here. (4) A table for 4, by the window, for 10th of October. (5)
- Ethan** Yes. That will be fine.
- Receptionist** And, please be here before 7 pm. Your starters will be served beforehand.
- Ethan** Thank you very much, we'll be there on time.



TEACHER'S NOTES



























HELPFUL TIPS

FUNCTIONS

- Giving and receiving advice
- Talking about rules and regulations
- Talking about consequences



1 A

A collocation is a pair or group of words that often go together in a language to produce natural-sounding speech and writing. Here are some typical English collocations:

E.g: fast food, quick shower, do homework, make the bed, run out of money, take a risk, give (sb) advice, save time, burst into tears, open an account, etc.

Encourage your students to learn collocations well, as choosing and using the right collocation is really important in a native-speaker-like language use. In this part, students are given some verbs and nouns related to household chores. Ask them to match these verbs to nouns and form collocations. Students also need to know that they can use the nouns more than once in this activity so don't forget to inform them. Set a time limit of 5-7 minutes and monitor your students during the activity. If they need your help, have them use their dictionaries instead of making an explanation about the collocations. Finally, make an oral check for the answers. Alternatively, you can add some more collocations related to household chores to the list. Here are some suggestions:

water the plants
sweep the floor
set the table
take out the garbage
trim the bush
load the dishwasher
do the laundry

- 1 A**
1. vacuum the floor
 2. wash the clothes/bed linens
 3. fold the clothes/bed linens
 4. dust the furniture
 5. clean the refrigerator
 6. make the bed
 7. mow the lawn
 8. empty the dishwasher
 9. recycle the bottles
 10. do the shopping

1 B

This activity is designed to help the students focus on household chores and get prepared for the theme. First, ask the students to look at the pictures for a while. They are supposed to make guesses related to the visuals. Then, tell them to match the images to the expressions in Part 1 A. They may not be able to do all of them correctly, but it's not a problem. Give them some time to do the whole activity individually.

- 1 B**
1. f
 2. i
 3. d
 4. c
 5. h
 6. j
 7. g
 8. a
 9. e
 10. b

THEME 6

HELPFUL TIPS

1 A SPEAKING

Match the verbs to nouns in the box to form collocations related to household chores. More than one option is possible.



- the dishwasher
- the refrigerator
- the bed
- the floor
- the bottles
- the clothes
- the shopping
- the lawn
- the bed linens
- the furniture



- | | | | |
|-----------|-------|------------|-------|
| 1. vacuum | ..... | 6. make | ..... |
| 2. wash | ..... | 7. mow | ..... |
| 3. fold | ..... | 8. empty | ..... |
| 4. dust | ..... | 9. recycle | ..... |
| 5. clean | ..... | 10. do | ..... |



1 B

Look at the images above and match them to the expressions in Part 1 A.

1 C

This activity aims to evaluate students' comprehension skills. The reading text is about how two families handle household chores. The students should find out the answer to this question. Therefore, ask them to read the text to look for specific details (scanning). They don't need to understand each word to comprehend the text. Focusing on the key words and trying to guess the meanings of some important words from the context is important for them. Give them a suitable amount of time for the activity and let them work individually. Then, make an oral check for the answers.

1 C There is a close cooperation in the household chores in Kuzey's family, everyone can do almost all the household chores. However, everyone has certain tasks in Ethan's family.

1 D

In this activity, students are all expected to be involved in the discussion. First, let your students think about the styles of both families in a few minutes and practise what they want to say related to the issue. They may have a pair discussion, if necessary. Then, choose a few volunteers and ask them to express their own opinions.

1 D Students' own answers.

1 E

This activity is designed to make the students be concerned with the issue personally. It aims to have the students share their own household chores and responsibilities with the class. Ask them a few questions to help them get prepared for the activity, such as:

Do you wash the dishes?

Does your father do the ironing?

Who takes out the garbage in your family? etc.

Then, let students talk about their responsibilities at home. Listen carefully for pronunciation and correct their mistakes, only if necessary.

1 E Students' own answers.

**TEACHER'S NOTES**

HELPFUL TIPS

THEME 6

1 C

Read the dialogue below and find out the way Ethan and Kuzey's families handle household chores.

- Ethan** I can't remove the wrinkles of this shirt.
- Kuzey** Let me see it. Oh, you can't do it this way. The fabric is rough.
- Ethan** What should I do?
- Kuzey** You should spray water on it. It'll be easy, then. The next time you iron something, do it when the shirt is still lightly damp.
- Ethan** I see. Kuzey, I wonder how you have learned so many things about household chores.
- Kuzey** Experience is the best teacher. There is a close cooperation in the household chores in our family, so everyone can do almost all the household chores.
- Ethan** You mean, you can cook and clean the house as well?
- Kuzey** Even more. It's because we have to support each other. My parents are academicians, you know, and they may sometimes be late or away for academic work and conferences. When they are away, my sister and I do the cooking, wash up, do the laundry, iron our clothes and dust the furniture.
- Ethan** Dust the furniture?
- Kuzey** Yes. I always do that at home. My parents are both allergic to dust, so that's my job, but usually they do most of the work for us when they are at home, especially when we have exams. Then, I do simple chores such as taking out the garbage, clearing the table. What about you Ethan?
- Ethan** Everyone has certain tasks in our family. For example, I take out the garbage and load the dishwasher. My sister does and hangs out the washing. My father usually works till late hours, so he cannot help us with the chores. I can't say we have a good cooperation like yours.



1 D

Which family's style is better? Discuss with your friends.

1 E

Talk about what kind of household chores you are responsible for in your family.



2 A

This activity aims to have the students discuss the answers related to the questions given. First, ask your students what they see in the picture and guide them with a few questions:

How does the world look?

Is the soil dry? Why?

What are the environmental problems of today?

The aim of these questions is to make the students elicit the words 'drought', 'global warming', 'pollution', 'famine', etc. You can write these words on the board and let them make guesses about their meanings. When you get a correct guess from the students, write a short and brief explanation next to that word such as:

drought: a long time without enough rain.

global warming: certain gases increase so the earth's atmosphere is getting hotter.

pollution: making the air, rivers, etc. dirty and dangerous.

famine: a famine happens when there is not enough food in a country.

This guessing game will help you to teach the required vocabulary items in an enjoyable way and to make learning more meaningful. As the last step of this activity, let your students think about the questions and do brainstorming in a few minutes. They may even have a pair discussion if necessary. Then, ask the questions one by one and run the discussion as a whole class activity. Let your students talk about their opinions.

2 A Students' own answers.

2 B

First, ask your students to read the first part of the text in details (intensive reading) as they should make inferences from it. Give them some time and let them use their dictionaries if they have problems with the unknown words. Monitor your students while reading and ask them a few comprehension questions to check whether they have understood the text or not. Then, let your students read the statements given below. Set a time limit of 5-6 minutes and tell them to think about which of these statements can be the inferences or results of the text. This will also give them a chance to practise what they would like to say and how. When they are ready, choose a few volunteers and let them express their opinions. Make sure that all the students are involved in the discussion so that they will be able to develop their speaking skills. Try not to correct the pronunciation mistakes unless it's necessary.

2 B Higher carbon footprints are threats to the planet.

Our choices play a vital role in lowering carbon footprint.

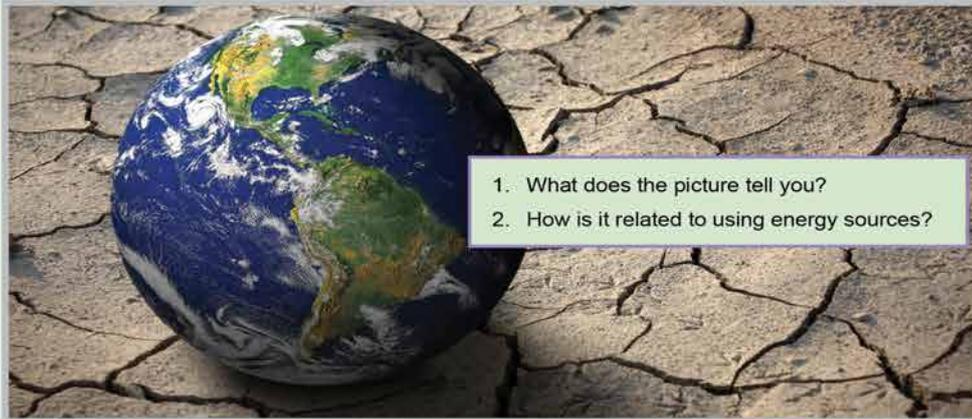


TEACHER'S NOTES



2 A READING-SPEAKING

Look at the picture and discuss the answers to the questions in the box.



1. What does the picture tell you?
2. How is it related to using energy sources?

2 B

Below is the first part of a text. Read and decide which of the statements below we can infer from it.

- Higher carbon footprints are threats to the planet.
- Our choices play a vital role in lowering carbon footprints.
- Environment- friendly activities contribute to one's carbon footprint.

While some scientists are working day and night to discover alternative renewable energy sources, others are focusing on reserves of fossil fuels such as coal, oil, etc. because they will run out soon. Calculations are very important for energy sources, because we need to find out how much people use, should use and our needs for the future of the planet and environment. Carbon footprint calculations make it easier. Greenhouse gas emissions from people's and organizations' productions and consumptions are their carbon footprints. You have your carbon footprints, too. With your choices, you add to your carbon footprints or help with a healthier environment. For example, if you choose to walk to work, your carbon footprint will not increase, because you haven't caused emissions from your car. However, if you choose to drive but not walk, you will add to your carbon footprints with emissions from the car. Your choice has damaged humanity in two ways; you have used oil, a kind of fossil fuel, and emitted harmful gases into the atmosphere. If you switch your heater to 19°C instead of 20°C, it will generate less energy, so you will lower your carbon footprint. Knowing the amount of the damage and the causes is a great advantage and we should act wisely. There is a close relationship between using, wasting energy sources and carbon footprint levels. Therefore, we had better seek for ways of lowering carbon footprints, in other words, using energy sources wisely. Here are some helpful tips:



2 C

Students are supposed to complete the given statements by making inferences from the first part of the text. So, ask them to scan the first part again to look for specific details. Let them work individually and give them some time to complete the statements. They can use their dictionaries in this part again if they need help with the unknown words. After the activity is completed, make an oral check for the answers.

- 2 C**
1. If you turn down your heater, it will generate less energy, so you will lower your carbon footprint.
 2. If you reduce the temperature while your air conditioning is on, you can cut 5-10% off your family energy bill and avoid up to 300 kg of CO₂ emissions per person per year.
 3. If you use energy sources wisely, you can lower carbon footprints.

2 D

Ask your students to read the second part of the text on page 74. They are expected to find out further details and helpful tips about using energy sources effectively. Give students some time for the activity and then, let them share their answers with the class.

2 D Students' own answers.

2 E

The aim here is to have the students check whether their inferences in Part 2 C are true or not. Ask your students to scan the second part of the text and monitor them during the activity. When it's done, let the students share their answers for oral check.

2 E Students' own answers.

**TEACHER'S NOTES**

HELPFUL TIPS

THEME 6

2 C

Complete the following statements depending on your inferences from the reading in Part 2 B.

1. If you turn down your heater,
2. If you reduce the temperature while your air conditioning is on,
3. If you use energy sources wisely, you can.....

2 D

Read the second part of the text on page 74 to find out further details and helpful tips about using energy sources effectively for lower carbon footprints.

Food consumption

- You should begin trying not to waste food. Only buy or order what you need. It is also important to eat local and seasonal produce for various reasons. If you eat local and seasonal food, you will enjoy it when it is fresh and will also help with energy consumption because the distance from farm to plate requires less fuel.

Electricity/household energy

- Air conditioners are real energy wasters. Therefore, you had better turn down the heat and the cold. If you reduce the temperature by just 1°C, you can cut 5- 10% off your family energy bill and avoid up to 300 kg of CO₂ emissions per person per year.
- You should always remember to keep your fridges away from cookers or boilers as they consume much more energy when they are close to each other. If you keep them apart from each other, you will save significant amount of energy.
- Use energy- saving light bulbs. If you buy energy- saving light bulbs, you will pay more for them. However, they will pay off in time as they last up to 10 times longer, and may save up to 400 kg of CO₂ emissions over their life times.
- There are two very common energy wasters; leaving appliances on standby and keeping mobile phone chargers plugged when you are not using them. They still drain energy. You'd better quit doing so from now on. Remember that the more electricity you use, the more water, the more coal, the more natural gas, the more energy sources you waste. Unfortunately, if we run out of these energy sources, our children may suffer much.

Water

- If you only boil just enough water for your cup of tea, you could help save a lot of energy. If you turn off the tap while brushing your teeth or shaving, you can save several liters of water per person per day. Remember that underground water sources are going deeper, and the world without water is no longer a place to live on. You should also avoid drinking bottled water as it has large environmental and economic costs because of plastic bottle production and transport. When you have to get water in plastic bottles, buy intelligently. If you buy one bottle of 1.5 liters instead of three bottles of 0.5 liters, you will have lower carbon footprint equivalent to two plastic bottles and their transport.

2 E

Read the text again above and check whether your inferences in Part 2 C are true.



Let's Explore: In this part, students are supposed to study the conditional sentences (Type 1) in the text and choose the correct option to complete the rule. The aim here is to help the students elicit both the use and usage of conditional sentences from the statements given. Set a time limit of 2-3 minutes and make an oral check for the answers. In the second part of the activity, students should match the conditions and outcomes to make meaningful sentences. This will give them a chance to practise conditional sentences, so ask them to work individually. Give them a suitable amount of time to complete the activity.

Let's Explore: 1. c
2. 1. e
2. d
3. a
4. c
5. b

2 F

Ask them to refer to the text in Part 2 C and write conditions or consequences for the incomplete sentences as in the example. They should scan the text for specific details and use the knowledge that they have acquired about the new grammatical pattern. Give them at least five minutes for the activity and then, choose a few pairs to share their answers with the class for oral check.

2 F You can cut 5-10 % off your family energy bill and avoid up to 300 kg. of CO₂ emissions per person per year if you choose a lower temperature of 1°C. If you leave mobile phones chargers plugged when you are not using them, they drain energy. You will use several litres of less water if you turn off the tap while brushing your teeth or shaving.

2 G

This activity aims to help the students use the new grammatical pattern in their speech by creating their own if chains about the consequences of wasting energy sources. They may either refer to the text in Part 2 C or express their everyday experiences. Remind your students to consider how conditionals are formed by means of the example given. Monitor your students during the activity and when you're sure that they have completed it, choose some volunteers and let them read their if chains aloud.

2 G Students' own answers.



TEACHER'S NOTES



3 A

First, let your students examine the pictures for a short time and ask them what they see/what is happening in each picture. Try not to interfere in their speech for correct pronunciation. As the next step of the activity, ask your students to read the statements and write their opinions, whether they agree (A), disagree (D) or neutral minded (NM). Give them a suitable amount of time and don't forget to check the answers when they complete the activity.

3 A Suggested answers:

- Agree : 3-6-7-8-9
- Disagree : 1-2-4-5-10
- Neutral Minded : 9 (maybe)

3 B

Guide your students into a whole class discussion by asking them a few questions related to rules and regulations, such as:

- What are the basic rules at schools in our country?
- What kind of rules should the drivers obey while driving?
- What happens if there are no rules in our daily lives?

Give them a few minutes to think about these questions and practise what they would like to say. Then, ask if there are any volunteers and try to motivate them to express their opinions. Make sure that all the students are active in the discussion as this will help them to develop speaking skills.

3 B Students' own answers.



TEACHER'S NOTES



HELPFUL TIPS

THEME 6

3 A READING - WRITING

Look at the pictures below and discuss what is happening in each picture. Then, read the statements and write whether you agree (A), disagree (D) or are neutral minded (NM).



1. You can check messages while driving.
2. If you are in a hurry, you can park wherever you want.
3. Whatever the condition is, the driver mustn't use mobile phones while driving.
4. The referee must show red card even for accidental fouls.
5. If the waste bin is full, people can dump their waste around.
6. Drivers must park in between the parking lines.
7. All players must obey the rules of the game.
8. People mustn't leave their rubbish around.
9. The referee may not show cards in some positions.
10. If the car is going at a slow speed, the driver can use his/her mobile phone.

3 B

Discuss why rules and regulations are necessary.

3 C

Students are expected to use the scanning technique to look for specific details in the text. Ask them to focus on the key words related to the writer's opinions about rules and regulations. They don't need to understand each word or worry about unknown words in the text. Give students some time to complete the activity and ask them whether the writer is of the same opinion as them or not, with giving reasons.

3 C Students' own answers.

3 D

Ask your students to take a look at the text in a few minutes to find out the rules or regulations and their purposes. They should be able to comprehend the text by guessing the meanings of some important words from the context, so do not help them. The next step of this activity is filling in the table given below by using imperatives in the rule part and 'to+infinitive' in the purpose part. Remind your students that an example is given in the table and they can benefit from it. Set a time limit of 5 minutes and ask them to do the activity individually. Finally, make an oral check for the answers.

3 D

| Rule Regulation | Purpose |
|--|--|
| Slow down, school ahead. | To protect the driver and pupils from an accident. |
| Don't smoke. | To prevent damage from smoke. |
| Don't take photos. | To protect a historical work from damage from the flashlights. |
| Take off your coat and belt at the airport gate. | To have a safe flight. |
| Pay your taxes. | To have a powerful state because they are sources of income for the state. |

3 E

Students are expected to read the text by using the scanning technique. They should read the text to find out the expressions related to giving advice and underline them. If necessary, remind them of the grammatical patterns that are used to ask for and give advice. Give them a suitable amount of time for the activity and make an oral check for the answers.

- We should see rules and regulations like life jackets on a boat, like railings by the stairs.
- You shouldn't see it as a boundary of your liberty.
- You should keep calm and remember that the rule is there to prevent damage from smoke or to protect a historical work from damage from the flashlights.
- You should think that you will have a safe flight when security people remind you that you have to take off your coat and belt at an airport gate.
- You should also pay your taxes on time, as they are sources of income for the state.
- You shouldn't do it just because you have to do it, but because it's for your good, for justice and your individual rights.
- You should remember that your action should not damage others and nature.

3 F

In the last step of the activity, students are given two situations. They should scan the text again and find out what Mary Hingis advises the readers to do about the issues. This will also help them to make a revision of the grammatical items that are used to give advice. Ask your students to work individually and finally, make an oral check for the answers.

3 F

| | |
|---------------------------------|---|
| When someone warns us of a rule | you shouldn't see it as a boundary of your liberty. |
| Paying taxes | you should pay your taxes on time |

3 C

Read the passage and find out whether the writer is of the same opinion as you or not.



Most may see them as boundaries of personal liberty, but the truth does not say that. It's rules and regulations that make it possible for us to enjoy our rights as individuals.

Rules and regulations may sometimes be boundaries as well as guides and insurance against damages. That depends on how we take it. They are boundaries for disrespectful, unlawful, illegal actions or people as there are punishments for them. They are guides for order if you want to do things in a respectful way and to avoid danger and threats such as a road sign telling you to slow down because there is a school ahead. It is there to protect pupils and you from an accident. "In a world with billions of people, we cannot rely on jungle laws. It would be the world for the stronger, then. Some men would come and put you out of your beautiful house just because they are stronger than you. Or, we would hire our own super men to protect our belongings and rights." says Sociologist Mary Hingis of Oklahoma, and she advises: "We should see rules and regulations like life jackets on a boat, like railings by the stairs." Then, things will be easier. If someone comes to you and says "Sorry. You mustn't smoke here or you are not allowed to take pictures." you shouldn't see it as a boundary of your liberty. Instead, you should keep calm and remember that the rule is there to prevent damage from smoke or to protect a historical work from damage from the flashlight. Similarly, you should think that you will have a safe flight when security people remind you that you have to take off your coat and belt at an airport gate.

You should also pay your taxes on time, as they are sources of income for the state. Without a powerful state organization, rules, regulations and laws will not run effectively. You shouldn't do it just because you have to do it, but because it's for your good, for justice and your individual rights.

Today, modern societies have created their rules and regulations for many fields of life. However, if you have no idea or knowledge about a rule or regulation, you should remember that your action should not damage others and nature. After all, all are for people and nature's good.

3 D

Take a quick look at the text and fill in the table below.

| Rule and Regulation | Purpose |
|--------------------------|--|
| Slow down, school ahead. | To protect the driver and pupils from an accident. |
| | |
| | |
| | |

3 E

Read the text and underline the expressions that are used to give advice.

3 F

Read the text again and find out what Mary Hingis advises readers to do about the following.

| | |
|---------------------------------|--|
| When someone warns us of a rule | |
| Paying taxes | |

3 G

The aim of this activity is to make students write a paragraph about possible consequences when they don't obey the rules. Ask your students to look at the table in Part 3 D and use the data in it to create a short paragraph. Remind your students that there is an example for them. Tell them that they should also be careful about cohesion and coherence issues. Give them a suitable amount of time to complete the activity. When they finish writing, ask if there are any volunteers who want to share their answers with the class. Choose a few students among these volunteers and let them read their answers aloud.

3 G Students' own answers.

4 A

This activity aims to get the students prepared for the listening. First, ask your students some questions about youth problems they know. Then, tell them to look at the youth problems given below and discuss which ones may be more common among teenage students and schools. Finding the correct answers is not important for the students. Give them some time to complete the activity and then, let the volunteer students share their ideas with the class.

4 A Students' own answers.

4 B

Before starting the activity, give your students some information about the listening text. Mr. Davis, the school principal and Jammie, the school counselor are discussing the results of a survey on common youth problems in their school. Students are expected to listen to the dialogue and tick the problematic situations they are talking about. Play the tapescript and give students a suitable amount of time to do the activity. If necessary, play it again. Make sure the activity is completed and make an oral check for the answers.

4 B distraction, parental pressure, unhealthy lifestyle

4 C

Ask your students to think about the situations in Part 4 B and let them discuss how common these situations are at their school. Then, ask if there are any volunteers and try to motivate them to express their opinions. Make sure that all the students are active in the discussion as this will help them to develop speaking skills.

4 C Students' own answers.

**TEACHER'S NOTES**

HELPFUL TIPS

THEME 6

3 G

Look at the table in Part 3 D and use the data in it to create a short paragraph on consequences when you don't obey rules, as in the example below.

E.g. Rules and regulations are for order and for your good. When a road sign tells you to slow down because there is a school ahead, you should remember that this is to protect the driver and pupils from an accident. If you don't obey the rule and drive fast, you yourself, a pupil or a teacher may suffer an accident.

4 A LISTENING

Below are some youth problems. Discuss which ones may be more common among teenage students and schools.

- parental pressure
- peer pressure
- tests and exam
- fear
- distraction
- learning difficulties
- unhealthy lifestyle

4 B

Mr. Davis, the school principal and Jammie, the school counselor are discussing the results of a survey on common youth problems in their school. Listen and tick the problematic situations they are talking about. Tapescript 6.1

- distraction
- parental pressure
- learning difficulties
- exam fear
- unhealthy lifestyle

4 C

Now, discuss how common these situations are at your school.



4 D

Jammie, the school counselor is having a phone call with her friend Professor Juliana Anderson. Listen to the dialogue and fill in the blanks with the expressions of advice.

Tapescript 6.2

- Jammie** Hello, this is Jammie speaking.
- Juliana** Oh, Jammie. Nice to hear from you again. How are you?
- Jammie** Fine, Juliana. I'm calling to ask you for help.
- Juliana** With what?
- Jammie** Well, we have a project as the school counseling service. We have some data from a survey on youth problems in our school and we need your expertise to cope with these problems.
- Juliana** What problems do you have at the top?
- Jammie** Well, it is distraction at the top. I mean, distraction from studying. 1. about that? I suppose traditional methods don't work. Trying to convince doesn't work.
- Juliana** Well, there may be many reasons behind that, you know. First, 2. find the specific reasons and focus on them.
- Jammie** 3. do new surveys?
- Juliana** It'll be of help if you don't have data for that.
- Jammie** You are right Juliana. I'm afraid, I need your help to create a new survey to find out the specific reasons.
- Juliana** I'll be happy if I can be of any help, but you 4. visit me by Friday because I'll be very busy next week.
- Jammie** OK. I have some free time tomorrow afternoon. Does that suit you?
- Juliana** Two o'clock is great. See you, then.
- Jammie** See you.



HELPFUL TIPS

THEME 6

4 E

Below are some jumbled extracts from Prof. Juliana Anderson's handbook on common youth problems & solutions for school administrators. Match each to two solutions suggested.

Dear Colleagues,

Please find common problems among youths below and suggested solutions to them.



1. Exam Fear

2. Unhealthy Lifestyle

3. Bullying

4. Parental Pressure

PROBLEMS

SOLUTIONS

| | |
|---|--|
| a | Teach your students to plan well for exams because better preparation causes them to feel more confident and confident students have less or no stress. |
| b | Do workshops with parents about caring their kids. They should be aware of the difference between caring and overcaring. |
| c | Ask the theater club to prepare plays on impacts of violence against people. |
| d | Develop a whole school physical activity policy, and encourage all staff and students to be physically active. Then implement, monitor and evaluate it for impact. |
| e | Train the school staff for bullying matters and ways of coping with it, within the rules & regulations. |
| f | Remind your students and parents that failure may sometimes be a natural part of learning and that we should focus on getting better. |
| g | Develop and adopt a whole school food policy. |
| h | Teach your students effective studying and relaxation techniques. |

Professor Juliana Anderson, Ph.D.

5 A

Students are expected to use their general knowledge and speaking skills. First, ask them to read and think about the question: 'Do you think duration and time of courses change your motivation?' They are expected to have a class discussion using English as much as they can. Give your students a few minutes to think about it and monitor them if they need your help for the new vocabulary items.

5 A Students' own answers.

5 B

This activity aims to explain how an advice letter about youth problems should be written. Ask your students to read the letter of advice from Professor Juliana Anderson to Jammie and answer the questions related to the functions of the paragraphs. Set a time limit of 5 minutes to complete the activity and make an oral check for the answers. If necessary, practise the answers for correct pronunciation.

- 5 B**
1. Body Paragraph 1
 2. Body Paragraph 2
 3. Closing
 4. Introduction

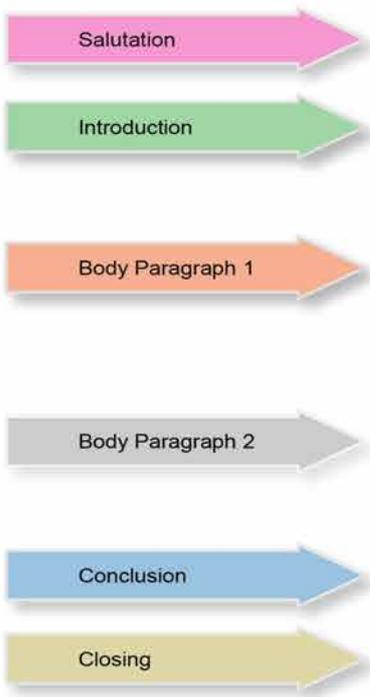
**TEACHER'S NOTES**

5 A WRITING

Do you think duration and time of courses change your motivation? Discuss with friends.

5 B

Below is a letter of advice from Professor Juliana Anderson to Jammie. Study the letter and answer the questions related to the functions of the paragraphs.



Dear Jammie,

Thank you for asking me for advice. I have read the survey results and studied the system of your school to make good decisions. I hope my advice will be of help to your school.

First of all, the administration should change the duration of lessons. Most students complain about 50 minute lessons. As you know, most people, especially teenagers do not have long attention spans and they may easily lose their interest in the lesson. It may be a good idea to make it 40 minutes.

Another reason for distraction seems to be the timetable. You had better request the administration to change the timetable. Some subjects require more attention, but we see that subjects of this sort such as chemistry, literature and physics are mostly in the afternoon. A change will make it easier for the students to keep motivated.

In conclusion, changing the class duration and timetable will probably help you to fight the distraction problem in your school. Let me know about the results.

Best.

- Which paragraph ...**
1. is for starting the advice?
 2. is for giving some more advice?
 3. is for expressing good wishes?
 4. is for showing the writer's purpose, awareness and tolerance about the problem?



5 C

Explain your students that Susan asked psychologist Diane Jason for help when she couldn't agree with her parents on the way she used her smart phone. Ask your students to read the jumbled letter of advice, put it into the correct order, and write the numbers in the blanks beside the paragraphs or expressions. If necessary, tell them to read the paragraph in Part 5 B as an example again. Enough time should be given to complete the activity, and the answers should be checked orally.

- 5 C** 5
1
4
6
3
2

5 D

The aim of this activity is to make students write an advice letter about youth problems. Ask them to read the paragraph in Part 5 B and 5 C as examples. Let them imagine that they are a professor of psychology and a school administrator needs their advice about problems of youth. They are expected to write an advice letter to him or her. Remind them that they should refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary. Tell them to keep the parts of a paragraph in mind and to be careful while forming the paragraphs. Take punctuation and capitalization into consideration. Remind them that they should also be careful about cohesion and coherence issues. Give them a suitable amount of time to complete the activity. When they finish writing, ask if there are any volunteers who want to share their letters with the class and let them read their letters aloud.

5 D Students' own answers.

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

HELPFUL TIPS

THEME 6

5 C

Susan asked psychologist Diane Jason for help when she couldn't agree with her parents on the way she used her smart phone. Below is a jumbled letter of advice from the professor. Put its parts into the correct order. Write the numbers in the blanks beside the paragraphs and expressions.

Finally, I hope that following my advice will help with this problem. Discuss the problem with your parents and you will see things will change.

Dear Susan,

Second, it might be a good idea to convince your parents that sharing with friends is a social and psychological need and it helps you a lot, and smart phones are a good way of doing this. You should also tell them that it doesn't prevent you from studying, and show this to your parents. You should remember that being sincere and honest is vital in a family.

Good Luck,

Diane Jason.

First, you should try to agree to communicate with your friends until a certain time and to avoid using smart phones unnecessarily. Then, let your parents know about this. Soon, they will see your attempts as a good step. Remember that they are not worried about your using the smart phone but its impacts.

Thank you for asking me for advice. I have read your letter twice as I didn't want to miss any small details about your problem. Relax because this is not an insolvable problem. I hope my advice will help you.

5 D

Imagine that you are a professor of psychology and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary.

Handwriting practice area with eight horizontal lines and a vertical line on the left side.

6 A

This activity is related to falling and rising intonation. The purpose is to make students practise intonation in advice structures. Ask your students to listen to and study the intonation of the sentences. After listening, you can ask your students some questions about how falling and rising intonation occur. Playing the tapescript twice will be enough for the students.

6 B

In this part of the activity, let your students listen to the sentences and decide if they have a falling or rising intonation. Make an oral check for the answers. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise.

- 6 B**
1. FI
 2. FI
 3. RI
 4. FI
 5. RI
 6. RI
 7. FI
 8. RI
 9. FI
 10. RI

6 C

This is the last part of the activity. Your students are expected to practise intonation in advice structures. Let your students work in pairs and make conversations. Remind them that they should be careful about intonation issues in asking and answering questions.

6 C Students' own answers.

**TEACHER'S NOTES**

6 A LISTENING - SPEAKING

Listen and study the intonation in advice structures below. Be careful about rising and falling intonation. Tapescript 6.3

| | | |
|--------------------|---------------------|---------------------------------|
| Falling Intonation | Wh- Questions | What should I eat? |
| | Statements | You should see a doctor. |
| | Yes/No Answers | No, she shouldn't. |
| Rising Intonation | Yes/No Questions | Should I take an aspirin? |
| | Statement questions | You shouldn't drink cold water? |

6 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 6.4

| | FI | RI |
|------------------------------------|----|----|
| 1. Who should she call? | | |
| 2. We shouldn't sit in the sun. | | |
| 3. Should we study tonight? | | |
| 4. Yes, they should. | | |
| 5. Should he take a different job? | | |
| 6. You shouldn't drive at night. | | |
| 7. They should sleep early. | | |
| 8. You shouldn't get angry easily. | | |
| 9. Where should we go for dinner? | | |
| 10. Should you go now? | | |

6 C

Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.

E.g. **Student A** What should I do to lose weight?
Student B You should go on a diet.

THE EARTH DOES NOT BELONG TO US: WE BELONG TO THE EARTH.
 Marlee Matlin

1 A

Match the phrases to the pictures.

1. vacuuming the floor

2. hanging out the washing

3. washing the dishes

4. cooking

5. mowing the lawn

6. ironing

7. ~~doing the laundry~~

8. dusting the furniture



E.g. doing the laundry



a. dusting the furniture



b. vacuuming the floor



c. hanging out the washing



d. ironing



e. cooking



f. washing the dishes



g. mowing the lawn

1 B

Read the leaflet below and find out which category are the tips related to. (More than one option is possible.)

| | |
|------------------------|------------|
| bathroom | 3, 8 |
| kitchen | 2, 5, 9 |
| living room | 10, 11 |
| laundry room | 1, 4, 6, 7 |
| general house cleaning | 10, 11 |

HELPFUL TIPS

1. Wash your colored clothes in cold water to stop them from fading.
2. Do you have fingerprints all over your stainless steel appliances? Put a little baby oil on a clean, soft cloth, and run it over the surfaces. Those prints should lift right off. Or, there is another trick for cleaning stainless steel. Use dry flour! Just put some on a microfiber cloth and polish the surfaces. Rinse it off, and you should see a fresh shine. It sounds weird, but it works.
3. You can clean your toilet by using flat cola. Pour into the toilet and wait for thirty minutes. Come back and flush. You should find yourself looking at a sparkly clean toilet bowl!
4. Lipstick stains can be a real pain to remove from clothing, a piece of bread can do the best! Roll it up into a ball, and then rub it on the stain. You can pull most of it up this way, then the washing machine can take care of the rest.
5. Baking soda is not only great for getting rid of foul odors in your fridge. If you just sprinkle a little bit at the bottom of your trash bin before you put the next bag in, it will prevent unpleasant odors!
6. Ink stains can be some of the worst! If you have some hairspray, you have an awesome stain-fighting weapon in your hands. Just spray it onto the ink stain, wait for ten minutes, and then throw it into the washing machine.
7. You can unwrinkle your clothing while you are having a shower. Hang wrinkled clothes while you are showering, and the steam will loosen them out. They'll look great when you are done!
8. You can use toothpaste to scrub your faucets. You can use one of your old toothbrushes for this. Rinse them off and they should have a nice new twinkling.
9. Do you want to clean your microwave easily? Boil a cup of water in it first. Why? Because the steam from the water moisturizes the walls and loosens the caked-on food. This makes it easy to wipe off. This same trick actually works pretty well in the oven.
10. Do you have house plants with dusty leaves? Grab a banana and eat it and keep the skin. Use the skin to clean the leaves. The dust will stick right to it, and the juice is healthy for them.
11. If you want to remove marks on your wooden furniture, use walnut. Cut it in half and rub it into the scratch. Don't have a walnut? Hazelnuts and almonds all work fine. After you rub the nut across the furniture, rub the area with your fingers. This will help the oils from the nut soak into the surface of the wood. Polish it with a cloth, and you're done!

1 C

Read the text and answer the following questions below.

1. What should you do if you want to prevent your clothes from fading?

You should wash your colored clothes in cold water.

2. What are the two ways of lifting the fingerprints off your appliances?

You should use baby oil or dry flour.

3. How can you clean your toilet without any bleach?

You can clean your toilet by using coke.

4. What is the tip for removing lipstick stains from your clothings?

You can use a piece of bread.

5. In what way can you get use of a banana skin?

You can use banana skin to clean the leaves.

6. Can you list down three things that you can use to remove marks from your wooden furniture?

You can use walnut, hazelnut or almond to remove marks from your wooden furniture.

2 A

Read the conditions in the first part and match them to their appropriate consequences. The first one is done for you.

- | | |
|--|--|
| 1. If people prevent leakage in their homes, | a. you will consume much less electricity. |
| 2. You will save trees | b. an average city can save hundreds of tons of water per day. |
| 3. If your house is well insulated, | c. it will burn up less fuel. |
| 4. If you use LED (light emitting diode) bulbs, | d. you will need less energy for heating and cooling. |
| 5. If you avoid driving your car with its gas tank full, | e. if you recycle paper. |

1. ..b.. 2. e 3. d 4. a 5. c

2 B

Below are two groups of jumbled sentences. Put them into the correct order to create your meaningful if- chains. The first sentences are given. Variations are possible.

5 If you don't use air conditioner, you will save energy and reduce your CO₂ emissions.

4 If you feel cool inside, you won't need to use air conditioner.

A **2** Because if you plant trees in front of your windows, they will prevent your rooms from direct sunlight.

1 If you live in a warm climate, plant shade trees and paint your house a light color.

3 If you have little sunlight in your room, you will be cooler inside.

3 If your air conditioners work hard, they will consume more energy.

5 If you don't decrease your CO₂ emission, you will speed up the pace of global warming.

B **1** If you want to save energy, you can have a start with your air filters at home.

4 If they use more energy, you will increase CO₂ emission in the world.

2 Because if your air filters are dirty, they will work hard to get the air through those dirty filters.

2 C

Read the beginning of the if-chains below and complete them with at least two more sentences.

1. If people use public transportation instead of their cars,

Students' own answers

.....

2. If people reuse the materials in various ways at home,

Students' own answers

.....

3. If people buy the recycled products,

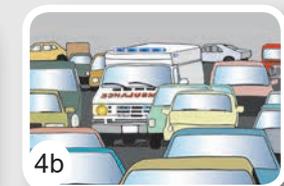
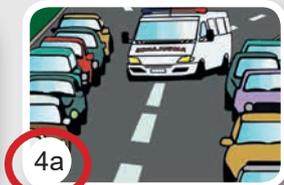
Students' own answers

.....



3 A

Below are pairs of pictures. In each pair choose the one in line with the rules. The first one is done for you.



3 B

Look at the pictures in Part 3 A and fill in the blanks with “must/ mustn’t” to make a true sentence.

- 1.a. People mustn't park on a disabled road.
- 1.b. People must respect the disabled rights.
- 2.a. Infants mustn't sit in the front seat.
- 2.b. Infants must sit in a child safety seat.
- 3.a. People mustn't park in between the parking lines.
- 3.b. People must obey the parking rules.
- 4.a. Drivers must give way to the ambulance.
- 4.b. Drivers must pull over on their right or left and wait till the ambulance goes past.

4 A

Read the dialogue between Mendy and Tony and decide whether the underlined expressions are for giving advice (GA) or asking for advice (AA).

Mendy Hey Tony, (1) do you mind if I ask you for some advice?

Tony Of course not. Please go ahead!

Mendy I'm thinking about buying a new computer. (2) What kind should I buy?

Tony Mm. Good question Mendy. What's your price range?

Mendy I don't know. Something reasonable. Nothing too crazy.

Tony Why do you want a new one?

Mendy Mine is very old and it often breaks down.

Tony I see. How often do you use it?

Mendy I use it at work every day.

Tony What do you want to do with it? For example, do you want to play games?

Mendy No, no. Just office work. You know, typing, calculating and sometimes surfing the net.

Tony Is that all?

Mendy Yeah, that's all.

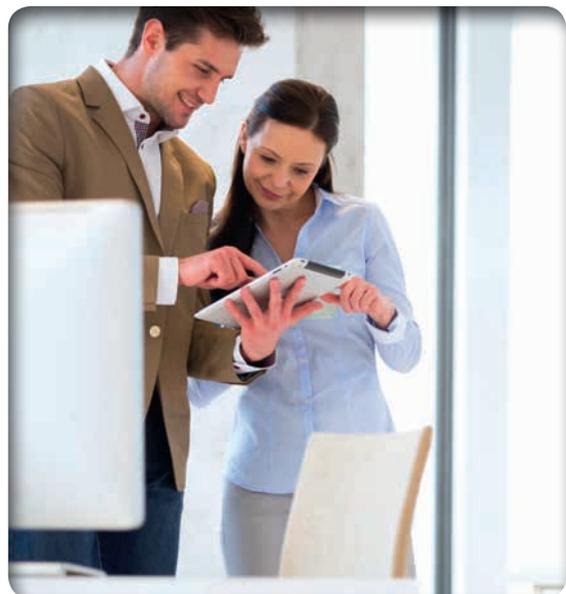
Tony (3) I think you shouldn't buy a full featured one.

Mendy So, (4) what should I buy?

Tony I mean, (5) you can buy a basic kind of computer. (6) I advise you not to spend much on it. (7) Just go to a technology store and buy the cheapest one. It will meet your needs.

Mendy Great, I will. Thank you for your advice Tony.

| Giving Advice (GA) | Asking for Advice (AA) |
|--------------------|------------------------|
| 3 | 1 |
| 5 | 2 |
| 6 | 4 |
| 7 | |



4 B

Read the dialogue between Jane and Jenny and fill in the blanks with the appropriate expressions given in the box.

- | | |
|--|--|
| a. you can drink a glass of warm milk. | b. Try having a warm shower before going to bed. |
| c. first, you shouldn't drink too much coffee or tea | d. what should I do till then? |
| e. Do you have any advice for me? | f. You should read a book before sleeping. |
| g. I strongly advise you to see a doctor. | h. what else do you recommend? |

Jane What's wrong with you? You look terrible.
Jenny I'm tired and I have a headache.
Jane Why is that?
Jenny I couldn't sleep well last night and also the night before.
Jane U-huh, I see. I think you are suffering from insomnia.
Jenny Yeah. I'm afraid, you are right. (1) Do you have any advice for me?
Jane Of course, (2) I strongly advise you to see a doctor.
Jenny Yeah, I know and I have an appointment for the next Monday but (3) what should I do till then?
Jane Well, (4) first, you shouldn't drink too much coffee or tea if you want to have a healthy sleep.
Jenny Oh, come on! Don't you know? I don't like drinking such kind of things. Maybe a cup of tea a day.
Jane Oh, I'm sorry. Let me think! Well... (5) Try having a warm shower before going to bed.
Jenny Oh! Do you think it will work?
Jane I think so, I've heard of that.
Jenny OK. I'll try and (6) what else do you recommend?
Jane Well, (7) you can drink a glass of warm milk. I think, it will relax you.
Jenny OK. That's easy I'll try.
Jane One more thing! (8) You should read a book before sleeping. It will also help you sink into sleep.

5 A

Read the letter from psychologist Diane Jason. Find out which problem Sam asked for advice.

- a. parental pressure **b.** economical problems c. bullying d. unhealthy lifestyle

Dear Sam,

Thank you for asking me for advice. I have read your letter twice as I didn't want to miss any small details about your problem. Thank God, this is not an insolvable problem. I hope my advice will help you.

First of all, you should keep in mind that you are not the only student facing such a problem in your school. There are many like you and also some may be worse than you. So, don't be shy. You can be sure that money is not a big deal among true friends. Be yourself and tell your changing conditions to your friends. You had better learn to say "No!" when necessary otherwise you will get into more debt and this will get you into more trouble.

Second, you should stand by your parents instead of blaming them for the situation. You shouldn't keep apart from them. I strongly advise you to empathize with them. It must be really depressing for your parents to come up short on money and be unable to afford your expenses. Why don't you find a part-time job after school and support your family financially? You're mature enough to do that. This will strengthen your family ties as well.

To sum up, you shouldn't act the miserable! Stay strong and stand by your family. You should back them up. I'm sure your friends will be with you in the meantime.

Best, Diane.

5 B

Read the letter of Susan and answer the following questions.

Dear Diane,

I need your help. I don't know what to do. I go to high school but I don't like it at all so I don't want to go. Every day, I wake up half-heartedly and feel sick during the breakfast. I am always worried about what the day will bring because my classmates bully me all the time. They call me names and push me in the classroom. Yesterday, they took my homework and wrote their names on. Then, my teacher punished me for not doing my homework. I'm confused, I really don't know why they are so cruel. I need your help immediately.

Thank you in advance.

Susan.

1. Who is the sender of the letter?

Susan.

2. Who is the receiver of the letter?

Diane.

3. What is the purpose of the letter?

To ask for a piece of advice.

4. What is the problem of Susan?

Bullying.

5 C

Imagine that you are Diane. Use the letter in Part 5 A as a guide and write an advice letter for Susan.

Students' own answers

Tapescript 6.1

Mr. Davis, the school principal and Jammie, the school counselor are discussing the results of a survey on common youth problems in their school. Listen and tick the problematic situations they are talking about.

- Counselor** So, Mr. Davis, we've got the survey results.
- Mr. Davis** Thank you Jammie. What do we have?
- Counselor** Well, distraction is at the top of the list, with 80%.
- Mr. Davis** Interesting. What do you think are the reasons for that?
- Counselor** Apparently, it is the Internet and smart mobile devices. Students spend most of their times using these devices.
- Mr. Davis** A serious and problematic situation.
- Counselor** It is... It really is. Then, comes parental pressure. About 70% of the students said that they feel under pressure because of their parents' expectations.
- Mr. Davis** These are very common and serious problems, Jammie.
- Counselor** Absolutely, Mr Davis. But, they are difficult to cope with.
- Mr. Davis** What else do we have?
- Counselor** We are lucky as we do not have any bullying at all, and we can cope with that. But we have another big challenge. Unhealthy lifestyle.
- Mr. Davis** Not surprising, at all. We can see that with naked eye. What can we do about these?
- Counselor** I'm afraid, we need to get professional help.
- Mr. Davis** You mean?
- Counselor** I mean, a specialist. These problems are not only about psychology. Psychology and sociology should go hand in hand here. I have a professor friend. She focuses on socio-psychological issues like these. Should I contact her?
- Mr. Davis** That'll be great, Jammie. And please tell her that we are ready for cooperation.
- Counselor** OK, then. I'll let you know about the details.

Tapescript 6.2

Jammie, the school counselor is having a phone call with her friend Professor Juliana Anderson. Listen to the dialogue and fill in the blanks with the expressions of advice.

- Jammie** Hello, This is Jammie speaking.
- Juliana** Oh, Jammie. Nice to hear from you again. How are you?
- Jammie** Fine, Juliana. I'm calling to ask you for help.
- Juliana** With what?
- Jammie** Well, we have a project as the school counseling service. We have some data from a survey on youth problems in our school and we need your expertise to cope with these problems.
- Juliana** What problems do you have at the top?
- Jammie** Well, it is distraction at the top. I mean, distraction from studying. What should we do about that? I suppose traditional methods don't work. Trying to convince doesn't work.
- Juliana** Well, there may be many reasons behind that, you know. First, you should find the specific reasons and focus on them.
- Jammie** Should we do new surveys?
- Juliana** It'll be of help if you don't have the data for that.
- Jammie** You are right Juliana. I'm afraid, I need your help to create a new survey to find out the specific reasons.
- Juliana** I'll be happy if I can be of any help, but you had better visit me by Friday because I'll be very busy next week.
- Jammie** OK. I have some free time tomorrow afternoon. Does that suit you?
- Juliana** Two o'clock is great. See you, then.
- Jammie** See you.

Tapescript 6.3

Listen and study the intonation in advice structures below. Be careful about rising and falling intonation.

1. What should I eat?
2. You should see a doctor.
3. No, she shouldn't.
4. Should I take an aspirin?
5. You shouldn't drink cold water.

Tapescript 6.4

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI).

1. Who should she call?
2. We shouldn't sit in the sun.
3. Should we study tonight?
4. Yes, they should.
5. Should he take a different job?
6. You shouldn't drive at night?
7. They should sleep early.
8. You shouldn't get angry easily?
9. Where should we go for dinner?
10. Should you go now?

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____



FOOD & FESTIVALS

FUNCTIONS

- Talking about national and international festivals
- Describing actions and processes



1 A

This activity aims to activate students' general knowledge. First, ask your students what they know about festivals and let them talk about this issue for a couple of minutes. Then, tell your students to read the quotes and give them some time to comprehend the message that is intended in these quotes. They should also decide what kind of festivals/events/celebrations they are related to after discussing in pairs. Remind your students that more than one option is possible. Alternatively, you can assign your students to search for festivals and some quotes related to festivals before the lesson. This may ease up the students' understanding.

- 1 A**
1. New year and season festivals
 2. Food and cookery festivals
 3. National days and festivals
 4. Food and cookery festivals
 5. Religious festivals and Food festivals
 6. National days and festivals

1 B

Students are expected to use the skimming technique. They should look at the text quickly and find out which festival each picture is related to. Let them work individually and write the names of the festivals below the pictures. When the activity is completed, make an oral check for the answers. As a suggestion, you can bring some pictures or posters to the class to allow your students to have a better understanding of the festivals in Part 1 B.

- 1 B**
- a. 2
 - b. 1
 - c. 4
 - d. 3



TEACHER'S NOTES



THEME 7

FOOD & FESTIVALS

1 A READING - LISTENING

Work in pairs. Read the quotes and decide what kind of festivals, events and celebrations from the box they are related to. More than one option is possible.

- religious festivals
- national days and festivals
- new year and season festivals
- food and cookery festivals

"Each sunrise and new year should give you new hopes."
Anonymous 1

"Your diet is a bank account. Good food choices are good investments."
Bethenny Frankel 2

"Sovereignty belongs unconditionally to the people"
M. Kemal Atatürk 3

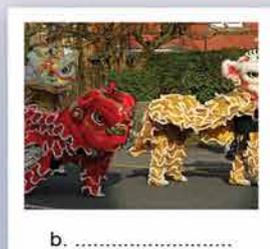
"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat."
Guy Fieri 4

"When you rise in the morning, give thanks for the light, for your life, for your strength. Give thanks for your food and for the joy of living. If you see no reason to give thanks, the fault lies in yourself."
Tecumseh 5

"Today is the best day of this land on which we laid our roots!
Happy 29th October, Republic Day of Turkey!"
Anonymous 6

1 B

Take a quick look at the text and find out which festival each picture is related to. Write the names of the festivals below the pictures.



As the saying by *Siddharth Katragadda* goes, the greatness of a culture can be found in its festivals. Cultures of the world have observed and enjoyed some days, weeks or months as festivals or celebration events, and all reflect samples of their cultures; from religious practices to national celebrations, from sports organizations to art events. Here are some of the international festivals, celebrations from various cultures of the world.

1 C

This activity is designed to make the students find out the purposes of the festivals in the text. Students are supposed to scan the text to look for specific details. They should be able to comprehend the text without understanding each word so focusing on single words or structures is unnecessary. Filling in the diagram by putting a tick is the last step of this activity. Make sure the activity is completed and check the answers orally.

1 C

| Festivals \ Themes | Art | Food | New Years/ Seasons | Religious Events |
|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Pingxi Sky Lantern Festival | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Diwali | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Winterlude | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chinese New Year | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

TEACHER'S NOTES

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FOOD & FESTIVALS

THEME 7

1. Chinese New Year

Chinese New Year is the greatest festival of China. It is the largest festival and holiday for the country as the celebrations run from Chinese New Year's Eve, the last day of the last month of the Chinese calendar, to the Lantern festival on the 15th day of the first month. It is also known as the Spring Festival. The arrival of the new year is celebrated. Dragons, fireworks, symbolic clothing, flowers, lanterns, etc. are displayed during the celebrations. The traditional lion dance is also performed at the festival.

2. Pingxi Sky Lantern Festival

Pingxi Sky Lantern Festival is one of the biggest cultural events in Taiwan. It falls on the 15th day after the Chinese New Year. The exact event location is announced by the municipality every year. The purpose is to bring people together to make wishes and be part of incredibly beautiful scenes and moments. There are, of course, other events within the festival but the main festival event is group releasing events. Groups release lanterns into the sky, with their wishes attached to them. The Bureau of Tourism provides lanterns at some certain points.

3. Diwali

Diwali is India's biggest and most important holiday of the year. It is as important to people of India as the Christmas is to Christians or Eids to Muslims.

Originally, it is a spiritual, religious festival, but over the centuries, it has also become a national festival. As India is diverse in faith, the festival means different to all, but the main reason for the celebration is the victory of the good over evil. A large colorful statue of an Indian elephant forms the special part of the decoration at the festival.

There are different activities for each day of the festival. On the first day, people usually clean homes, shop for gold and kitchen utensils because they believe it will bring good luck. The second day is for home decoration with clay lamps and creating design patterns on the floor with colored powders or sand. Time for the family gathering and feasts is the third day. Firework festivities are also on this day. The fourth day is the first day of the new year. Friends and relatives visit each other to give gifts and best wishes. The last day is for brothers to visit their married sisters and to have a big meal.

4. Winterlude

Winterlude is Canada's, especially the Capital's, annual winter celebration. The purpose is to bring fun and joy to the winter. It lasts for three weeks with intensive weekend activity programs.

During the festivals, snow and sculpture competitions are arranged, snow playgrounds are constructed, sporting and skating events are organized. Sports, arts, fun, excitement await you during Winterlude.

1 C

Read the text and fill in the diagram by putting a tick below the themes that are related to the festivals given. More than one option is possible.

| Festivals \ Themes | Art | Food | New Years/ Seasons | Religious Events |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Pingxi Sky Lantern Festival | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diwali | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Winterlude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chinese New Year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Let's Explore: In the first part, students are expected to study the passive sentences from the text. Draw their attention on how these sentences are formed and help them elicit both the use and usage of passive form from the statements given. Then, have the students circle the best options to complete the given sentences about the rules for the passive voice. Set a time limit of 2-3 minutes and then, make an oral check for the answers. In the second part of the activity, ask your students to match the two halves to make meaningful sentences. This will help them to practise passive sentences, so let them work individually. Give them a suitable amount of time to complete the activity and finally check the answers orally.

Let's Explore: 1. 1. b 2. 1. c
 2. b 2. g
 3. a
 4. b
 5. e
 6. f
 7. d

1 D

In this activity, students are supposed to listen to the text describing Antalya International Sandland Festival. They should pay attention to sequencers and put the sentences into the paragraph by working in pairs. Play the tapescript and give your students a suitable amount of time for the activity. Then, play it again and make an oral check for the answers.

- 1 D** 1. The date for the festival is announced.
 2. An area on the beach is provided for the sculptors.
 3. Sand sculptures are made.
 4. The area is visited by people.



TEACHER'S NOTES



Let's Explore

1. Study the following sentences from the text. Then, circle the best options below to complete the sentences about the rules for the passive voice.

- "... competitions are arranged. "
- "The arrival of the new year is celebrated."
- "... event location is announced by the municipality."
- " Sporting and skating events are organized."

1. The focal point is...
 - a. who did the action.
 - b. not who did the action.
2. The form of the verb follows the verb 'be'.
 - a. past simple
 - b. past participle

2. Match the two halves to make meaningful sentences by following the rules above.

- | | |
|---------------------------------------|---|
| 1. Switzerland is... | <input type="checkbox"/> a. given with the product when you buy it. |
| 2. Ramadan festival is... | <input type="checkbox"/> b. visited by millions of tourists every year. |
| 3. The warranty paper is... | <input type="checkbox"/> c. known for its chocolate. |
| 4. The Taj Mahal is... | <input type="checkbox"/> d. made in Japan. |
| 5. Unfortunately, some animals are... | <input type="checkbox"/> e. killed for their furs. |
| 6. Football is... | <input type="checkbox"/> f. liked all around the world. |
| 7. These cars are... | <input type="checkbox"/> g. celebrated in Turkey every year. |

1 D

Below are sentences to describe Antalya International Sandland Festival. Work in pairs and place them into the paragraph. Pay attention to sequencers. Then, listen and check your answers. Tapescript 7.1

- | | |
|---|---|
| Sand sculptures are made. | The date for the festival is announced. |
| An area on the beach is provided for the sculptors. | The area is visited by people. |

**Antalya Sandland Festival:
Imagination Through Sand**

First, (1) on the
 Net. Then, (2)
 Next, (3) and finally,
 (4)



2 A

Students are given some common expressions related to festival and celebration processes. In order to help the students to practise passive form, ask them to read the given sentences carefully, considering the verb forms, and tick the ones they are familiar with. When they complete the activity, let the volunteer students share their opinions with the class.

2 A Students' own answers.

2 B

Students are expected to look at the pictures related to festivals quickly and pick one national and one international festival to describe its process using the notes attached. They can also use the expressions in Part 2 A and refer to reading 1 B if necessary. Give students some time for the activity and motivate them to share their own descriptions with the class. Listen carefully for pronunciation and correct their mistakes only when necessary.

2 B Students' own answers.

**TEACHER'S NOTES**

FOOD & FESTIVALS

THEME 7

2 A SPEAKING - WRITING

Below are some of the most common expressions related to festival and celebration processes. Which one/s do you think you are familiar with in your country? Put a tick.

- | | |
|--|--|
| <input type="checkbox"/> Best wishes messages are sent. | <input type="checkbox"/> Fireworks are launched. |
| <input type="checkbox"/> Gifts are given or exchanged. | <input type="checkbox"/> Artists and writers are invited. |
| <input type="checkbox"/> Poems are recited. | <input type="checkbox"/> Special costumes are worn. |
| <input type="checkbox"/> Relatives, friends are visited. | <input type="checkbox"/> Street parties are organized. |
| <input type="checkbox"/> Special meals are cooked. | <input type="checkbox"/> Fancy dresses are worn. |
| <input type="checkbox"/> Homes, buildings and streets are decorated. | <input type="checkbox"/> Candle-lit parade of boats are performed. |

2 B

Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.

National Sovereignty and Children's Day
 When: April 23
 How long: 1 day
 Where: Turkey
 Main events: Parade, folk dances.



Maritime and Cabotage Day
 When: July, 1
 How long: 1 day
 Where: Turkey
 Main events: Laying wreaths onto sea boat shows.



White Nights Festival
 When: June 11- July 2
 How long: 3 weeks
 Where: St. Petersburg, Russia
 Main events: Scarlett sails, fireworks



Ramadan (Eid Al-Fitr) Festival
 When: at the end of Ramadan
 How long: 3 days
 Where: Islamic countries
 Main events: Family visits, specific prayers



2 C

This activity aims at helping the students use and expand the information that they have acquired. In this part, students will think about their favorite festivals and write a process paragraph or blog about it. If necessary, they can refer to the texts in Part 1 B and the dialogue in Part 3 A. Give them a suitable amount of time for the activity and let the volunteer students share their process paragraph or blog with the class. This activity can be assigned as a homework if time is not enough to do it in the class.

2 C Students' own answers.

3 A

Students are supposed to use the scanning technique here. They should read the dialogue to find out which of the common expressions from 2 A exist in it. Set a time limit of 5 minutes and make an oral check for the answers.

3 A Poems are recited.
Fireworks are launched.

TEACHER'S NOTES

THEME 7

FOOD & FESTIVALS

2 C

Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.

3 A SPEAKING

Read and find out which of the expressions from 2 A are included in the dialogue.

Ethan What's that music, Kuzey?

Kuzey Oh! It's the music from a festival.

Ethan It sounds like a march. What festival is it?

Kuzey You are right. It is a march from the Republic Day celebrations. This is last year's video. I was in Turkey, then.

Ethan Who are those with you?

Kuzey Family members and friends.

Ethan It's very crowded, there.

Kuzey It is. It really is. Turkish people are sentimental. We celebrate national and religious festivals enthusiastically.

Ethan When and how do you celebrate it? Can you tell me more about that?

Kuzey With pleasure. Turkish Republic Day is celebrated on 29th October every year. It is considered as one of the most important national festivals due to the foundation of the republic. A public holiday is observed. Groups from schools and people of all ages visit the festival spots to join the morning celebrations. Usually stadiums and squares are used as the celebration spots. They are decorated with flags. Parades are held and various shows are performed.

3 B

Ask your students to read the dialogue in Part 3 A again and answer the comprehension questions. If the students have problems with the unknown words, make short, brief explanations for these words in English. A suitable amount of time should be given for the activity and an oral check should be made for the answers.

- 3 B**
1. The Republic Day in Turkey is celebrated on 29th October every year.
 2. The festival celebrates the foundation of the republic.
 3. Stadiums and squares are decorated with flags and various shows are prepared.
 4. Turkish people are sentimental. They celebrate national and religious festivals enthusiastically.
 5. Groups from schools and people of all ages visit the festival spots to join the morning celebrations. Parades are held and various shows such as reciting epic poems, folk dance performances and field choreographies, and some sports shows are performed.

3 C

In this activity, students are expected to work in groups of three or four. First, ask them to read the questions in a few minutes. They need to comprehend which category each question is related to. Let the students discuss in groups and share their answers with the class. Then, they are supposed to write the questions in the correct category. Enough time should be given for the activity and the answers should be checked orally.

3 C

| | |
|--------------------------|-------|
| Time | 1-10 |
| People feelings/opinions | 2-11 |
| Preparations | 4-8 |
| Events/Activities | 6-7 |
| Reasons | 3-5-9 |

3 D

This activity is needed to be done in pairs. Students are expected to interact with each other and share their ideas by using the questions in Part 3 C and expressions in Part 2 A as much as possible. Listen to your students carefully for pronunciation but try not to interfere in their speech unless it's necessary.

3 D Students' own answers.

FOOD & FESTIVALS

THEME 7

Ethan What do the shows include?

Kuzey They usually include reciting epic poems, folk dance performances and field choreographies, and some sports shows. People are not charged for public transport. Flags and torches are handed out for free. Torchlight processions and concerts are arranged for the evening. Fireworks shows are also included.

Ethan Great! I'd like to see one of those celebrations some day.

Kuzey It'll be my pleasure to host you.



3 B

Read the dialogue again. Then, answer the comprehension questions.

1. When is the Republic Day in Turkey?
2. What does the festival celebrate?
3. What are the preparations for the Republic Day?
4. How do people feel during the day?
5. What are the main activities of the festival?

3 C

Work in groups. Discuss what the following questions aim to learn. Choose from the categories in the box.

1. When is it celebrated?
2. How does it impact people?
3. Why is it special?
4. How do people prepare for it?
5. Why is it celebrated?
6. What are the main events/activities?
7. What happens during the day/festival?
8. What do the preparations include?
9. What makes it important?
10. When does it take place?
11. What are the general impressions?

| | |
|------------------------------|--|
| Time | |
| People feelings and opinions | |
| Preparations | |
| Events and Activities | |
| Reasons | |

3 D

Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.

4 A

This activity aims to help the students get prepared for the reading. Let them work in pairs and talk about their favorite dishes and their ingredients. Then, have the students discuss whether they are healthy or not. Give them a suitable amount of time to complete the activity and let the volunteer students share their ideas with the class.

4 A Students' own answers.

4 B

Students are expected to use their general knowledge and speaking skills. First, ask your students to look at the dishes and think about them. If necessary, ask some general questions about the dishes and their ingredients.

For example:

- Do you know any kind of world cuisines?
- What are they?
- Have you ever tasted any kind of world cuisines?

As the second step, let your students guess the countries of dishes from the box. Point out that they do not have to make correct guesses, so they shouldn't be anxious about it.

- 4 B
1. Spain
 2. Turkey
 3. Japan
 4. Thailand

4 C

In this activity, students are expected to scan the text and check whether their guesses are true. Walk around the class and make sure that all students do the activity. You can set a time limit to be sure that your students take a quick look at the text. Motivate them to focus on the keywords that will be of help to do the activity. You can choose a few volunteers to share their answers with the class for oral check.

4 C Students' own answers.

4 D

Ask your students to read the text given and find out which cuisine/s may be good for them. You can also ask their reasons to deepen the communication. Motivate them to share their ideas and give them a suitable amount of time for the activity.

4 D Students' own answers.

THEME 7

FOOD & FESTIVALS

4 A READING

Work in pairs. Talk about your favorite dishes and their ingredients. Then, discuss whether they are healthy or not.

4 B

Look at the national dishes below and guess their countries from the box.

Japan

Spain

Turkey

Thailand



1.



2.



3.



4.

4 C

Now, take a quick look at the text and see whether your answers are true.

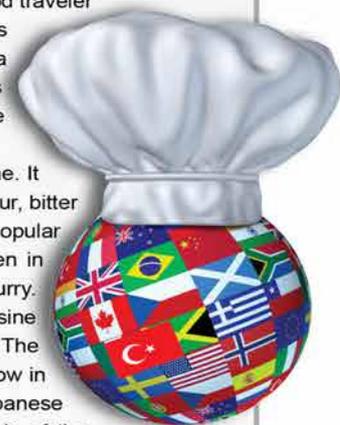
4 D

Read the text below and find out which cuisine/s may be good for you.

Because of the need for traveling more often, knowledge about world cuisines has become more important recently. You may complete your business trip without any problems at all, or may have to spend a lot of time in local restrooms instead of your destination due to digestive problems. Food traveler Gary Richards advises travelers to learn about general characteristics of the world's well-known cuisines. "Knowing about the basic ingredients and components of a cuisine may help you much as a traveler. You may enjoy more or suffer." says Richards. We have searched for you. Here are general features of some of the world's best-known cuisines:

Thailand: Like any other Asian cuisine, rice is the main component in this cuisine. It is known for the perfect balance of all four main taste senses including sweet, sour, bitter and salty. Thai dishes are normally prepared with less spice. Some of the most popular Thai dishes to try are shrimp soup, green papaya salad, Tom Kha Kai (chicken in coconut soup), red curry, fried rice, Thai style fried noodles, and green chicken curry.

Japan: Soup, sushi, meat and tofu are some of the best-known Japanese cuisine members. Rice is considered as the health saver in Japan and eaten very often. The Japanese are also keen on seafood. Japanese cuisine is popular because it is low in fat and light to digest. The Japanese focus more on health than taste, yet, Japanese food is consumed all over the world and chefs have tried to create new trends of the traditional dishes.



4 E

The aim of this activity is to evaluate a text to classify various cuisines around the world. First, ask your students to read the text again. Students should scan the text for specific information. Then, have them tick the boxes in the table. Remind them that some cuisines can be both health focused and taste focused. Monitor your students and set a time limit of 5 minutes to complete the activity. Finally, make an oral check for the answers.

4 E

| | Thailand | Japan | Spain | Turkey |
|----------------|----------|-------|-------|--------|
| Health focused | | ✓ | ✓ | ✓ |
| Taste focused | ✓ | | | ✓ |

4 F

First, let your students think about the text they have read in a few minutes. Then, ask them to read the statements evaluating the text below. Have them state whether they agree or disagree and discuss with friends. Give your students some time to think and study what they would like to say and correct their pronunciation mistakes when necessary.

4 F Students' own answers.

5 A

The aim is to have the students acquire the new vocabulary items and use them in a context meaningfully. Students are expected to work in pairs and match the pictures to the words. Before starting the activity, ask some questions about the pictures given. Then, let them use their dictionaries to match the given words to their meanings so that they will have the habit of using dictionary. You should also make the students practise these words aloud for correct pronunciation.

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

5 B

Students are expected to watch the process of making pickles and put them into the correct order. Play the video and give students a suitable amount of time to do the activity. If necessary, play it again. Make sure the activity is completed and make an oral check for the answers.

- 5 B
1. The peppers are cut on two sides.
 2. The jars are sterilized.
 3. The brine is made.
 4. Rock salt is put into the brine.
 5. The peppers and some garlic with parsley are put into the brine.

FOOD & FESTIVALS

THEME 7

Spain: People generally turn to Spanish food when they want something light and leafy. It is famous for fish, meat and leafy vegetables. Oil is used in higher amounts in most dishes probably to balance the heavy seafood influence. Spanish cuisine offers a typical Mediterranean diet. You should try croquettes (with Atlantic cod fish), tortilla Espanola (Spanish omelet), pisto (Spanish ratatouille), octopus, famous Spanish bean stews and salads, paella and fried milk if you go to Spain.

Turkey: Turkey is very serious about taste for its food. Turkish people cook every single vegetable in the world, and in the tastiest way possible. Due to the location of this country, some seafood influence cannot be ignored. Turkish cuisine is also famous for its desserts free of sugar. Different flavors are used to make desserts sweet, healthy and tasty. Iskender kebab, Turkish delight, manti, baklava, shish kebab, karniyarik, simit (street food similar to pretzel and bagel), Turkish ice cream and Turkish coffee will leave unforgettable tastes in your mouth.

4 E

Read the text again and tick the boxes in the table. Some cuisines may be both health focused and taste focused.

| | Thailand | Japan | Spain | Turkey |
|----------------|----------|-------|-------|--------|
| Health focused | | | | |
| Taste focused | | | | |

4 F

Below are some statements evaluating the text. State whether you agree or disagree and discuss with friends.

1. The writer gives enough details about world's best known cuisines.
2. Some more cuisines could be added to the list.
3. Some details in the text may help travelers to avoid digestive problems.

5 A LISTENING

Work in pairs. Use your dictionaries. Match the pictures to the words.

- 1. rock salt
- 2. parsley
- 3. brine
- 4. pickles
- 5. vinegar



5 B

Below are jumbled sentences about the process of making pickles. Listen and put them into the correct order. Video 7.1

- The peppers and some garlic with parsley are put into the brine.
- The brine is made.
- The peppers are cut on two sides.
- Rock salt is put into the brine.
- The jars are sterilized.

5 C

Ask your students to work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in their area. Be careful about pronunciation issues and motivate the students to share their ideas. Give them some time for the activity.

5 C Students' own answers.

6 A

This activity is related to pronunciation. The aim is to make students practise the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc). Before starting the activity, you can ask your students whether they have difficulty in pronouncing some words or not. Then, ask them to practise the pronunciations of the words given and listen carefully. After studying, you can ask some questions about the words and give some extra examples.

6 A Students' own answers.

6 B

Students are expected to read and practise the sentences given. Then, listen and check their pronunciation. Play the tapescript once. If you realize a problem with pronunciation, play the tapescript again and ask your students to practise.

6 B Students' own answers.

**TEACHER'S NOTES**

THEME 7

FOOD & FESTIVALS

5 C

Work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in your area, and share them with your friends.

Four horizontal lines for note-taking, each preceded by a small circle.

6 A LISTENING - SPEAKING

Listen carefully and practise the pronunciations of the words below. Tapescript 7.2

| | | |
|--------------|-------|-------------|
| 1. answer | (v) | /ˈænsər/ |
| 2. determine | (v) | /dəˈtɜːmən/ |
| 3. examine | (v) | /ɪgˈzæmən/ |
| 4. whole | (adj) | /hoʊl/ |
| 5. foreign | (adj) | /ˈfɔːrən/ |
| 6. career | (n) | /keəˈrɪr/ |
| 7. mosque | (n) | /məˈsk/ |
| 8. tongue | (n) | /tʌŋ/ |

6 B

Read and practise the sentences below. Then, listen and check for your pronunciation.

Tapescript 7.3

- Here is a **comfortable** chair you can sit in.
- The **surface** of the earth is 70% water.
- Sally ate chocolate pudding for **dessert**.
- Who is that man with the **mustache**?
- Jane and Bernard congratulated their **colleague** on his promotion.
- John holds the rank of **colonel**.
- Jonathan went to the **butcher**, but he couldn't find any steak.
- This cafe has **live** music on Saturday evenings.
- The people were evacuated because of **flood**.
- I will pay my **debt** as soon as possible.

GREATNESS OF A CULTURE CAN BE FOUND IN ITS FESTIVALS.

Sinddharth Katragadda

1

Match the questions to their appropriate answers. The first one is done for you.

- | | |
|--|--|
| 1. When is it held? | a. The fireworks at the first night. |
| 2. How long does it last? | b. Spring Festival. |
| 3. Where does it take place? | c. Music performances, dance shows, fireworks and parades. |
| 4. What are the main events? | d. We design special costumes and masks. |
| 5. How do we prepare for it? | e. Five days. |
| 6. Why is it celebrated? | f. It's the most entertaining festival in the world. |
| 7. What makes that festival important? | g. To welcome Spring. |
| 8. What is the special event of it? | h. In Norway. |
| 9. What festival is it? | i. At the end of winter. |

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

2 A

Look at the festivals below and match them to the suitable picture. Then, try to guess the places they are held. The first one is done for you.



E.g. Commagene Festival Adiyaman **b**

1. Boryeong Mud Festival South Korea **c**

2. Ice and Snow Festival Harbin, China **d**

3. White Nights Festival St. Petersburg **i**

4. Kite Festival Sarigerme **a**

5. Herb Festival Alaçati **g**

6. Pingxi Lantern Festival Taiwan **e**

7. Open Door Architecture Festival Istanbul **f**

8. Oil Wrestling Championship Edirne **h**

Sarigerme

Istanbul

Alaçati

South Korea

Harbin, China

St. Petersburg

Adiyaman

Edirne

Taiwan



2 B

Pick one of the festivals in Part 2 A. Search on the Net and write a paragraph about the process of that festival. Remember to include its date, duration and place.

○ Students' own answer.

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

3

Below are sentences to describe the process of making two different dishes. Read and place them into the paragraph.

- a. Pour the mixture into a cake pan.
- b. Place all ingredients into a bowl.
- c. Bake it for 30 minutes.
- d. Mix them on high for 4 minutes.



A. While preparing a cake, first, (1)**b**..... Then, (2)**d**.....
 (3)**a**....., and finally, (4)**c**.....



- a. Cook your pancakes until they are golden.
- b. Heat a non-stick pan over a medium heat.
- c. Mix all ingredients for 3 minutes.
- d. You can serve them.

B. While preparing mini pancakes, first, (1)**c**..... Then, (2)**b**.....
 (3)**a**....., and finally, (4)**d**.....

4

Match the two halves to make meaningful sentences.

- f 1. The Victory Day is
- a 2. A public holiday is
- d 3. Usually stadiums are
- e 4. The buildings are
- h 5. Various dance shows are
- c 6. Epic poems are
- b 7. Flags and torches are
- g 8. Concerts are

- a. observed.
- b. handed out in the streets.
- c. recited.
- d. used as the celebration spots.
- e. decorated with flags.
- f. celebrated on 30th August every year.
- g. arranged for the evenings.
- h. performed by the children.

5

Put the following sentences into the passive voice.

E.g. Lots of people read this author's stories.

This author's stories are read by lots of people.

1. Millions of people watch this TV show every week.
This TV show is watched by millions of people every week.
2. Everybody loves Karen in our school.
Karen is loved by everybody in our school.
3. The bill includes service fee.
Service fee is included.
4. My mom waters the plants twice a week.
The plants are watered by my mom twice a week.
5. People celebrate Ramadan Festival (Eid Al Fitr) in Turkey every year.
Ramadan Festival is celebrated in Turkey every year.
6. The municipality announces the event location.
The event location is announced by the municipality.
7. The company gives the warranty paper with the product.
The warranty paper is given with the product by the company.
8. Children recite poems on National Sovereignty and Children's Day.
Poems are recited by children on National Sovereignty and Children's Day.

6

Make sentences using the passive forms. Use the words and phrases in brackets.

E.g. David This is a very popular sports show. (every week it/watch/by millions of people)

Joseph Yes, it is watched by millions of people every week.

1. Alan Are these for domestic or international market? (they/export to European Countries)
Craig They are exported to European Countries.
2. Jane Where is your motorbike? You usually park it here. (it/steal)
Tom It was stolen!
3. Pam Is Steve popular? (His shows/watch/all around the world)
Aaron Yes. His shows are watched all around the world.
4. Steve Will the director join the meeting? (He/invite last week)
Lindsay Probably yes. He was invited last week.

World Cuisines

As food has no boundaries and food imports are possible all over the world, no cuisine is inaccessible. We can even organize parties featuring food from various countries. However, experiencing food in its own country is actually essential. Here is a tour of various foods around the world.

Greek Cuisine

Greek food is tasty, uncomplicated and a real pleasure for visitors. It is also rich in terms of appetizers or snacks, such as keftethes, teatziki, saganaki, etc.

The main course is normally a fish or a meat-based dish. Mousakka, souvlaki, gyro are among the most famous dishes in Greece. Greek Salad is a must have for Greeks with almost every meal. There are no rich sauces, but olive oil is a key ingredient. It is added to every dish.



American Cuisine

The United States is the third largest country in the world with a population of more than 320 millions. The population is built on immigration from other countries in addition to native Americans. Because of this, there is a great cultural diversity in this country. These different cultures have supported American culture and cuisine with their own significant 'flavors' so the U.S. is sometimes described as a 'melting pot'. There are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, meat loaf and apple pie. In addition, there are styles of cooking and

types of foods that are specific to a region. The term 'American comfort food' is used for southern-style cooking and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread. Tex-Mex is popular in Texas and the Southwest. It is a blend of Spanish and Mexican cooking styles and includes items such as chilli and burritos, heavily based on minced cheese and beans. Jerky, dried meat is also served as snacks in the U.S.

Indian Cuisine

Indians take their food very seriously and cooking is considered as an art. Mealtimes are important occasions for the family to get together. Herbs and spices are used fabulously so the traditional food of India has been widely appreciated. Indian cuisine is known for its large variety of dishes. The cooking style changes from region to region and is divided into South Indian and North Indian cuisine. Northern Indians eat more flat bread whereas Southern Indians prefer rice. The main ingredients of Indian food are wheat, rice and pulses with chana (chickpea). A typical Indian food combines salty, sweet, creamy, spicy and hot flavors. Spices such as chilli peppers, garlic, curry, cloves, cinnamon, ginger, cardamom and nutmeg are commonly used in Indian food. The most well-known Indian dishes are butter chicken, rogan josh, tandoori chicken, malai kofta, palak paneer, biryani and dhokla.



7 A

Read the text and answer the following questions.

1. What are the most famous dishes in Greece? Mousakka, souvlaki, gyro are among the most famous dishes.
2. What is the key ingredient in Greek dishes? Olive oil is the key ingredient in Greek dishes.
3. Why is there a cultural diversity in the U.S.? Because the population is built on immigration from other countries in addition to native Americans.
4. What are some examples of American food? Hamburgers, hot dogs, potato chips, macaroni and cheese, meat loaf and apple pie are some examples of American food.
5. What is Tex-Mex? It is a blend of Spanish and Mexican cooking styles.
6. What is Indian cuisine known for? It is known for its large variety of dishes.
7. What are the main ingredients of Indian dishes? They are wheat, rice and pulses with chana.

7 B

Reread the text and fill in the sentences with the appropriate word from the box.

spices

blend

snacks

cooking

popular

ingredients

appetizers

famous

well-known

E.g. Kefthetes and Saganaki are two examples of Greek appetizers.

1. Mousakka is well-known in Greece.
2. Gyro is among the most popular Greek dishes.
3. American comfort food is a kind of cooking style.
4. Jerky and dried meats are delicious snacks in the U.S.
5. Tex- Mex is a blend of Spanish and Mexican cooking style.
6. Chilli peppers, garlic and curry are the most commonly used spices in Indian food.
7. Wheat, rice and pulses are the main ingredients of Indian food.
8. Butter chicken and rogan josh are among the most famous Indian dishes.

7 C

Imagine that you have to add another paragraph to the text. Refer to the other paragraphs for inspiration and write a short paragraph about Turkish cuisine, its traditional dishes, etc. Use at least five of the words in Part 7 B



Students' own answer.









Tapescript 7.1

Below are sentences to describe Antalya International Sandland Festival. Work in pairs, and place them into the paragraph. Pay attention to sequencers. Then, listen and check your answers.

Antalya Sandland Festival: Imagination Through Sand

First, the date for the festival is announced on the Net. Then, an area on the beach is provided for the sculptors. Next, sand sculptures are made and finally, the area is visited by people.

Videoscript 7.1

Below are jumbled sentences about the process of making pickles. Listen, and put them into the correct order.

During our visit to the area, we noticed that people are busy preparing for the winter. Some of this work is for food. We learned that the area is famous for its pickles, especially pickled peppers, and visited a house to see how to pickle peppers. In the interview with Gülsüm, she gave us the secrets for tasty pickles. Two things are very important. Peppers and the brine. Most of the pickles are made in early Autumn, here. The peppers of this area make the pickles different. They are usually sweet peppers, not hot. First, the peppers are cut on two sides so that they can absorb the brine sooner and better. Then, the jars are sterilized by boiling. Brine, usually vinegar brine is made. A general rule is 2/3 vinegar to 1/3 water. Another common practice is using rock salt in the brine. The rock salt is put into the brine. Finally, the peppers and some garlic with parsley are put into the brine. Let them rest for about 10 days. Then, they can be eaten. Enjoy it.

Tapescript 7.2

Listen carefully and study the pronunciations of the words below.

1. answer
2. determine
3. examine
4. whole
5. foreign
6. career
7. mosque
8. tongue

Tapescript 7.3

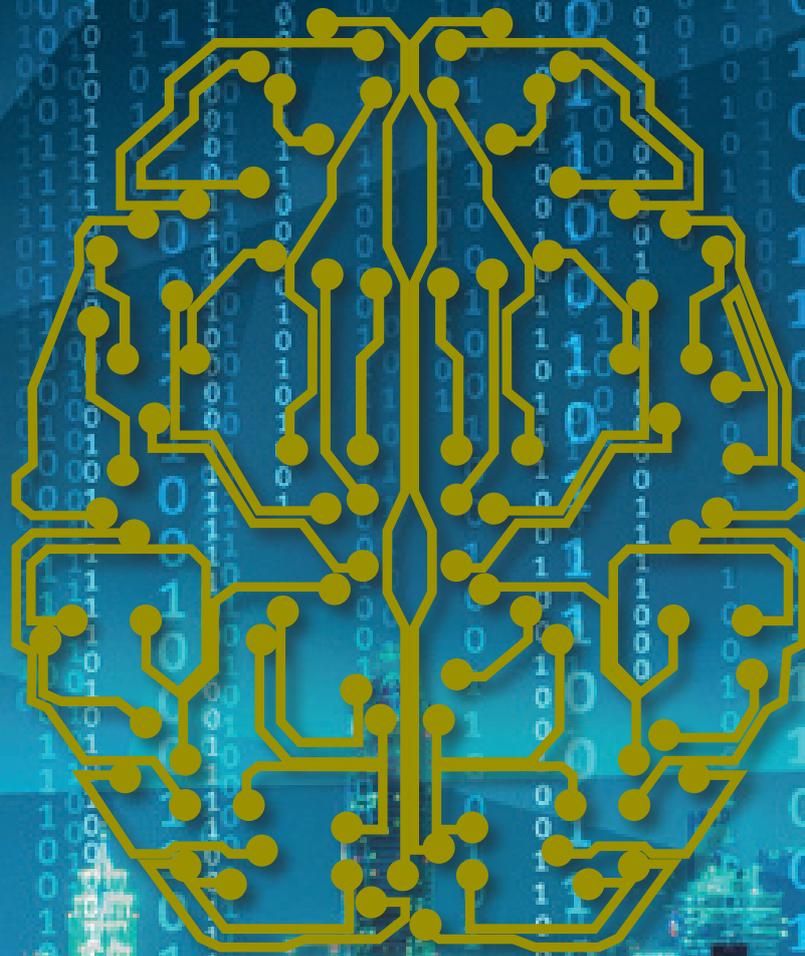
Read and practise the sentences below. Then, listen and check for your pronunciation.

1. Here is a comfortable chair you can sit in.
2. The surface of the Earth is 70% water.
3. Sally ate chocolate pudding for dessert.
4. Who is that man with the mustache?
5. Jane and Bernard congratulated their colleague on his promotion.
6. John holds the rank of colonel.
7. Jonathan went to the butcher, but he couldn't find any steak.
8. This cafe has live music on Saturday evenings.
9. The people were evacuated because of flood.
10. I will pay my debt as soon as possible.



TEACHER'S NOTES





DIGITAL ERA

FUNCTIONS

- Stating personal opinions in everyday conversations
- Stating preferences
- Stating causes and effects
- Giving an extended description and detailed information about people/ places/events



1 A

First, ask your students what they see in the cartoon and what it means to them. Set a time limit of two minutes and let your students think and practise what they want to say about the changes in technology. Then, ask the volunteer students to share their ideas and comments with the class and run the discussion. Listen to your students for pronunciation but correct their mistakes only when necessary.

1 A Students' own answers.

1 B

In this activity, students are supposed to work in pairs. This task is to make students use their knowledge efficiently while discussing the technology of the past and today. Students can also benefit from the visuals to replace the technological devices of the past with today. Give them a suitable amount of time to complete the activity and then make an oral check for the answers. Remind your students that there may be more than one option for each device.

1 B Curved TV, Smart TV
 Mp3, Mp4 Player
 Computer
 Smartphone
 Game console, Computer

1 C

Ask your students to scan the text and find out the changes which are the same as or similar to the list given in Part 1 B. Monitor your students during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. Make sure that each student has completed the activity and make an oral check for the answers.

1 C Computer/Computing

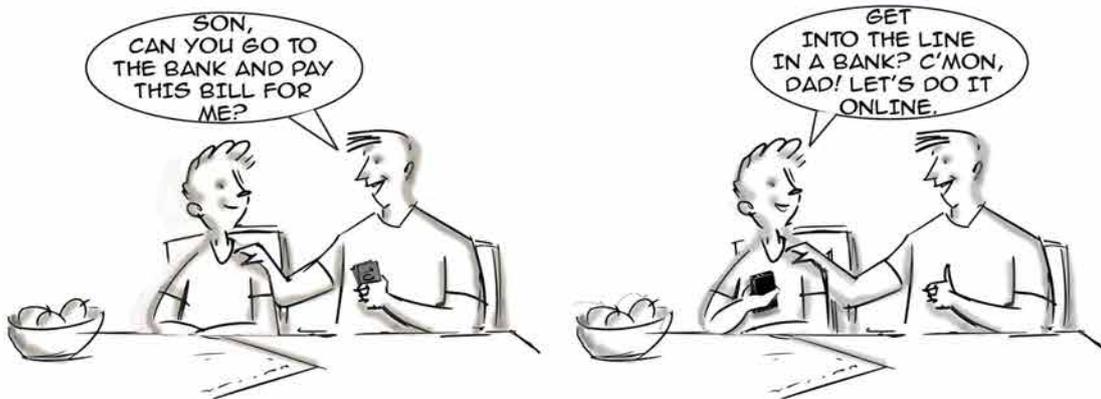


TEACHER'S NOTES



1 A READING

What does the cartoon mean to you? Discuss it in terms of changes in technology.



1 B

Work in pairs. Look at the list of the technological devices of the past. Discuss what have replaced them today.

| | Technological devices in the past | Technological devices today |
|---|-----------------------------------|---|
|  | Black&white TV |  |
|  | Walkman |  |
|  | Typewriter |  |
| | Dial phone | |
| | Brick game handheld console | |

1 C

Take a quick look at the text and see if there are changes which are the same as or similar to the list above.

Perhaps, when people read or hear about future predictions such as "students will learn from robot teachers over the Internet" and "people will live much longer because organ replacement will be possible", most do not think about the possibility. Instead, they are curious about what it will be like. This is so because humanity has witnessed and is witnessing the incredible evolution of technology. They are sure that everything will keep changing and will be much different.

A top futurist, Thomas Frey of Da Vinci Institute, gave an interview to a world famous newspaper in 2016 and said "Thirty years ago, it was a big deal when schools got their first computers. Today, it's a big deal when students get their own laptops. In 14 years, it will be a big deal when students learn from robot teachers over the

DIGITAL ERA

THEME 8



Internet." Thomas Frey gives examples of some changes in education sector, but technology lies under almost any change in our lives. Here is a brief journey of how technology evolved and changed life in some industries.

Computing

When the first computer, which was the size of a room was invented, perhaps, a desktop computer was not even part of people's imaginations. More than that has happened. Today, millions of people are holding their pocket-size computers in their hands with tens of more functions. The first computer could only store data and perform basic arithmetic while today, the modern PC can store, save, process and share data as well as communicate with other PCs and people. I believe, these are the most important factors of everyday life. This is not the ultimate level of the modern PC. The next step is artificial intelligence.

Medicine

Medical technology is a field which helps humans most. Fortunately, experts are doing great jobs, here. In 1986, my father had to stay in hospital for an entire week after a pterygium operation. Today, it is an operation which takes only 20 minutes, and you don't need to stay in hospital afterwards. In 2013, he left the hospital where he had an aortic valve replacement surgery just one day after the operation. The technique that his doctors used is called TAVI. To me, it is one of the greatest innovations in medicine because it saves people's lives without any cuts in their chests in a very short time. It's incredible. This example alone shows us how much medical technology has grown and improved. The advances introduced us to small innovations like adhesive bandages and wrist braces as well as more complicated technologies like MRI machines, robotic prosthetic limbs and artificial organs. And thanks to information technologies in medicine, a patient in Iran can connect to and consult a doctor in Canada, today.

Automotive

In 1886, the year when Carl Benz made his first car, a gasoline engine which had one-cylinder was enough to make it the best innovation of all times. Today, people's car choices depend on many more factors. They want to get a car which is economical, fast, comfortable, safe, silent and one which has advanced technology. Self-drive cars, self-parking cars, sound activated dashboards which can connect you to the Net, navigation systems and some other applications have been produced today. However, some people believe this much technology may be dangerous and they think the driver should have the control over the vehicle and traffic around. In my opinion, people should be aware of their capabilities in using technology before getting a car.

1 D

Take a quick look at the text and find the following in it.

1. The name of a futurist:
2. Functions of the first computer:
3. Year of the writer's father's aortic valve surgery:
4. An innovation in aortic valve replacement surgery:
5. The name of a car maker:

1 E

First, tell your students that they are supposed to find out the causes and effects in the text. For this reason, they should read the text more carefully and also consider the conjunctions used in these statements. Then, give your students a suitable amount of time to scan the text. If they have problems with the unknown words, let them use their dictionaries. Finally, ask your students to fill in the chart with the statements related to the effects of given situations. Remind your students that an example is given in the chart and they can benefit from it. Don't forget to make an oral check for the answers when they complete the activity.

- 1 E**
2. A patient can connect to and consult a doctor in another country.
 3. People don't need to stay in a hospital afterwards.
 4. It saves people's lives without any cuts in their chests.

2 A

This activity aims to take the students' attention on the definition of 'innovation' first and then, the comments on innovations by stating causes and effects. Ask your students to study the definition and the example given. They are expected to find out the comments from the text and form 'cause and effect' statements. Give them a suitable amount of time for the activity and then, ask the volunteer students to share their answers with the class. This will help you to make an oral check for the answers, and to practise cause and effect statements by using the appropriate conjunctions.

- 2 A**
2. it is one of the greatest innovations in medicine because it saves people's lives without any cuts in their chests in a very short time.
 3. some people believe this much technology may be dangerous and they think the driver should have the control over the vehicle and traffic around.



TEACHER'S NOTES



1 E

Read the text and fill in the chart below. First one has been done for you.

| Cause | Effect |
|---|--|
| 1. Humanity has witnessed and is witnessing the incredible evolution of technology. | People are curious about what it will be like. |
| 2. Information technologies in medicine have developed. | |
| 3. Medical technology has grown and improved. | |
| 4. Organ replacement will be possible with artificial organs. | |

2 A SPEAKING

Study the definition. In some parts of the text, there are comments on innovations by stating causes and effects. Work in pairs and write the comments from the text as in the example.

innovation noun in·no·va·tion \ ,ɪnəˈveɪʃ(ə)n\

1. the introduction of something new
2. a new idea, method, or device

1. The modern PC can store, save, process and share data as well as connect to other devices, so it is one of the most important factors of everyday life.
2. The technique that his doctors used is called TAVI and
3. Self- drive cars, self-parking cars, sound activated dashboards which can connect you to the Net, navigation systems and some other applications have been produced, today. But

2 B

This activity aims at helping the students express their comments on invitations by stating causes and effects. Let them look at the pictures, think and practise what they want to say in a suitable amount of time. Remind your students that the examples are given as a guide. Monitor your students during the activity but try not to interfere with their speech unless it's necessary.

2 B Students' own answers.

Let's Explore: In the first part, students are expected to study the relative (adjective) clauses from the text. Draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the best choice to complete the given sentences about the rules for relative (adjective) clauses. Set a time limit of 2-3 minutes and then, make an oral check for the answers. In the second part, ask your students to read the statements given and reflect their own opinions by putting a tick in the appropriate circle. When they complete the activity, let the volunteer students share their opinions with the class. In the last part, students are given a chance to make true sentences by using their own words. This will also help them to practise relative (adjective) clauses as in the previous part of the activity. Let your students fill in the blanks individually. Finally, have them read their sentences aloud when the activity is completed.

Let's Explore: 1. 1. a
 2. b
 2. Students' own answers.
 3. Students' own answers.

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

DIGITAL ERA

THEME 8

2 B

Share your comments on innovations given below, by stating causes or effects orally with your friends. Make sentences as in the examples.

- E.g. - Online courses are great **because** you can save time and you don't have to go to a course center.
 - You can save time and you don't have to go to a course center, **so** online courses are great.

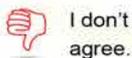


1. Study the sentences from the text below. Circle the best choice to complete the sentences about the rule for relative (adjective) clauses.

- Medical technology is a *field which helps humans most*.
- In 1886, the *year when Carl Benz made his first car*, a gasoline engine which had one-cylinder was enough to make it the best innovation of all times.

- | | |
|---|--------------------------------------|
| 1. The clauses in bold... | 2. The clauses in bold begin with... |
| a. describe or modify the nouns in italics. | a. the same words. |
| b. do not describe the nouns in italics. | b. different words. |

2. Read the following statements and put a tick in the circle which is true for you.



I don't agree.



I agree to an extent.



I agree.



- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 1. The best season of the year is summer when there is no school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. A good friend is someone who can criticize you if you do something wrong. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. İstanbul is a city where life is easy and enjoyable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Mobile phones which dominate the market are very expensive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Barcelona is a soccer team which is regarded as the greatest in the world. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Fill in the blanks with your own words. Make true sentences.

- is a team sport which people like very much.
- is one of my friends who can speak English fluently.
- is a place where I feel good.
- The school subject which I like best is
- The best time of my day is when I feel relaxed.

3 A READING-WRITING

Read the text about the effects of social media and decide whether the following conclusions are true or false.

There are various reasons why social media affect life so much. First of all, smart devices make internet access possible anywhere at any time. We can see a lot of people with their eyes on their smart mobile devices on the street, on public transportation, even in the living room of a house. People seem to have less face to face communication with each other, but they may be in contact with many other people on a social media platform or with a teacher or the boss.

Secondly, the number of social media users is increasing rapidly day by day, and it gives individuals the advantage of faster, economical and easier communication with more people. More people can interact with each other, build images and show who they are, and participate and feel involved in things in the world. Every person with marginal views can find more support and feel that they are not lonely. Another reality is that organizations, institutions, commercial companies, etc. find their target audiences on social media platforms. This is a great opportunity for them as they can share their activities, promotional videos, podcasts, profiles, etc. in a faster and cheaper way, and they can connect with customers and prospects for more income. Similarly, customers may demand for newer and better services. In conclusion, using social media is a new way of communication and interaction for people and institutions and it is becoming more common day by day.

- 1. People care less about others because of excessive Internet usage.
- 2. Use of social media makes people's lives easier.
- 3. People generally prefer communicating via Internet these days.
- 4. People feel lonely as many people prefer social media interaction.



3 B

This activity is meant to make the students evaluate the text. Students are expected to read the statements and rate them individually. Remind your students to consider the phrases used to express agreement or disagreement. When they complete the activity, let them share their opinions with the class.

3 B Students' own answers.

3 C

This activity aims to explain how a cause and effect paragraph should be written. Ask your students to take a look at the text again because they are supposed to study the colors and match them to their functions. This will help them to explore the structure of a 'cause and effect' paragraph and get prepared for the writing task. Set a suitable amount of time for the activity and then, make an oral check for the answers.

3 C Pink : b
 Blue : a
 Orange: d
 Green : c

3 D

Put your students into pairs. Tell them to read the statements given and think about their functions in a 'cause and effect' paragraph. If they have problems with the unknown words, let them use their dictionaries. Make sure that they benefit from the key words in the statements, such as 'firstly, secondly, since, therefore, etc...' to be able to put the sentences into the correct order and categorize them. Also, remind your students that they should write the numbers into the correct category. Monitor your students while they are doing the activity and finally, check the answers.

3 D 5, 4, 9, 3, 1, 7, 6, 8, 2
Statement of the topic 5
Causes 3, 4, 6, 7
Effects 1, 8, 9
Conclusion 2



TEACHER'S NOTES



DIGITAL ERA

THEME 8

3 B

Circle the better choice expressing your evaluation related to the effects of social media given in the text.

The effects of social media given in the text are to draw conclusion.
 a. not clear enough
 b. clear enough

3 C

Study the colors in the text in Part 3 A and match them to their functions to explore the structure of a 'cause and effect paragraph'.



| | |
|---|------------------------|
| a | Causes |
| b | Statement of the topic |
| c | Conclusion |
| d | Effects |

3 D

Work in pairs. Read the statements below and decide on their functions in a 'cause and effect paragraph'. Put the sentences into the correct order. Then, write the numbers into the correct category.

1. This prevents them from doing small things which require some physical actions.
2. In conclusion, some everyday habits help to put on weight and people should try to get rid of them.
3. Secondly, a lot of people depend on smart technologies.
4. Firstly, most people drive or use public transportation to get to work or home.
5. Several everyday habits cause people to put on weight faster.
6. Another factor is unhealthy eating habits such as eating in the office or ordering fast food.
7. For example, they do not have to walk to the bank and wait in the line or walk from store to store for shopping.
8. Since these kinds of foods are fat and addictive, people who eat them can't help putting on weight.
9. Therefore, they miss the opportunity to have working muscles and to burn up calories.

| | | | |
|------------------------|--------|---------|------------|
| | | | |
| statement of the topic | causes | effects | conclusion |

3 E

The aim of this activity is to help the students to identify detailed information from a podcast in English. Let your students work individually. Play the video twice and give them a few minutes to complete the activity. Finally, make an oral check for the answers.

3 E Somebody

- who uses the media of our time.
- who surfs on the Net.
- who does online shopping.
- who has anything to do with the Internet.
- who makes a homepage.
- who uses a picture of his/her favorite cartoon character on his/her homepage.

3 F

The aim of this activity is to make students be aware of the issue 'netiquette'. First, you can ask your students to read the sentences and share what they understand from them. Then, let them look at the picture and definition. Lastly, have the students read the sentences again and find out the problems. They can also add if they have experienced such a problem and how they felt, why netiquette was important, etc. Monitor your students and if necessary, help them with vocabulary using the target language. Give them a few minutes to think and practise what they want to say and motivate them to share their answers with the class.

3 F Students' own answers.

3 G

The aim of this activity is to make your students write a cause and effect paragraph about the importance of netiquette. You can ask your students to read the paragraph in Part 3 A and 3 D to remember the functions of a cause and effect paragraph. Tell them to keep the parts of a paragraph in mind and to be careful while forming the paragraphs. Enough time should be given to complete the activity. When they finish writing, ask if there are any volunteer students to share their answers with the class. Choose a few students and let them read their answers aloud.

3 G Students' own answers.



TEACHER'S NOTES



3 E

Listen to the podcast about Lawrence Lessig, who is for open source applications, and tick the detailed information that describes the person who is likely to be a crook under law. Tapescript 8.1

Somebody

- who uses the media of our time.
- who surfs on the Net.
- who does online shopping.
- who has anything to do with the Internet.
- who makes a homepage.
- who uses a picture of his/her favorite cartoon character on his/her homepage.

3 F

Read the following statements related to using the Internet and social media and discuss to find out the problems.

1. A friend of mine tagged me in a picture without permission.
2. While I was reading comments on a forum page, I saw some offensive and foul language.



netiquette *noun* net-i-quette \ 'ne-ti-ket , -ket \

rules about the proper and polite way to communicate with other people when you are using the Internet.

3 G

Now, write a 'cause and effect paragraph' on the importance of netiquette.

Handwriting practice area with six horizontal lines and a circular marker on the left side of each line.

4 A

This activity aims to help learners to be motivated for the main task. Let your students look at the question, think about it for a short time and share their ideas. Give them some time for the activity and let the volunteer students speak.

4 A Students' own answers.

4 B

This activity aims to make students determine personal opinions about technology in a video or recorded text. Students are expected to listen to the dialogues of people talking about technological issues and write whose opinion it is beside the sentences. Play the tapescript and give students some time to do the activity. If necessary, play it again. Make sure the activity is completed and check the answers.

- 4 B**
1. Tim
 2. Henry
 3. Tom

4 C

In this activity, students are supposed to talk about their preferences in technological devices. It is aimed at making the students be concerned with the issue personally. First, let your students look at the list given if they want to get help. Then, ask them to read the sentences given as examples. Give your students some time to think about the list and study what they would like to say. Encourage them to share their answers with the class.

4 C Students' own answers.



TEACHER'S NOTES



DIGITAL ERA

THEME 8

4 A LISTENING - SPEAKING

How does technology impact your life? Share your opinions orally with your friends.

4 B

Listen to the dialogues of people talking about technological issues and write whose opinion it is beside the sentences. Tapescript 8.2

- would rather spend time in the line because he can meet new people. Therefore, he can socialize.
- prefers getting a good power bank to getting new devices, so he can save money.
- thinks, people shouldn't buy a device or gadget for each task and he's against that much technology, because it's a waste of money.

4 C

Share your preferences in technological devices orally with your friends, as in the examples below. The list of devices may be of help.

E.g. I prefer small size mobile phones to the ones with large screens.
I'd rather buy a laptop than a tablet PC. It is better for office work.

- | | |
|--------------------|----------------|
| a desktop PC | a laptop |
| a wireless printer | corded printer |
| a smart phone | a tablet PC |
| memory card | USB devices |
| e- book reader | smart watches |



5 A

This activity aims to help the students get prepared for the listening. Let the students look at the list and tick the ones they do online. Finding the correct answers is not important because the answers may vary. Give them some time to complete the activity and let the volunteer students share their ideas with the class.

5 A Students' own answers.

5 B

Students are expected to listen to the promotional podcast of an online shopping platform and tick the boxes that go best as an ending. Before starting the activity, ask your students some questions about podcasts. If necessary, assign your students to search for them before the lesson. Ask the students to listen to the dialogue and tick the correct boxes. Having your students listen twice will be enough.

5 B 2
3
5

6 A

The aim is to have all students involved in the discussion. First, give your students some time to think about the question 'Are you for or against smart phones?' and practise what they want to say. They may even have a pair discussion. There is no right or wrong answer here as the students will share their own opinions.

6 A Students' own answers.

6 B

Tell your students to read the short story given and find out what Ms. Ritto thinks about smart phones. If necessary, ask your students about their guesses before starting the activity and then, let them read. Give your students some time to think about the question or have a pair discussion. This will also help them to study what they want to say. Then, have them read the text and make an oral check for their answers. Try to guide them by using the target language in your speech. While they are reading the activity, you can ask some questions about the type and form of the story.

6 B She thinks that if people use the smart phones for the right purpose at the right time, they are beneficial.

THEME 8

DIGITAL ERA

5 A LISTENING

Look at the list below and tick the ones you do online.

- | | |
|---|---|
| <input type="checkbox"/> shopping | <input type="checkbox"/> making reservations |
| <input type="checkbox"/> doing homework | <input type="checkbox"/> sending presents, flowers etc. to others |
| <input type="checkbox"/> ordering food | <input type="checkbox"/> banking transaction |
| <input type="checkbox"/> surfing the Internet | <input type="checkbox"/> watching movies |

5 B

Listen to the promotional podcast of an online shopping platform and tick the boxes that go best as an ending. Tapescript 8.3

Why-Wait

is...

1. a domestic shopping platform.
 2. an international shopping platform.

has...

3. five main departments available.
 4. fifteen main departments available.

will...

5. offer a new department.
 6. continue with its present departments.

6 A WRITING

Are you for or against smart phones? Share your opinions orally with your friends.

6 B

Read the short story below and find out what Ms. Ritto thinks about smart phones.



Ms. Ritto, the writing teacher, wanted to give a message about smart phones to her students. She wanted to boost her students' imagination to do this and wrote the beginning for a story. Her story started as "Mrs. Hopkins was lying terribly ill in her bed. Her daughter, Mary was doing something on her smart phone. Mr. Hopkins came in and saw this. Then, he asked angrily, 'Are you looking after your smart phone or your mother, Mary?' " Then, she gave an instruction to her students. "Now, I want you to create a collaborative story. You will work in pairs and each pair will add their sentences to the lines on the board by turn and we will create a story together."

6 C

Students are expected to read the short story and answer the questions. Give your students some time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English. Make an oral check for the answers.

- 6 C**
1. She thought that smartphones were waste of time and not very useful.
 2. She asked her students to create a collaborative story.
 3. No, it didn't.
 4. The students gave her this message that if people use the smartphones and social media for cooperation at the right time, smart phones and social media are great.

6 D

The aim of this activity is to make students explore how a collaborative story is different. Ask them to read the statement and the options and choose the correct option for the sentence. Give them some time to think about the given issues, discuss in what way creating a collaborative story is different.

6 D b

6 E

The aim of this activity is to make students write an online-digital collaborative story. Explain your students that there is a template of a digital collaborative story and its first sentence has been given for them. Your students can work in pairs or groups. Remind them that each time before a group, pair or student adds a sentence, discuss it and make changes, if necessary to create a collaborative story which shows the advantages of technology. Ask them to read the paragraph in Part 6 B as an example. Tell them to keep the parts of a paragraph in mind and to be careful while forming the paragraphs. Enough time should be given to complete the activity. When they finish writing, ask if there are any volunteers to share their answers with the class. Choose a few students among them and let your students read their answers aloud. Then, have them arrange it online.

6 E Students' own answers.



TEACHER'S NOTES



DIGITAL ERA

THEME 8

The students worked for a couple of minutes and then, a student came to the board. He wrote "Mary did not say a word." Then, followed another pair by writing "She went on doing something on her smart phone." Another pair added "The same thing happened the following day." Sentences of the pairs followed each other: "Mr. Hopkins got angrier and angrier but nothing changed.", "Mary kept looking at her smart phone.", "One day, when Mr. Hopkins came in, Mary hugged him and said 'Daddy, we are not desperate! Mum will walk again, hooray!' ", "Mr. Hopkins just looked and asked how that could happen.", "I shared the problem on a health forum and asked for help.", "People recommended some doctors and I contacted one of them.", "He read the reports and told me about a new cure.", "I made an appointment. Can you take us there?", "They went there and her mother recovered.", "Mr. Hopkins apologized to Mary for being rude to her about the smart phone." and finally, the last sentence was written on the board: "If you use them for cooperation at the right time, smart phones and social media are great, dad." Ms. Ritto was amazed. She didn't know what to say. She asked the students how they had managed to create such a nice story without any serious preparation. One of the students admitted that it was a story from the literature class. They all laughed and she congratulated her students before she left the classroom.

6 C

Read the short story and answer the questions.

1. What was Ms. Ritto's opinion on smart phones at the beginning of the class?
2. What did she ask her students to do?
3. Did everything go as she planned?
4. What message did the students give her?

6 D

Read the story again and find out in what way creating a collaborative story is different. Discuss with your friends and circle the correct option for the sentence below.

- Collaborative story is written...
- a. by an author.
 - b. by a group of three or more authors.

6 E

Below is the template of a digital collaborative story. Its first sentence has been given for you. Each time before a group, pair or student adds a sentence, discuss it and make changes if necessary to create a collaborative story which shows the advantages of technology. Then, arrange it online.

| | |
|--------------|------------------------------------|
| First line | They realized that they were lost. |
| Add sentence | |
| Add sentence | |
| Add sentence | |
| Add sentence | |
| Add sentence | |
| Add sentence | |
| Last line | |

7 A

This activity is related to /w/ and /v/ sounds. With this activity, students will be able to recognize these sounds. In the first part of the activity, let your students listen and hear some examples of /w/ and /v/. After studying, ask your students some questions about how these sounds are pronounced. Encourage your students to use their background knowledge. If necessary, give some more examples and elicit the rules from your students.

7 B

Students are expected to listen to the sentences and write a for /w/ and b for /v/ beside the sentences. Play the tapescript once. Check the answers. If you realize a problem with pronunciation, play the tapescript again and ask your students to practise.

- 7 B** 1. a
 2. a
 3. b
 4. b
 5. a

7 C

Your students are expected to practise pronunciation by reading the following tongue twisters. Remind them to read each tongue twister slowly at first, then try reading it faster. Pay attention to pronunciation issues.

7 C Students' own answers.



TEACHER'S NOTES



7 A LISTENING-SPEAKING

Listen and practise the /w/ and /v/ sounds. Tapescript 8.4

| | | |
|----|----------------|----------------|
| 1. | went /went/ | vent /vent/ |
| 2. | wiper /waɪpər/ | viper /vaɪpər/ |
| 3. | wend /wend/ | vend /vend/ |
| 4. | west /west/ | vest /vest/ |
| 5. | why /waɪ/ | vie /vaɪ/ |

7 B

Listen and write *a* for /w/ sound and *b* for /v/ sound beside the sentences. Tapescript 8.5

1. You will get wet/vet if you go out now.
2. Jack gave John a wary/vary look.
3. You can begin to write a poem by writing worse/verse.
4. They waited in wain/vain for seeing their family.
5. Sue and Sally were wailing/vailing desperately.

7 C

Practise pronunciation by reading the following tongue twisters. Read each tongue twister slowly at first, then try reading it faster.

Which is worse verse – Wendy's verse or Wayne's verse?

Woolen vests for wailing wolves are worn in the vast woodlands.

Victor's friend Vincent rinsed his vests in vinegar.

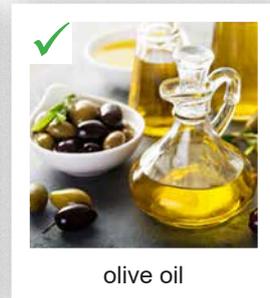


THE SCIENCE OF TODAY IS THE TECHNOLOGY OF TOMORROW.

Edward Teller

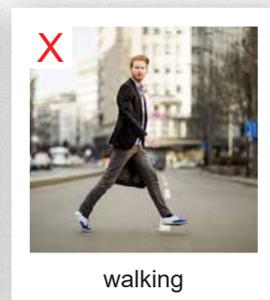
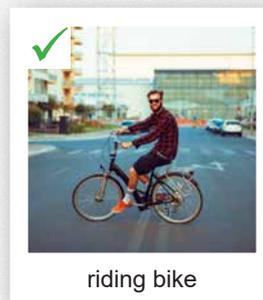
1 A

Look at the pictures and make sentences expressing preferences as in the example.



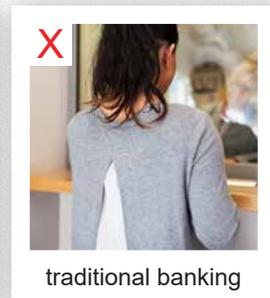
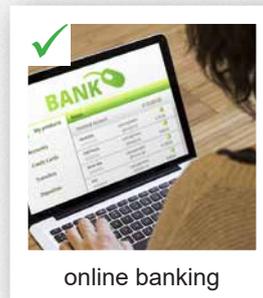
E.g. I prefer chatting face to face to chatting online.

1. Sally prefers olive oil to butter.



2. They prefer hot chocolate to tea.

3. John prefers riding bike to walking.



4. She prefers in-store shopping to online shopping.

5. I prefer online banking to traditional banking.

1 B

Read the sentences below and circle the correct option.

E.g. Jane prefers orange juice to than/from coke.

- I prefer eat/eating to eat fruit cake to chocolate.
- Sally and Joe would rather go camping to than/from stay at a five-star.
- Jane doesn't like going to the cinema. She would rather to go/go/going to the theatre.
- Bill loves reading books but he prefers to watch/watch/watching movies.
- Some people would rather take the bus than take to take/taking a taxi.
- She prefers eating bananas to than/from eating strawberries.
- Jessica prefers to listen/listen/listening to classical music rather than listen to pop music.
- I and my best friend prefer swimming to dive/to dive/diving.
- I prefer cars to then/from motorcycles.
- They would rather watch quiz shows to from/than news.

2 A

Rewrite the sentences below using *who, which, whose, why* and *when*.

- E.g. Jane bought a computer. It was very expensive.
Jane bought a computer which was very expensive.
1. The hotel was very comfortable. We stayed in it at the weekend.
The hotel which we stayed in was very comfortable.
 2. I know this woman. She helped me to carry my luggage.
I know this woman who helped me to carry my luggage.
 3. I remember the day. My sister was born on that day.
I remember the day when my sister was born.
 4. John didn't know the reason. His mother got angry for that reason.
John didn't know the reason why his mother got angry.
 5. Leonardo Da Vinci was a great Italian artist. His works are admired all over the world.
Leonardo Da Vinci was a great Italian artist whose works are admired all over the world.
 6. The book is on the table. Jane lent it.
The book which Jane lent is on the table.
 7. This is the date. You have to deliver your research paper on this day.
This is the date when you have to deliver your research paper on.
 8. I'd like you to meet Mark. He is my cousin.
I'd like you to meet Mark who is my cousin.

2 B

Reorder the words to make correct sentences.

- E.g. a cat / I / which / own / has / long hair.
I own a cat which has long hair.
1. takes a course / Sally / accepts / which / only / every year / 80 students.
Sally takes a course which accepts only 80 students every year.
 2. polite and patient / who / The waitress / us / was / served.
The waitress who served us was polite and patient.
 3. I / Italian / was / my friend / borrowed / car / whose.
My friend whose car I borrowed was Italian.
 4. which / visit / at 10.00 / you / The museum / opens / visit / want to.
The museum which you want to visit opens at 10.00.
 5. go on holiday / This / many people / is / the time of year / when.
This is the time of year when many people go on holiday.
 6. The house / was / Jack / in a small town / bought / which.
The house which Jack bought was in a small town.
 7. tennis / Jack / who / the boy / us / taught / met / tennis.
Jack met the boy who taught us tennis.
 8. Mrs. Brainstock / in the Health Centre / I / met with / whose / worked / sister.
I met with Mrs. Brainstock whose sister worked in the Health Centre.



3

Read the text and answer the following questions.

The Effects of Social Media

Have you ever thought of being completely free from social media? How would your life be without smart phones, better or worse, easier or much harder? I guess, you haven't even imagined it. So, close your eyes for a minute and do it right now. If your answer is 'better or easier', you're exactly aware of the harm that social media gives you day by day. But if you insist on saying that social media is just your cup of tea, then you'd better keep on reading, to realize both the pros and cons of social media or raise your awareness about it.

Since teenagers are vulnerable and among the heaviest social network users, the effect of social media on this specific group is particularly important. While the fact that social networking plays a considerable role in expanding social connections and acquiring technical skills is undeniable, its risks can not be ignored. There are many positive aspects, but there are equally as many dangers that come with the use of social networking sites. So, what may the longterm effects of social media use be?

Positive effects of social media

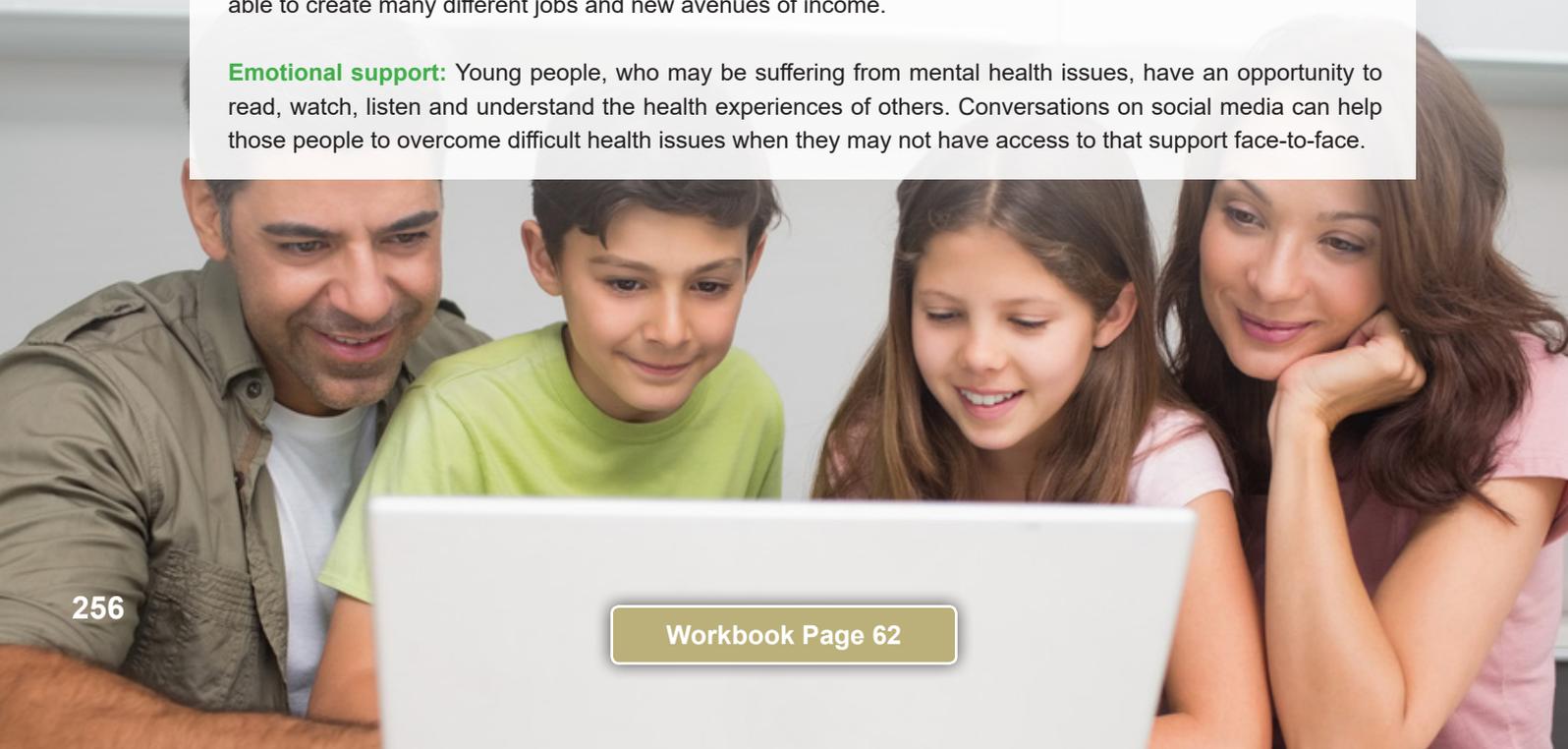
Education: Teachers are able to collaborate and communicate with students and one another easily. They can benefit from various course materials such as photocopiable worksheets to be handed out to students. Students have the opportunity to access to resources online to help them learn, discuss educational topics and talk about school assignments via social media.

Awareness/Being informed: People usually learn about breaking news on social media as information spreads faster online than any other media. Social networking allows people to access previously unavailable resources for academic research and empower people to change themselves and their communities.

Social relationships: Social media make it possible to communicate with friends and strengthen those relationships. People make new friends online, stay in touch with friends they don't see regularly by forming 'groups' or 'pages' and find friends they haven't heard about for a long time as well.

Job opportunities: Social networking is great for professionals for marketing, connecting and finding business opportunities because employers find employees and the unemployed find jobs, easily. Social media sites are able to create many different jobs and new avenues of income.

Emotional support: Young people, who may be suffering from mental health issues, have an opportunity to read, watch, listen and understand the health experiences of others. Conversations on social media can help those people to overcome difficult health issues when they may not have access to that support face-to-face.



Negative effects of social media

Anxiety & Depression: Researchers suggest that young people who are engaged with social media for more than 2 hours per day are more likely to state poor mental health, including psychological distress and symptoms of anxiety and depression.

Sleep: Countless studies have shown that young people suffer from poor sleep quality because of increased social media use (phones, laptops and tablets) especially at nights, before bed.

Lack of privacy: People, mostly the young, feel free to share their personal information when online without being aware that their information may be used by third parties. They believe that posting personal information using photos is safe and harmless.

Fear of Missing Out (FOMO): Checking social media and e-mails constantly, feeling impatient and nervous in case of disconnection, trying to stay in the know are all related to FOMO. But, of course, we are missing out everything as time is finite. What we should do is to pay attention to the people around us, instead of posts.

School/Work: Engaging in social media can harm both students at school and employees at work. It enables cheating on school assignments, lowers the grades of students who go online while studying and decreases the productivity of employees who check social media at work thus, it is a great waste of time.

Misinformation: False rumors and unreliable information cause infollution so it becomes harder to rely on what we read on social media. Amateur medical advice and self-diagnosis of health problems are also some of the common problems in the cyber world and they can be dangerous and life-threatening.

While social media can be harmful, there are benefits that can come from it. So, what is your final decision?

1. Why is the effect of social media on teenagers particularly important?
Because teenagers are vulnerable and among the heaviest social media network users.
2. Make a list of the negative and positive effects of social media.
Negative: anxiety and depression, sleep, lack of privacy, fear of missing out, school/work, misinformation
Positive: education, awareness, social relations, job opportunities, emotional support.
3. What is the reason for poor sleep quality?
Increased social media use especially at nights is the reason of poor sleep quality.
4. What kind of harm can engaging in social media give to students and employees?
It enables students' cheating on school assignments, lowers the grades of students who go online while studying and decreases the productivity of employees who keep checking their social media accounts at work.
5. Which problems can be dangerous and life-threatening for people?
Amateur medical advice and self-diagnosis of health problems can be dangerous and life threatening.
6. Why do people usually learn about breaking news on social media?
Because information spreads faster online than any other media.
7. In what ways do social media help people in social relations?
People make new friends online, stay in touch with friends they don't see regularly by forming 'groups' or 'pages' and find friends they haven't heard about for a long time as well.



4

Are we too much dependent on technology? Write a cause and effect paragraph by taking Part 3 into consideration.

Students' own answers.

5

Match the two halves to make meaningful sentences.

1. Margaret went shopping
2. John didn't want to be late for the meeting
3. Betsy closed all the windows
4. Hanna tried to read a novel in German
5. I couldn't accept your invitation
6. Arda couldn't sleep well last night
7. Gary and Arny were very hungry
8. It was very cold yesterday
9. We studied very hard

- a. but she didn't buy anything.
- b. and she left the house.
- c. because there was a party next door.
- d. so they ate eight slices of pizza.
- e. and I didn't wear my coat so I got cold.
- f. but it was too difficult.
- g. so he set the alarm clock.
- h. because I had an appointment with my doctor.
- i. but we didn't pass the test.

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

Tapescript 8.1

Listen to the podcast about Lawrence Lessig, who is for open source applications, and tick the detailed information that describes the person who is likely to be a crook under law.

If you are an artist who uses the media of our time, you're probably involved in criminal activity. If you work as anything to do with the Internet, it's very likely you're a crook under present law. If you are a child making a homepage and use a picture of your favorite cartoon character on it, there are powerful organizations that are going to try and have you punished. Our keynote speaker today is the premier fighter for the kind of artistic and intellectual freedoms that are stifled by present law and regulations. He has founded Creative Commons to give individual creators the little means by which to change our society, without force, without aggression, in a peaceful dialog on a voluntary basis. While writing my doctoral thesis, corporate limitations in the digital age and despairing over the old fashioned rigidity of lawmakers all over the world, his fascinating and transformative books "Code" and "Future over the Years" were source of consolation. He was a man who was willing to rethink, although, with his background, he could afford a very comfortable life just staying with the older dears. He studied economics and management, philosophy in Cambridge and he holds a Juris Doctor from Yale. He's clerked for legendary judge Posner and Scalia. He was professor at the University of Chicago Law School and the fellow of the Wissenschaftskolleg here in Berlin. He was also Berkman Professor of Law in Harvard, from there he moved to his current professorship at Stanford as founder and head of the Center for Internet and Society. Today, I'm very honored to be working with him and to be leading Creative Commons international efforts. It's very exhausting to be working for something you believe in so passionately but it's worth every inch of the effort. Dear Friends, please welcome with me, Lawrence Lessig.

Tapescript 8.2

Listen to the dialogues of people talking about technological issues, and write whose opinion it is beside the sentences.

Dialogue 1

Jane I'm thinking of buying a smartwatch, Tom.

Tom Why is that?

Jane I need a device which can count my steps.

Tom Come on, Jane. You already have a mobile phone. Just download the app, and that's it. I think, people shouldn't buy a device or gadget for each task. I'm against that much technology because it's a waste of money.

Dialogue 2

Lisa I'm fed up with the battery problem, Henry. Batteries of my mobile devices run out very often.

Henry That's a common problem, Lisa.

Lisa I'm afraid, I'll have to get new devices.

Henry If you get new devices, you'll have the same problem soon, and you'll waste your money so, I prefer getting a power bank to getting new devices.

Dialogue 3

Linda Why do you waste time in the bank line? You should use the Internet banking, Tim.

Tim I'd rather spend time in the line because I can meet new people. Therefore, I can socialize. I like it despite all the tiredness, Linda.

Tapescript 8.3

Listen to the promotional podcast of an online shopping platform and tick the boxes that go best as an ending.

During the last decade, Why-Wait has become one of the leading online shopping platforms all around the world with the five main departments available. The visitors to our web-page will keep finding Clothing & Shoes department with the other four, which are Home & Garden, Health & Beauty, Outdoors, and Automotive & Industrial. This is not all. We now have added a new department... Electronics. The electronics will offer the sub-categories of TV & audio, camera & photo, computers & accessories, cell phones & accessories, car electronics and office electronics. You'll find them all as from 2nd of June.

Tapescript 8.4

Listen and practise the /w/ and /v/ sounds.

1. went - vent
2. wiper - viper
3. wend - vend
4. west - vest
5. why - vie

Tapescript 8.5

Listen and write a for /w/ sound and b for /v/ sound beside the sentences.

1. You will get wet if you go out now.
2. Jack gave John a wary look.
3. You can begin to write poetry by writing verse.
4. They waited in vain for seeing their family.
5. Sue and Sally were wailing desperately.

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____



MODERN HEROES & HEROINES

FUNCTIONS

- Talking about imaginary situations
- Expressing wishes
- Guessing meaning from the context



1 A

This activity aims to help the students express their own opinions about a hero or a heroine. Ask them what a hero or heroine is, what qualities he or she has, and what makes a person a hero or a heroine. Let them give examples and discuss the question. Encourage them to use the target language as much as they can. Listen carefully for pronunciation and correct their mistakes only if necessary.

1 A Students' own answers.

1 B

Ask your students to take a quick look at the text. Make them find out why the people given became heroes or heroines. They should be able to comprehend the text by guessing the meanings of some important words from the context, so do not help them. The next step of this activity is matching the names to reasons. Set a time limit of 4 or 5 minutes and ask them to do the activity individually. Finally, make an oral check for the answers.

- 1 B
- | | |
|---------------------|-------------------------------|
| 1. Elon Musk | investments and mega projects |
| 2. Ömer Halisdemir | martyrdom |
| 3. Canan Dağdeviren | scientific innovations |



TEACHER'S NOTES



THEME 9

MODERN HEROES & HEROINES

1 A READING

What makes a hero or heroine? Discuss with your friends.

1 B

Take a quick look at the text below. Why did these people become heroes/heroines? Match the names to the reasons.

- | | |
|---------------------|--|
| 1. Elon Musk | <input type="checkbox"/> scientific innovations |
| 2. Ömer Halisdemir | <input type="checkbox"/> investments and mega projects |
| 3. Canan Dağdeviren | <input type="checkbox"/> martyrdom |

Albert Einstein, one of the scientific heroes for humanity, once said "Imagination is more important than knowledge." because the path to success and happiness in reality starts by dreaming or imagining. This is so if one goes after dreams or things in their imaginations. Most **ordinary** people fail here. They just dream of something, but do not **go after** them because of the fear of failure. If you pursue your dreams, you may fail or you may become a hero. However, if you do not even try to **fulfill** them, there is only one result; failure. Then, things in your imagination become only imaginary things or situations. Heroes and other **noted** people make their differences here. They work hard for their dreams. Some may even dedicate their lives to their dreams.

Most people talk about imaginary things or situations often in everyday life and they utter sentences

like "If I had money, I would buy a villa, a sports car, etc." A modern hero,

Elon Musk, has them all. He did not inherit a fortune to get what he has.

He just pursued his dreams. Even when he was a child, in 1984, he wrote

and sold a video game. Each time he earned money, he invested in new

projects and now he is the owner of a fortune. However, this doesn't stop

him. Most ordinary people say "If I had the chance, I would make the Earth

a green place." Musk thinks so, but unlike most, he makes effort to do

it. He doesn't let the river run. He works day and

night and he has his environment-friendly project,

the electric car, for the sake of this. He also has

other mega projects with eco-friendly purposes.

Another hero is Ömer Halisdemir. Most people

claim that they are **patriots**, people who love their countries. They say

"If the country were in danger, I would fight for freedom." He didn't just

believe in this. When it was the time, he didn't think for a moment to try to

stop terrorists of 15th July, when Turkey was attacked by terrorists in a

coup attempt. He lost his life and became a **martyr**

as he died for his country. Thanks to heroes like

him, the enemy was defeated.

Canan Dağdeviren can be seen as a young heroine, as well. Most

people of her age keep saying "If my parents sent me to better schools, I

could achieve big success." However, when it comes to studying for exams

or doing academic work, they may feel lazy and postpone doing things.

Canan still pursues her dreams. For now, she is one of the scholars who

was named to the 'Top 35 Innovators Under 35' by MIT (Massachusetts

Institute of Technology).



1 C

In this activity, students are expected to read the text and do the exercises. Monitor your students and ask them to answer the questions when they finish reading. You should tell them not to worry about unknown words and to focus on the key words that will help them do the activity. Give your students a suitable amount of time for reading the text and make an oral check for the answers.

- 1 C**
1. No, they don't.
 2. They go after their dreams and things in their imaginations.
 3. They work hard for their dreams, some may even dedicate their lives to their dreams.

1 D

The aim of the activity is to make students guess the meanings of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines. Ask your students to study the words in bold in the text and match them to their meanings given. Let them work individually and give them some time for the activity. Make an oral check for the answers.

- 1 D**
1. go after
 2. martyr
 3. noted
 4. ordinary
 5. patriot
 6. fulfill

Let's Explore: In the first part, students are expected to study the 'if clause type 2' from the text. Draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the best choice to complete the given sentences about the rules for 'if clause type 2'. Set a time limit of 2-3 minutes and then, check the answers. In the second part, ask your students to read the statements given and reflect their own opinions by ticking in the appropriate circle for them. When they complete the activity, let the volunteer students share their opinions with the class. As a suggestion, after finishing the activities in the Let's Explore Part, ask your students to express their wishes or thoughts about unimaginary situations.

- Let's Explore 1.**
1. b
 2. b
 2. Students' own answers.

MODERN HEROES & HEROINES

THEME 9

1 C

Read the text and answer the questions.

1. Do ordinary people usually go after their dreams according to the author?
.....
2. What do heroes/heroines and successful people have in common?
.....
3. How do heroes/heroines make a difference?
.....

1 D

Study the words in bold in the text and match them to their meanings below, using contextual clues.

1. To follow, to try to get or do
2. A person who is killed for religion, country, etc.
3. Famous or well-known
4. Normal or usual, not unusual
5. A person who loves and strongly supports his/her country
6. To make (something such as dream) true or real

Let's Explore

1. Study the statements from the text and choose the correct options to complete the sentences about the rules for 'the second conditional'.

"If I had money, I would buy a villa, a sports car, etc."
 "If the country were in danger, I would fight for freedom."
 "If my parents sent me to better schools, I could achieve big success."

1. The statements are about...
 - a. real conditions.
 - b. unreal/imaginary conditions.
2. The statements refer to...
 - a. the past.
 - b. the present.

2. Read the sentences below and tick in the circle to show your opinion.

- | | | | | | |
|--|---|--|--|---|---|
|  I don't agree. |  I agree to an extent. |  I agree. |  |  |  |
|--|---|--|--|---|---|

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| 1. If I had enough money, I would spend it on the needs of poor children. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. If there were no smart phones, life would be more enjoyable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I would travel to space if I had the chance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. If rules did not exist, the world would be a terrible place. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. If I had superpowers, I would use all of them for educating people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2 A

Students are given a chance to make true sentences by using their own words. This will also help them to practise 'if clause type 2' as in Let's Explore Part. Ask your students to complete the sentences for themselves. Let your students fill in the blanks individually and finally, read their sentences aloud when the activity is completed.

2 A Students' own answers.

2 B

The aim of this activity is to make students talk about their personal hero (who he or she is and why he or she is their hero or heroine). Tell students that below is a list of some modern heroes or heroines and why people see them as their heroes or heroines. Ask them to look at the list and choose who their hero or heroine is by stating reasons. Remind them that they can choose other people even if they are not in the list. Give them a few minutes to think about these questions and practise what they would like to say. Then, choose some volunteers and let them speak. Make sure that all the students are involved in the discussion as this is a good opportunity for them to develop their speaking skills.

2 B Students' own answers.

**TEACHER'S NOTES**

THEME 9

MODERN HEROES & HEROINES

2 A SPEAKING-WRITING

Complete the following sentences for yourself. Make true sentences.

1. If I were a historical character, I would be
2. We would feel if teachers gave less homework.
3. If all parts of our planet had the same climate, people would
4. If I had the chance to change one thing in history, it would be
5. If I were a cure, I would be a cure for

2 B

Below is a list of some modern heroes/heroines and why people see them as their heroes/heroines. See them and then, tell your friends who your hero/heroine is, either from the list or not and why, as in the example.

E.g. Aziz Sancar is our national modern hero because he has won the Nobel Prize for Chemistry.
Taha Akgül has won Olympic, World and European championships.



... has won the Nobel Prize for Chemistry.

Aziz Sancar



... has performed with the world's major orchestras.
... won France's Golden Diapason Award.

İdil Biret



... was the first Turkish astrophysicist at NASA.

Dilhan Eryurt



... has won Olympic, World and European championships.

Taha Akgül



... is the holder of world records for 100 m & 200 m.
... won 9 gold medals in 3 Olympic Games.

Usain Bolt



... is known as Turkish Einstein.
... developed a theory of the electronic structure of molecules.
... won numerous scientific awards.

Oktay Sinanoğlu

MODERN HEROES & HEROINES

THEME 9

2 C

Below are what some people said about doing a good thing for people and the world. Read them and write what you would do for people and the world if you were a hero/heroine, in a paragraph.



If I had the chance to make a magic song, it would make everyone kind-hearted.

Mary Wise- Musician



If I were a super chemist, I would make anti-war injections.

Patrick Sharp- Chemist

Handwriting practice area with seven horizontal lines and a vertical line on the left side.

If I were a super psychologist, I would calm everyone down.

Afifah Aisa- Psychologist



If I had the power, I would ban using pesticides and hormones.

Tom Hopkins- Farmer



3 A

Students are supposed to talk about their favorite cartoon superheroes or heroines and their abilities. Before starting the activity, ask them a few questions such as:

E.g. - Do you watch cartoons?

- Which cartoon character/characters do you like most? Why?
- Is he/she a superhero/superheroine?
- What can he/she do?

Set a time limit of 5 minutes and let them think and choose one of their favorite cartoon superhero or superheroine, write his or her name in the blank and tick his or her abilities. Make sure that each student has completed the activity and choose some volunteer students to share their answers with the class.

3 A Students' own answers.

3 B

In this activity, students are going to watch a video about cartoons and superheroes or superheroines. The aim is to make the students enjoy the lesson, have fun and also help them acquire new vocabulary items. Students are given a list of words or expressions and they should match them to their meanings by using the contextual clues in the video. Let them watch the video once (or twice, if necessary) and give them some time to do the activity individually. Then, make an oral check for the answers and ask them a few questions related to the video.

- 3 B** 1. b
2. d
3. e
4. a
5. c

3 C

Give them some time to think about the situation and study what they would like to say related to it. Also, remind them that an example is given as a guide so that they can benefit from it during production. When the activity is completed by all of the students, choose some volunteers and let them share their answers with their friends. Try to correct the grammar and pronunciation mistakes, only if necessary.

3 C Students' own answers.

THEME 9

MODERN HEROES & HEROINES

3 A LISTENING - SPEAKING

Think about some of your cartoon superheroes or heroines. Choose one and write down his/her name in the blank. Then tick what he/she can do and share orally with your friends.

| | | | |
|-------|---|---|---|
| | <input type="checkbox"/> fly | <input type="checkbox"/> throw web | <input type="checkbox"/> pass through the walls |
| | <input type="checkbox"/> climb | <input type="checkbox"/> run fast | <input type="checkbox"/> teleport |
| | <input type="checkbox"/> become invisible | <input type="checkbox"/> heal himself/herself | <input type="checkbox"/> jump high |
| | <input type="checkbox"/> do magic | <input type="checkbox"/> throw a fireball | <input type="checkbox"/> lift heavy things |

3 B

Below is a list of words. Match them to their meanings on the right by using the contextual clues in the video about cartoons and superheroes, heroines. Video 9.1

| | | |
|------------------------|---|-----------------------------|
| 1. Feature (v) | a. a traditional story | 1. <input type="checkbox"/> |
| 2. Extraordinary (adj) | b. to have or include (someone or something) as an important part | 2. <input type="checkbox"/> |
| 3. Didactic (adj) | c. to get over, to cope with | 3. <input type="checkbox"/> |
| 4. Folktale (n) | d. very unusual | 4. <input type="checkbox"/> |
| 5. Overcome (v) | e. designed to teach something | 5. <input type="checkbox"/> |



3 C

If you were a hero/heroine what would you do? Think and discuss with your friends. Make sentences as in the example, below. Then, share your answers with your friends orally.

E.g. If I were a hero, I would help the people in need.



4 A

Ask them to look at the picture and think about what it reminds them of. You can also ask them a few questions such as:

- Eg.** -What do you see in the picture?
 - Who do you think the lamp belongs to?
 - Do you think it is magic?
 - What did you associate the lamp with?

It is not important for them to give the correct answers as they will find them in the reading text soon.

4 A Students' own answers.

4 B

In this reading activity, students should use the skimming technique to find out the gist of the text. They should only focus on the keywords and try not to worry about the unknown words or phrases. Give your students some time to complete the activity and check the answers.

4 B Wishes

TEACHER'S NOTES

A series of horizontal lines for writing notes, with a circular punch hole on the left side of each line.

MODERN HEROES & HEROINES

THEME 9

4 A READING

What does the picture below remind you of?



4 B

Read the letter and find out which of the following the writer is sharing in her letter.

WISHES

PLANS

ARRANGEMENTS

Dear Susan,

It's only two weeks since I moved to this city but I need some more time to get adapted. I don't have a close friend, yet. I wish you were here. I'm afraid I need to make changes in my lifestyle. I should learn to be patient with things and people. The worst things are traffic and weather here. It's terrible when I get stuck in traffic in rush hours. At those times, I say, I wish I could fly. It's often rainy here. If only it didn't rain this often. It's better than lack of rain, though. I do not go out in the evening. I do housework, read books and watch the news or movies. Unfortunately, sad items of news are more than good ones these days. There is a lot of violence all around the world. Like anyone who has common sense, I wish all wars came to an end. I'm optimistic, though. Things will get better. As the saying by Leo Tolstoy goes, "The two most powerful warriors are patience and time", I have to show endurance. I must be part of this city and a new lifestyle for a better career. I wish hard times passed quickly and I lived together with my beloved ones in my hometown again. I'll write again soon. I feel lucky to have you as my best friend.

Hugs,
Mary.



4 C

Ask your students to read the text again. But this time, they should use the scanning technique to look for specific details. They are expected to guess the meanings of some words from the context and focus on the keywords that will be of help to do the activity. Let them find out the difficulties and wishes in the text and fill in the grid by using them. Remind them to look at the example given so that they can write the sentences more easily. Enough time should be given for the activity and the answers should be checked orally.

4 C

| Problematic Situations or Difficulties | Wishes |
|--|----------------------------------|
| Not having a close friend | Having her close friend with her |
| Getting stuck in traffic in rush hours | Flying |
| It's often rainy there. | It doesn't rain there so often. |
| A lot of violence all around the world | All wars come to an end. |

Let's Explore: In this part, students are expected to study the 'wish clauses' from the text. Draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the correct options to complete the given sentences about the rules for 'wish clauses'. Set a time limit of 2-3 minutes and then, check the answers.

Let's Explore 1. b
2. a

4 D

Students are supposed to work in pairs. Ask them to read the statements in both columns and match them by understanding relationships through cohesive devices, discourse markers or meaning associations. When they are ready for oral check, let them share their answers.

4 D 1. d
2. a
3. c
4. b
5. e



TEACHER'S NOTES



THEME 9

MODERN HEROES & HEROINES

4 C

Below is a grid with problematic situations or difficulties for the writer and her wishes. Read the text and fill in it.

| Problematic Situations or Difficulties | Wishes |
|--|----------------------------------|
| Not having a close friend | Having her close friend with her |
| | |
| | |
| | |

Let's Explore

Study the sentences below from the text and circle the correct options to complete the sentences about the rules for 'wish clauses'.

- I wish you were here.
 - I wish I could fly.
 - I wish all wars came to an end.
1. These sentences are used to express a situation or thing...
 - a. to be the same.
 - b. to be different.
 2. 'Wish+past simple' is used to express wishes about...
 - a. the present and future.
 - b. the past.

4 D

Which statement in column B would complete the ones in column A? Work in pairs to match the related sentences.

A

1. The deadline is tomorrow and I've done nothing, yet.
2. Modern medicine can't do much about some diseases.
3. Linda has curly hair.
4. My son wants to have superpowers.
5. I miss my classmates and feel bored at home.

B

- a. People wish there were cures for them.
- b. He wishes he were a super hero.
- c. She wishes she had straight hair.
- d. I wish I had more time.
- e. I wish school started soon.

5 A

The aim here is to prepare the students for the listening task and help them to do some brainstorming using the image given. Ask your students to look at the image and think about the questions in a suitable amount of time. Motivate them to share their opinions freely since there is no right or wrong answer.

5 A Suggested answers:

1. The man is standing, his arms tied on his chest. His shadow is also standing but it is holding a cup in his hands, over his head.
2. The cup in the image symbolizes your dreams' coming true.
3. If you imagine, you will win.
4. In the picture the man imagines himself as a winner and this is the illustration of his imagination.

5 B

This activity is designed to encourage students to catch the phrases that are related to imaginary situations. They don't have to understand every word in the tapescript. Play it once and make an oral check for the answers.

5 B I wish

If only

If I were you

I would

5 C

Students are expected to listen to the dialogue again and find out what Mary's problem is. Play the tapescript once and let your students take notes in a few minutes. When it's done, ask the volunteer students to share their answers with their friends.

5 C She can't get used to being apart from Linda.**5 D**

Explain your students that the wish tree image and the points of wishes are given to help them narrow down the issues that they are expected to write about. Set a time limit of 7-8 minutes and let your students work individually. Monitor and guide them instead of helping while doing the activity on their own as this activity will help students make a revision of the new grammatical pattern. Ask volunteer students to share their wishes with their friends when the activity is completed. Don't interfere in their speech unless it's necessary.

5 D Students' own answers.

MODERN HEROES & HEROINES

THEME 9

5 A LISTENING

Look at the image on the right and answer the following questions. Then, share your answers with your friends.



1. What are the differences between the man and his shadow?
.....
2. What does the cup in the image symbolize?
.....
3. What is the message given with the image?
.....
4. How can you relate the image to the word "imagination"?
.....

5 B

Below are some phrases related to imaginary situations. Listen to the dialogue and tick the ones you hear. Tapescript 9.1

- I wish
- I suppose
- As if
- If only
- If I were you
- I would

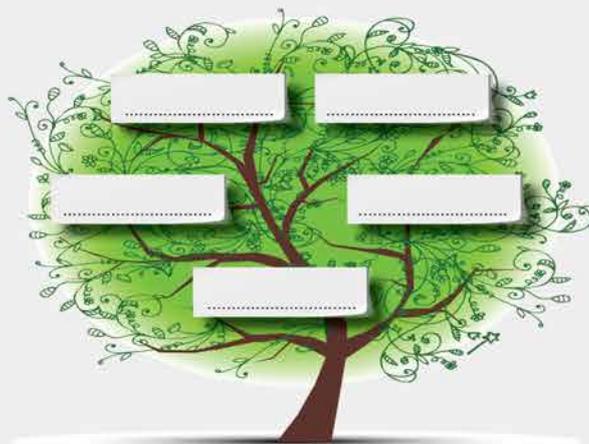
5 C

Listen to the dialogue again and find out what Mary's problem is. Share with your friends. Tapescript 9.2

5 D

Write some of your wishes about the following points in the box, on the wish tree and share them.

| |
|--------------------|
| humans |
| school performance |
| technology |
| abilities/talents |
| the Earth |



6 A

Ask your students whether they know what contraction means and give some examples of it. Then let them study the notes. If necessary, add more details about the issue.

6 B

Ask your students to listen and focus on the difference between the full forms and contracted forms given. Playing the tapescript twice will be enough for the students. If you realize a problem in pronunciation, play the tapescript again and ask them to practise.

6 C

Let your students work in pairs and practise the sentences as in the examples given. Remind them that they should be careful about contraction issues in asking and answering questions. Pay attention to pronunciation issues. If necessary, add some more examples.

6 C Students' own answers.

**TEACHER'S NOTES**

6 A LISTENING - SPEAKING

Read and study the note.

Contraction means making smaller. They are common in spoken English. Therefore, learning and practising them will help you distinguish and understand them more easily.

6 B

Listen and focus on the difference between the full forms and contracted forms given. Then, practise them. Tapescript 9.3

| Full Forms | Contracted Forms |
|---|--|
| I would drive to Akyaka if I had a car. | I'd drive to Akyaka if I had a car. |
| I would help you but you are ill, unfortunately. | I'd help you but you are ill, unfortunately. |
| We would be pleased to help you to cook. | We'd be pleased to help you to cook. |
| They would buy that house if they had money. | They'd buy that house if they had money. |
| She would come to the party but she had to study for an exam. | She'd come to the party but she had to study for the exam. |

6 C

Work in pairs. Practise the sentences as in the examples. You can add some more examples if necessary.

You I would read the newspaper.
Your friend I'd read the newspaper.

Your friend I would take you to school, but my car is broken down.
You I'd take you to school, but my car is broken down.

1. I would lend you some money if I had enough.
2. We would buy a pair of shoes.
3. He would watch TV tonight, but the electricity has gone off.
4. I would ask my mother to cook my favorite cake.
5. They would stay at home and sleep.

A HERO IS SOMEBODY WHO VOLUNTARILY WALKS INTO THE UNKNOWN.

Tom Hanks



1 A

Read the text and guess the meanings of the words in bold. Then, match them to the definitions.

| | |
|-------------|--|
| 1. limb | 2 a. desire to know something |
| 2. wonder | 6 b. to prevent or restrict the entrance of somebody |
| 3. ability | 1 c. an arm or leg of a person |
| 4. struggle | 5 e. an extraordinary event manifesting divine intervention in human affairs |
| 5. exclude | 4 f. the quality or state of being able |

Nick Vujcic: "Transform Walls into Doors!"

What makes a person a hero or heroine for you; strength, supernatural powers or master-mindedness? To me, it depends. Sometimes, we need all of them at once or sometimes, none of these are adequate to be a hero/heroine. To me, courage and belief in what somebody can do makes him/her a hero or heroine.

Imagine yourself getting through your busy day without hands or legs. Picture your life without the **ability** to walk, care for your basic needs or even embrace your beloved ones. My hero, Nick Vujcic, was born in 1982 in Melbourne, Australia, without arms and legs but two small feet, one of which had two toes. His dad was standing besides his mom when he saw his baby's shoulder and went pale. There, he just hoped that his wife couldn't see their baby because he saw that the baby had no right arm. He was about to vomit when the nurse had to take him out of the



room. When the doctor came out, he shouted: "Did you see my son? He has no right arm!" When the doctor answered "No! Your son has no arms or legs!", he was nearly fainted. He couldn't believe what he heard. On the first days, his mom was shocked, too. She didn't want to look at her baby, she didn't want to breastfeed or even hold him. In the first 4 months, his parents couldn't get used to live with him. This was the heartrending beginning of my hero's story.

The early days were difficult for Nick. Throughout his childhood, he dealt with the typical challenges of school and adolescence, and he also struggled against depression and loneliness because he was different from his peers. His friends laughed at him and usually **excluded** him from every game. Nick, continuously, **wondered** why he was different from all the other kids. He questioned the purpose of life or if he even had a purpose. However, a key turning point in his faith came when his mother showed him a newspaper article about a man dealing with a severe disability. He read the story of this disabled man, and his life changed. Vujcic realized he wasn't unique in his **struggles** and began to embrace his lack of limbs. He realized his accomplishments could inspire others and became grateful for his life. Nick gradually figured out how to live a full life without **limbs**, adapting many of the daily skills limbed people accomplish without thinking. He didn't let his disability worsen his life.

Today, Nick can write with two toes on his left foot and a special grip that slid onto his big toe. He knows how to use a computer and can type up to 45

words per minute using the “heel and toe” method. He has also learned to throw tennis balls and play drum pedals. He can get a glass of water, comb his hair, brush his teeth, answer the phone and shave. In addition to these, he can play golf, swim, and even sky-dive. He is now married and has two sons. He has found the purpose of his life.

He is famous for his inspirational speeches. He has traveled to more than 55 countries and 3 million miles. He inspires millions of people all around the world. He tells people not to give up. He says people sometimes wait for a miracle to happen in life but the miracle never comes. He is a superhero in millions of people’s minds and there are logical reasons about that. Whenever I lose my hope, I remember Nick and his amazing story. And say to myself “All we need is belief.” Isn’t his story heroic and inspirational? For this reason, Nick Vujicic is my hero.



1 B

Reread the text and answer the questions.

1. How did Nick’s parents feel when Nick was born? They felt shocked when Nick was born.
2. Why were the early years difficult for Nick? Because he dealt with the challenges of school and adolescence.
3. What were Nick’s problems during his school life? Depression and loneliness were Nick’s problems.
4. What is the key turning point in Nick’s life? It is reading an article about a man dealing with a severe disability.
5. What can Nick do? He can get a glass of water, comb his hair, brush his teeth, answer the phone and shave.
6. What is Nick famous for today? He is famous for his inspirational speeches.
7. Why did the writer choose Nick Vujicic as his/her hero? Because his story is heroic and inspirational.

2 A

Olivia usually daydreams and now she is imagining what would happen if she won the lottery. Read the sentences and fill in the blanks with the correct forms of the verbs in brackets.

E.g. If I played (play) the lottery, I would have (have) a chance to hit the jackpot.

1. If I hit (hit) the jackpot, I would be (be) rich.
2. If I were (be) rich, my life would change (change) completely.
3. I would buy (buy) a lonely island if I found (find) a nice one.
4. If I owned (own) a lonely island, I would build (build) a huge house by the beach.
5. I would invite (invite) all my friends if I had (have) a house by the beach.
6. I would invite (invite) my friends up in my yacht if they wanted (want) to spend their holidays on my island.
7. We would have (have) great parties if my friends came (come) to my island.
8. If we liked (like) to go shopping in a big city, we would charter (charter) a helicopter.
9. But if my friends' holidays were (be) over, I would feel (feel) very lonely on my lonely island.



2 B

Match the two halves of the sentences to create meaningful conditional sentences (Type 2)

- | | | |
|---|--|---|
| f | 1. If we had a yacht, | a. she would spend a year in the USA. |
| b | 2. If we had more time, | b. we would have dinner together. |
| d | 3. If I found her address, | c. he would buy a sports car. |
| a | 4. If it was easier to get a green card, | d. I would send her an invitation card. |
| j | 5. If I lived on a lonely island, | e. she wouldn't talk to you. |
| g | 6. If I knew how to do it, | f. we would sail the seven seas. |
| c | 7. If my brother had some more money, | g. I would help you. |
| i | 8. If I felt better, | h. you wouldn't be so flabby. |
| h | 9. If you went by bike more often, | i. I would go to the cinema with you. |
| e | 10. If she were mad at you, | j. I would swim all day. |

2 C

Write an ending for the sentences given. Make true sentences.

E.g. If I were the president of my country, I would decrease taxes.

- If I were a Maths teacher,
- If my friend needed some money,
- If I lived in the USA,
- If I spoke English fluently,
- If my English teacher gave me the highest mark in the exam,
- If it was snowy,
- If my desk mate were absent from class,
- If I had lots of money in my purse/wallet,

Student's own answers.

3 A

Read the short texts below and fill in the chart to answer the question "What would each of them do if they were a superhero?"

If I were a superheroine, I would have the power of being any animal I wanted to be. I would fly like an eagle, run as fast as a cheetah, climb like a monkey, and be as strong as a lion.

Penny Murphy

I would want the power of youth if I were a superheroine. I would like to stay at the age of 25 and have fun forever.

Lilly Connor

If I were a superhero, I would want the power to help our planet. I want this power to stop global warming and make a brighter future for our children.

George Thomas

I would want the power to duplicate myself if I were a hero. I could be at two places at the same time. I could eat pizza and my duplicate could do homework.

Daniel Walker

If I were a superhero, I would like to have the power of healing people, so no more people would die of cancer or diseases. No one would have to pay thousands of dollars on hospital bills. This would help those who can't afford healthcare. If I had that power, life would be a lot easier for people.
Mike Clarke

If I had the opportunity to possess any superhero powers, I would like to have the ability of making a person smile. I know that this power is not rare to find among people today, but it is still a wonderful and powerful gift to have. My teacher once said "Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing."
Abraham Dixon

| | | | |
|---------------|--|---------------|---|
| Penny Murphy | would have the power of being any animal | Daniel Walker | would have the power of duplicating himself |
| George Thomas | would have the power of helping our planet | Mike Clarke | would have the power of healing people |
| Lilly Connor | would have the power of youth | Abraham Dixon | would have the ability of making a person smile |

3 B

Now, imagine yourself as a hero/heroine. Write a small paragraph by giving answers to the questions below.

- If you were a hero/heroine...
1. What would you do?
 2. What power would you like to possess?
 3. Why would you like to have that power?

○ Student's own answers.

○

○

○

○

4 A

Match the sentences 1-7 to one of the phrases a-g to show the meaning.

| | | |
|----------------------------|--|--------------------|
| <input type="checkbox"/> c | 1. I wish I could swim. | a. But I am not. |
| <input type="checkbox"/> b | 2. I wish I knew what to do. | b. But I don't. |
| <input type="checkbox"/> e | 3. I wish my coat was red. | c. But I can't. |
| <input type="checkbox"/> a | 4. I wish I were rich. | d. But he does. |
| <input type="checkbox"/> f | 5. I wish they would stay calm. | e. But it isn't. |
| <input type="checkbox"/> g | 6. I wish you could come with me. | f. But they won't. |
| <input type="checkbox"/> d | 7. I wish he didn't always sing in the bath. | g. But you can't. |

4 B

Make sentences using 'wish+past participle' related to the given statements.

E.g. I don't have a boat to sail away.
I wish I had a boat to sail away.

1. I'm sorry that you can't come to the party.
I wish you could come to the party.
2. Margaret would like to be able to dive, but she can't.
Margaret wishes she could dive.
3. He feels depressed because it is raining.
He wishes it wasn't raining.
4. It is winter now but I like summer.
I wish it was summer.
5. I want to go on holiday but I can't afford it.
I wish I could afford going on holiday.

5

Think on the given issues below and write your wishes for each on the wish tree.

E.g. I wish I had high marks from my exams.

health

family

money

animals

friendship

school life

global warming

environment

Student's own answers

Videoscript 9.1

Below is a list of words. Match them to their meanings on the right by using the contextual clues in the video about cartoons and superheroes, heroines.

Although some cartoons may be addictive and some heroes or heroines may not be good models, watching cartoons is one of the most enjoyable activities for children of any age. Therefore, cartoon industry is growing very fast, both at international and national levels.

Most cartoons feature superheroes or heroines as a tradition, and when children see these heroes or heroines in cartoons, they admire them, they want to act like them because they have extraordinary powers such as flying, lifting a building, magic moves, etc. They beg their parents to buy products related to those cartoon heroes or heroines such as costumes, clothing items, swords, make-up sets, etc. Obviously, it has been a marketing strategy. The western world realized this truth decades ago and created their own cartoon industries and made fortunes out of it. However, not all elements of the cartoon industry have the purpose of marketing. Some may be didactic. They want to teach something, give lesson. Turkish cartoon industry is working hard too. Some of the cartoons feature legendary superheroes and heroines of Turkish folktales. Some examples of these are Keloğlan, Balkız and Nasreddin Hodja. Keloğlan is a cartoon hero who can overcome difficulties and traps by using wisdom. He keeps calm and uses his knowledge. Balkız is his loyal friend. She always helps and guides Keloğlan. Nasreddin Hodja is a hero because of his humor. He gives his messages through jokes.

Tapescript 9.1

Below are some phrases related to imaginary situations. Listen to the dialogue and tick the ones you hear.

- Liz** You look sad, Mary.
- Mary** I am. I can't get used to being apart from Linda.
- Jane** Oh! How would you feel if she weren't a student in such a nice university?
- Liz** I would be a bit upset, of course. She's gone to that city and university for a bright career, Mary. If only my son were as successful as Linda.
- Mary** You are right. I shouldn't be so sentimental. I think, you can understand me as a mother.
- Liz** I certainly do. But this is part of her bright future career. You should remember this and try to smile. You should be happy about it.
- Mary** I wish I could but I will try hard to do it.
- Liz** You should Mary, you should. If I were you, I would visit her more often.
- Mary** That's a good idea. Thank you, Liz.

Tapescript 9.2

Listen to the dialogue again and find out what Mary's problem is. Share with your friends.

- Liz** You look sad, Mary.
- Mary** I am. I can't get used to being apart from, Linda.
- Jane** Oh! How would you feel if she weren't a student in such a nice university?
- Liz** I would be a bit upset, of course. She's gone to that city and university for a bright career, Mary. If only my son were as successful as Linda.
- Mary** You are right. I shouldn't be so sentimental. I think you can understand me as a mother.
- Liz** I certainly do. But this is part of her bright future career. You should remember this and try to smile. You should be happy about it.
- Mary** I wish I could. But, I will try hard to do it.
- Liz** You should Mary, you should. If I were you, I would visit her more often.
- Mary** That's a good idea. Thank you, Liz.

Tapescript 9.3

Listen and focus on the difference between the full forms and contracted forms given. Then, practise them.

| Full Forms | Contracted Forms |
|---|--|
| I would drive to Akyaka if I had a car. | I'd drive to Akyaka if I had a car. |
| I would help you but you are ill, unfortunately. | I'd help you but you are ill, unfortunately. |
| We would be pleased to help you to cook. | We'd be pleased to help you to cook. |
| They would buy that house if they had money. | They'd buy that house if they had money. |
| She would come to the party but she had to study for an exam. | She'd come to the party but she had to study for the exam. |

TEACHER'S NOTES

Lined area for teacher's notes with 18 horizontal lines and 18 circular punch holes on the left side.



SHOPPING

FUNCTIONS

- Making comparisons
- Talking about different kinds of clothing and shopping
- Describing objects and people



1 A

This activity aims to teach vocabulary through speaking skill. Students are expected to study the categories related to physical appearance (height, age, build, etc.) and put the given expressions (mature, freckles, etc.) into the correct categories individually. If they have problems with the unknown vocabulary items, try not to help them, just have them use their dictionaries. Give them a suitable amount of time and make an oral check for the answers. As a starting activity, you can have your students play a game using the vocabulary related to the activity in Part 1 A. Since this activity aims to teach vocabulary, it may be enjoyable for students to play a vocabulary game. BINGO could be a good choice.

- 1 A Height:** average height, 5-feet
- Age:** mature, young
- Build:** overweight, muscular
- Look:** ordinary-looking, pretty
- Eyes:** blue, brown
- Face:** freckled, round
- Skin:** tanned, pale

1 B

Ask students to look at the titles of categories and write them next to the group of words that they are related to. Make short, brief explanations for the unknown words or let them use their dictionaries if they need help. Don't forget to check the answers orally when they complete the activity.

- 1 B** 1. length
- 2. thickness texture
- 3. texture
- 4. style
- 5. facial hair



TEACHER'S NOTES



1 A LISTENING-SPEAKING

Study the categories related to physical appearance and put the given expressions into the correct categories. Use your dictionaries if necessary.

| | | | | | | |
|--------|------------|--------|------------------|-------|----------|--------|
| mature | freckled | blue | average height | round | young | pretty |
| tanned | overweight | 5-feet | ordinary looking | brown | muscular | pale |

height
tall, short, fairly short, of medium height
.....
.....

age
old, elderly, teenager, around 15, in her 20s
.....
.....

build
fat, thin, slim, plump, well-built, stocky
.....
.....

look
good looking, ugly, cute, gorgeous, attractive
.....
.....

eyes
small, big, bright, narrow, sunken, beautiful
.....
.....

face
oval, square, with scars, wrinkled, pale
.....
.....

skin
fair, smooth-skin, glowing, dry, rough, light
.....
.....

1 B

Match the categories about hair to the descriptions. Write your answers beside each description.

| | | | | |
|--------|---------|-------|-------------|-------------------|
| length | texture | style | facial hair | thickness texture |
|--------|---------|-------|-------------|-------------------|

|  | Hair Description | Title |
|---|--|-------|
| | long, short, medium-length, shoulder-length | |
| | bushy, scraggly, bald, receding, thin | |
| | straight, wavy, curly, buzzed, neatly-combed | |
| | ponytail, bun, twist, braid, pigtails | |
| | beard, goatee, mustache, unshaven, clean-shaved, spiky | |

1 C

Before playing the tapescript, warn the students to listen to the dialogues carefully. When they are ready, play the tapescript once. Students are expected to listen to the four dialogues, find out which person is related to which dialogue and finally put the pictures into the correct order. So, pause the tapescript after each dialogue and wait for a while to help them complete the task. Then, play the tapescript again and let your students listen to the dialogues once more, but without pausing this time. When your students complete the activity, make an oral check for the answers.

1 C 1. d, 2. a, 3. f, 4. c

1 D

This activity aims to help the students practise the vocabulary items that are presented in Part 1 A and 1 B and improve their listening skills. Ask them to listen to the dialogues carefully, try to catch the adjectives related to describing appearance and write them into the correct category. Play the tapescript once. If necessary, pause it after each dialogue and give them a few minutes to do the activity. Then, play the tapescript again. Let your students complete the task and finally, check the answers.

1 D **Height:** medium-height, tall

Weight: chubby, thin, slim

Hair: long, straight, ginger, curly, dark, blonde, short, brown

Skin: fair, dark

Clothing: long, dark, yellow, black, light blue, beige, short, flowered-patterned, dark blue, grey, red

2 A

In this activity, students are given several expressions of shopping. They are supposed to find whose utterances they belong to and write SA for shop assistant or C for customer in the appropriate blanks. Let them read the expressions and discuss in pairs, if necessary. Set a time limit of 7-8 minutes for the activity. Motivate your students to share their answers with the class. When the activity is completed, check the answers.

| | | | | |
|-----|-------|-------|--------|-------|
| 2 A | 1. C | 6. SA | 11. SA | 16. C |
| | 2. SA | 7. C | 12. C | 17. C |
| | 3. C | 8. C | 13. SA | 18. C |
| | 4. SA | 9. C | 14. SA | 19. C |
| | 5. SA | 10. C | 15. SA | 20. C |



TEACHER'S NOTES

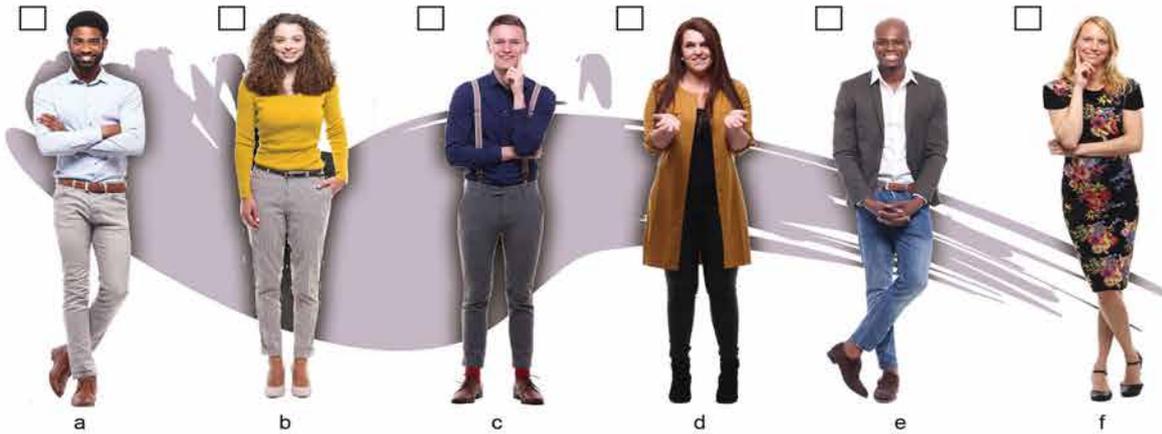


SHOPPING

THEME 10

1 C

There are four dialogues between a cargo delivery guy and an officer, in each of which one person is described. Listen to them and find out which person is related to which dialogue. Then, put the pictures into the correct order. Tapescript 10.1



1 D

Listen to the dialogues again and write the adjectives you hear into the correct category. Tapescript 10.2

| height | weight | hair | skin | clothing |
|--------|--------|------|------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

2 A SPEAKING

Read the expressions of shopping below and find whose utterances they are. Write Shop Assistant (SA) or Customer (C) in the appropriate blanks.

| | | | |
|---------------------------------------|--|---|--|
| 1. Do you have something less pricey? | | 11. Would you like to try it on? | |
| 2. Can I help you? | | 12. How much is this? | |
| 3. Do you have this in XL? | | 13. What color would you like? | |
| 4. What can I do for you? | | 14. What size would you like? | |
| 5. How about this one? | | 15. Is there anything else I can help you with? | |
| 6. Anything else? | | 16. How much is that bag in the window? | |
| 7. I'm just looking. | | 17. Do you have this in another color? | |
| 8. Could you help me please? | | 18. Do you have this item in stock? | |
| 9. I'm trying to find a blue shirt. | | 19. Does it come with a guarantee/warranty? | |
| 10. Is this on sale? | | 20. Is there somewhere I can try them on, please? | |

2 B

First, ask your students a few questions to help them get prepared for the task, such as:

- Eg.** -What do you see in the picture?
 -Who do you think the women are?
 -What are the women doing?
 -Which pair of shoes is she going to buy?

Encourage them to make guesses related to the questions and then, let them read the text by using the scanning technique. They should find out in what aspects the two shoes are compared in the conversation and tick the appropriate boxes. When they finish scanning, choose three volunteer students and let them act out the conversation.

- 2 B** Size
 Price
 Color
 What they're made of
 look

TEACHER'S NOTES

A series of horizontal lines for writing notes, with circular punch holes on the left side.

2 B

Read the conversation below and find out in what aspects Emma and Chloe compare two pairs of high-heeled shoes. Tick the appropriate boxes.

- | | |
|--------------------------------|---|
| <input type="checkbox"/> size | <input type="checkbox"/> look |
| <input type="checkbox"/> color | <input type="checkbox"/> weight |
| <input type="checkbox"/> price | <input type="checkbox"/> what they're made of |

Emma Chloe, I need your advice.
Chloe I'll help if I can.
Emma I can't decide which shoes to buy.
Chloe OK, Emma let me see.
Emma Here they are. I like both of them. They are impressive.
Chloe Sure they're. Have you tried them on?
Emma Of course. Both fit well.
Chloe OK then, what about their prices? Which one is cheaper? Did you ask their prices?
Emma Yeah. The red one is \$56 and the blue one is \$55. They are almost the same price.
Chloe OK. Let's ask the shop assistant for help. Excuse me!
Shop Assistant Yes, How can I help you?
Chloe What are these shoes made of?
Shop Assistant Let me see. The blue one is made of artificial leather and the red one is made of full grain-leather.
Chloe Oh, great thank you. You see Emma, I think you should buy the red one. The full grain-leathered ones are usually longer-wearing than the artificial ones.
Emma Well, I know that but I still can't make up my mind. Can I try them on again?
Shop Assistant Of course.
Emma Have a look at them again, Chloe! Which one looks better?
Chloe The red one looks great on you. Its heel is a little bit shorter than that of the blue one. You are quite tall so it fits you great. Without any doubt, you should buy the red one.
Shop Assistant The red one is on sale today. It costs \$99 without any discount. I also advise you to buy it. You won't be disappointed.
Emma OK. I'll take it. Thanks a lot.



Let's Remember: In the first part, students are expected to study the sentences in which the comparative forms of adjectives are used. Try to draw their attention on how these sentences are formed and help them remember the use and usage of this grammatical pattern. Students should circle the best choice related to the rules for the comparative forms of adjectives. Set a time limit of 2-3 minutes and check the answers. In the second part, ask your students to fill in the table to remember the other exceptional rules for the comparative forms of adjectives. When they complete the activity, let the volunteer students share their answers with their friends.

- Let's Remember 1.** 1. a
2. b
3. a
4. a
5. b

2.

| Adjectives | Comparative |
|------------|---------------|
| cheap | cheaper |
| wide | wider |
| big | bigger |
| happy | happier |
| moderate | more moderate |
| little | less |

2 C

This activity helps the students to use the grammatical pattern in a personalized context. Tell your students to imagine that they are shopping with their best friends and choose one of the pairs of garments to compare them in different aspects such as size, color, etc. Give them some time to think and rehearse what they would like to say. Finally, let them share their sentences with the class.

2 C Students' own answers.

2 D

The aim of this activity is to make students be aware of the value of thriftiness and moderateness. Explain your students that it is important to be careful in using money, especially by avoiding waste and to consider their limits while doing shopping. Ask them how they think this helps with individuals and society. Give them a few minutes to think about it and make short explanations if they need help for the new vocabulary items. Encourage them to share their opinions with their friends.

2 D Students' own answers.



TEACHER'S NOTES



SHOPPING

THEME 10

Let's Remember

1. Read the following sentences and circle the correct rules related to the use of comparative adjectives below.

- Which one is **cheaper**?
- Its heel is a little bit **shorter** than that of the blue one.
- Which one looks **better**?

1. a) With the comparative adjectives in bold, we describe the thing which is more of a quality from the other.
 b) With the comparative adjectives in bold, we describe the thing which is at the greatest degree of a quality, quantity.
2. a) In order to make comparative adjectives, we add **-r, -er, or -ier** to all adjectives.
 b) In order to make comparative adjectives, we add **-r, er, or -ier** to some of the adjectives because there are some other exceptions.
3. a) In order to make two or more syllabled adjectives in comparative forms, we add **more** before the adjectives.
 b) In order to make two or more syllabled adjectives in comparative forms, we add **more** after the adjectives.
4. a) Good, bad, far, little, much, many can be listed as irregular adjectives.
 b) Good, bad, far, little, much, many cannot be listed as irregular adjectives.
5. a) We can add **-r, -er, or -ier** to the irregular adjectives while using them in comparative forms.
 b) We cannot add **-r, -er, or -ier** to the irregular adjectives while using them in comparative forms.

2. Fill in the table below.

| Adjectives | Comparative |
|------------|-------------|
| cheap | |
| wide | |
| big | |
| happy | |
| moderate | |
| little | |

2 C

Imagine that you are shopping with your best friend. Choose one of the pairs of garments below and compare them in terms of their size, color, price, look, weight, shape or what they're made of.

coats



sweaters



2 D

It is very important to consider your limits while doing shopping. How do you think this helps with individuals and society? Discuss with your friends.

3 A

Students will read an information paragraph but first, tell them to look at the picture and ask them a few questions such as:

E.g. - What do you see in the picture?

- What do you expect to read about?

- Do you know what an information paragraph is?

Then, make a short, brief explanation about information paragraph and let them read the text in a few minutes.

Students are expected to find which sentences provide answers to the questions given and match the questions to the related colors. If they have problems with the unknown words, let them use their dictionaries. Give them some time for the activity and make an oral check for the answers.

3 A Pink: d, Orange: b, Green: e, Black: a, Blue: c

3 B

Students should use the scanning technique to put the sentences into the correct order and create a meaningful information paragraph. They are supposed to combine their previous knowledge about informative paragraph with the information provided in the text. Ask them to work individually and give them a suitable amount of time to complete the activity. When it's done, check the answers.

3 B a. 3

b. 5

c. 2

d. 1

e. 4

**TEACHER'S NOTES**

3 A WRITING

Read the informative paragraph and find which sentences provide answers to the questions below. Match the questions to the related colors.

This new brand, unisex pair of sneakers is designed for those who make sport their lifestyles. They are made of leather with cloud foam and light weight cushioning for comfort. The upper material offers breathability and the rubber sole makes it a longer wearing pair. The new design allows you to wear them only indoors. You can wear them on rainless days in fall, spring and summer. Don't miss this pair, with a discount of 30%, it is next to nothing, just \$15.



- a When can someone use this product?
- b What are the product's characteristics?
- c How much does the product cost?
- d Who is this product for?
- e Where can someone use this product?



3 B

Read the sentences below and put them into the correct order to create a meaningful informative paragraph about the product.



- a. You can perfectly match your favorite leggings, black casual pants, jeans, etc., providing comfort and warmth, suitable for work, study, and other occasions.
- b. You shouldn't miss it with this moderate price. It's only \$43, all taxes included.
- c. It is made of premium quality faux leather. The straight cut creates a smooth silhouette. Its five-button front closure adds beautiful detail and is designed to easily open and close. It has an inside lining pocket, and the two angled welt pockets provide extra warmth and brilliant detail. The classic and iconic style is never out of fashion, so you don't lose the fashion in the cold winter and you feel beautiful, soft, breathable and comfortable.
- d. This latest trend, knee-length coat is just for stylish women who are fond of their comfort and also their look.
- e. This coat is suitable for spring, fall and winter.

3 C

In this activity, the students should read the information given and use it in the text to write an informative paragraph. Let your students look at the pair of sneakers and write about their prices and features including some of the expressions. Tell them to work individually and try to guide them for the unknown words instead of helping. Make sure that everybody has finished writing and let the volunteer students read their paragraphs aloud.

3 C Students' own answers.

3 D

This activity aims to make the students compare two products in terms of their price, look, quality, practicability, and features by filling in the table. Ask your students to work in pairs so that they can discuss the products and make a comparison. Set a time limit of 10 minutes and monitor your students during the activity. When the activity is completed, choose a few volunteer pairs and let them share their tasks with the class.

3 D Students' own answers.

TEACHER'S NOTES

A series of horizontal lines for writing notes, with a circular punch hole on the left side of each line.

SHOPPING

THEME 10

3 C

Look at the pair of sneakers below and write an informative paragraph. Include their prices and features. Use previous paragraphs as your models. Include some of the expressions below.

- P
R
I
C
E**
- cheap
 - next to nothing
 - moderate
 - expensive
 - on sale
 - in discount
 - high
 - low
 - reasonable
 - fair



- F
E
A
T
U
R
E
S**
- long-wearing
 - repairable
 - stylish
 - fashionable
 - old-fashioned
 - casual
 - formal
 - second-hand
 - outdoor
 - waterproof
 - protective
 - fully knitted
 - organic
 - fancy
 - shabby
 - reversible
 - dressy
 - smart
 - chic

3 D

Now, work in pairs and compare the given product in Part 3 A with your product in Part 3 C in terms of their price, look, quality, practicability and features. Fill in the table below.

| |  |  |
|----------------|---|---|
| Price | | |
| Look | | |
| Quality | | |
| Practicability | | |
| Features | | |

4 A

The aim is to have the students acquire the new vocabulary items and use them in a context meaningfully. Let your students use their dictionaries to match the given words to their meanings so that they will have the habit of using dictionary. You should also make the students practise these words aloud for correct pronunciation.

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

TEACHER'S NOTES

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

○ _____

4 A READING

Work in pairs. Look at the following list of words and match them to their meanings using a dictionary.

- 1. garment /'gɑ:rnənt/ (n)
- 2. embroidered /əm'brɔ:ɪdəd/ (adj)
- 3. specify /'spesə,faɪ/ (v)
- 4. ruffle /'rʌfəl/ (v)
- 5. lace /leɪs/ (n)
- 6. silk /sɪlk/ (n)

- a. identify clearly and definitely
- b. disorder or disarrange someone's hair
- c. a fine open fabric of cotton or silk thread
- d. an item of clothing
- e. thread or fabric made from the fiber produced by the silkworm
- f. decorated (cloth) by sewing patterns on it with thread

4 B

Read the text on clothing in different cultures and answer the questions.

TRADITIONAL CLOTHING AROUND THE WORLD

Each country, from Germany to China, from the Netherlands to Egypt, has its own culture and traditional clothing that deserve respect. Culture influences what people wear a lot. In some countries, national dresses are regarded as unofficial uniforms to be worn only on ceremonial occasions while in some societies, wearing traditional clothing is compulsory for both men and women in everyday life. Let's take a look at the world's most traditional costumes.



India

'Dhoti' and 'kurta' are the most important traditional clothing items for Indian men. 'Dhoti' is a piece of cloth. It is tied around the waist and legs. 'Kurta' is a long coat. It is buttoned up to the collar and falls below the knee. Women wear a pair of light, loose trousers and a tunic called 'salwar kameez'. This traditional clothing item is also known as Punjabi suit. Besides, western clothes are very common in India.

Brazil

There are many varieties of Brazilian clothing from region to region. People in southern Brazil, wear baggy trousers, ponchos, straw hats and leather boots. Coats, hats and leather caps are worn by the people in the Northeast region. During the carnival, bright colored costumes are popular for women.



Mexico

There are various traditional clothing items in Mexico depending on gender, ethnic group and social status. Traditionally, women wear a 'huipil', a richly embroidered cotton blouse, and a 'rebozo', a long scarf covering the head and the shoulders. Men's clothing items are trousers and shirts. 'Sombrero' is a kind of hat. It is also worn by Mexican men.

SHOPPING

THEME 10



Japan

Kimono is one of the most popular garments of traditional Japanese clothing. It is worn by both men and women. Men's kimonos are much simpler than women's and are usually black or brown. Obi is a sash tied on the back and under the chest. Kimono and obi are made up of silk and satin weaves by hand. Japanese people decide on the design of their kimonos according to the season. For instance, a pattern with cherry blossoms should be worn in spring; watery designs are common during the summer and red leaf is popular in autumn. A pattern with bamboo and pine trees is suitable for winter. Although old kimonos are valuable, they are often recycled for making handbags or small kimono accessories.

United States of America

Although it's hard to specify traditional American clothing, it's significantly represented by cowboy hats and blue jeans. Some other essential items include t-shirts, baseball caps, shorts, cowboy boots and sneakers. The USA has traditionally been the 'land of opportunity'. People usually go there to earn their lives through hard work such as farming, construction work or working in the service of the community. So, they have always needed practical clothes in everyday life. The fashion of the USA has been adopted in most parts of the world.



Spain

Traditional Spanish clothing is inspired by Roman, Spanish, Arab and Latin cultures. The major traditional clothing items of Spain are garments like 'mantilla', a headscarf made of lace for covering the head and shoulder, and 'traje corto', a short jacket with high waist bands. Flamenco dancers wear a dress called 'traje de flamenca'. It is a long dress with ruffles in the skirt and is generally brightly colored.

1. What are the most significant clothing items of the USA?
.....
2. What does the variation in traditional Mexican clothing depend on?
.....
3. How can you describe 'dhoti' and 'kurta' and 'salvar kameez'?
.....
4. What is the difference between men's and women's kimonos?
.....
5. How are the kimono patterns related to seasons?
.....
6. Which cultures inspire the traditional Spanish clothing?
.....

5 A

Let your students read the dialogue between the shop assistant and Megan and then, fill in the blanks with the appropriate expressions from the box. This will also help them to be aware of how a dialogue can be in a shop. Let your students fill in the blanks individually and finally, read their sentences aloud when the activity is completed.

- 5 A**
1. Can I help you?
 2. Do you have this in small?
 3. Let's see.
 4. Do you want to try it on?
 5. How much is it?
 6. Do you take credit card?

5 B

Students are expected to listen to the dialogue between the shop assistant and Andrew, and fill the blanks. Catching the keywords is vital for the students rather than understanding each word in the tapescript. Having your students listen twice will be enough. Don't forget to check the answers.

- 5 B**
1. baggy or fitted
 2. looking for
 3. in your size
 4. Can I try
 5. the changing rooms
 6. fit you well
 7. in XL
 8. pay in cash



TEACHER'S NOTES



5 A LISTENING - SPEAKING

Read the dialogue between the shop assistant and Megan. Then, fill in the blanks with the appropriate expressions from the box.

| | | |
|----------------------------|---------------------------|--------------------------|
| Do you have this in small? | Let's see... | How much is it? |
| Can I help you? | Do you want to try it on? | Do you take credit card? |

Seller (1)

Megan Yes, I really like this T-shirt. (2)

Seller (3)
We have it brown in small.

Megan No, I want it in black.

Seller Just a minute! I'll go and check.....
(2 minutes later.)

Seller Here you are, a small black.
(4)

Megan No, thanks. I'm sure it will be fine.
(5)

Seller \$45.25.

Megan Oh! It says \$40.25 here.

Seller Yes, but that doesn't include sales tax.

Megan Oh, OK. (6)

Seller Yes, of course.

Megan Thank you!



5 B

Listen to the dialogue between the shop assistant and Andrew and fill the blanks. Tapescript 10.3

Shop Assistant Hello, can I help you?

Andrew Yes please, I'm looking for a T-shirt.

Shop Assistant OK. What kind of a T-shirt do you need? (1) ?

Andrew I like fitted T-shirts.

Shop Assistant What about the neck? Crew-neck or V-neck?

Andrew Actually, I'm (2) a V-neck, long-sleeved T-shirt.

Shop Assistant OK, sir. Those kinds of T-shirts are downstairs. This way, please.

Andrew Thank you very much.

Shop Assistant What size do you wear?

Andrew I usually wear a large in size.

Shop Assistant Let me check... We have blue, green and white (3) What color do you prefer?

5 C

The aim of this activity is to make the students act out a dialogue in clothes shop. Ask them to work in pairs and choose one of the cards below. Then, let them act out their dialogues. Remind them that they can refer to Part 5 A and 5 B. Give them some time to think and practise what they would like to say considering the pronunciation issues.

5 C Students' own answers.

TEACHER'S NOTES

A large rectangular area with a light purple background, containing a series of horizontal lines for writing. On the left side, there are 15 circular punch holes, each aligned with a horizontal line.

SHOPPING

THEME 10

Andrew I'd like a black one. Do you have it in large?

Shop Assistant I'm sorry. This is all we have in this model but if you like a short-sleeved one, we have one in stock.

Andrew No, thank you. I don't need a short-sleeved one. (4) the green T-shirt on?

Shop Assistant Of course, (5) are at the end of the corridor.

Andrew OK. Thanks.
(5 minutes later)

Shop Assistant Does it (6) ?

Andrew Not really, it is a little bit tight for me. Do you have this (7)..... ?

Shop Assistant Yes, we do. We also have a black in XL. Do you want to try it on?

Andrew Oh, I'd be glad. May I have the black one please?

Shop Assistant Here you are.
(2 minutes later)

Shop Assistant How is it now?

Andrew It fits perfectly. I'll buy it.
How much is it?

Shop Assistant It is \$12.

Andrew Great. I want to
(8)

Shop Assistant Then, this way for cash, please.

Andrew Thank you very much.



5 C

Work in pairs. Choose one of the role cards below and act out your dialogues.

Shop Assistant

- Ask whether he/she needs help.
- Say the item is large, ask what size s/he wants.
- Say that you've found the XL.
- Say the changing rooms are over there.
- Ask how the item fits.
- Tell the price.

Customer

- Ask for the size of the item.
- Say you want an XL.
- Thank him/her and ask where you can try it on.
- Thank him/her.
- Say it suits you and ask its price.
- Say you'll buy it and thank.

THEME 10

SHOPPING

6 A WRITING

Read the following questions and discuss with your friends.

1. Do you know what a blog is?
2. Is there a blog that you follow? If yes, what is it about?
3. Have you ever thought about being a blogger?

6 B

Read the blog and find out what it is about.

Home | About Me | Fashion | [Design Ideas](#) | Links | Contact

Hi there!

HB

I'm Harvey Beckett
Fashion Designer, Critic

A Tough Dress Code

What is 'smart casual'? It is usually defined as 'neat, well-dressed in an informal style'. Smart casual may be a little bit confusing as it is one of the hardest dress codes to interpret. But, confusion is not an excuse for looking weird in an event that you have been invited to. The invitation and the type of event you join both determine the way you dress. There are certain pieces that are key to creating a respectable smart casual wardrobe. Here are the fundamental elements of smart casual style for men;

A traditional single-color collar shirt is a safe option but patterned ones can be used with more classic items to bring personality into your look. Remember to leave your tie at home and keep the button undone. A t-shirt is a perfectly suitable part of smart casual wardrobe, but make sure you go on with the basics only.



A blazer is a simple way to add style to an outfit. It can be cotton, linen or light-weight cotton for warmer months and something heavier such as woolen for cooler seasons. A fitted blazer always looks smarter than a loose one. A patch pocket blazer is also a good choice.

For footwear, slip on boat shoes, espadrilles, designer trainers or cool sneakers are all acceptable. It means you can lose the socks.



Trousers, especially chinos, are essential because they are both smart and casual. They can be used in vivid colors. Dark-colored and well-fitted denim is appropriate, too. For smart casual shorts, you'd better look for something fitted and slim, above the knee.

As the last detail, sunglasses and a smile are essential.



6 B

Your students are expected to read the blog and find out what it is about. Remind them that they should use the skimming technique. Monitor your students during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. Make sure that each student has completed the activity and check the answers.

6 B It is about smart casual outfits.

TEACHER'S NOTES

Lined area for teacher's notes with 15 horizontal lines and circular markers on the left side.

SHOPPING

THEME 10

HB and for women;

Tailored pants are a reliable go-to for when you really can't decide what to wear. You can start with a pair of well-cut pants—don't be afraid to wear the patterned ones and match them to a shirt and a smart jacket such as a blazer. Dark wash jeans, such as indigo or black, can be combined with a classic blouse or silk shirt and heels so that your style is balanced out.



Patterned or plain jumpsuits should be pulled out of your wardrobe for smart casual events.

Knee-length pencil skirts are a typical choice, but never hesitate to try other styles such as mid-length patterned skirts with a lighter fabric in warmer months.



For smart casual footwear, stick to heels. If your decision is to wear a stiletto, try something with a shorter heel. Shoes with thicker heels are a comfortable option when a stiletto isn't appropriate.



If you prefer to wear a multi-colored headscarf, it will go with plain dresses in many colors. You will look smart with a variety of colors.



As you see, being smart casual is not easy as it seems to be. Yet, it is not so hard as you imagine. Your guide here is you yourselves. Just listen to your inner voice.



6 C

In this activity, your students are expected to study the blog for a few minutes. Ask them to read the sentences carefully and pay attention to colors. Give them some time to match the colors to their functions in the text. Make an oral check for the answers.

6 C Blue : b
Orange: a
Green : c
Red : d

6 D

The aim of this activity is to make students prepare a blog about new trends on technology, architecture, fashion, etc. Ask your students to read the text in Part 6 B to remember the functions of a blog. Tell them to keep the parts of a paragraph in mind and to be careful while forming the paragraphs. Enough time should be given to complete the activity. When they finish writing, ask if there are any volunteers who want to share their answers with the class. Choose a few students among these volunteers and let them read their answers aloud.

6 D Students' own answers.

**TEACHER'S NOTES**

7 A

This activity is related to intonation in comparative and superlative structures. Ask your students to listen and focus on intonation in the sentences. After listening, ask your students some questions about how falling and rising intonation occur, and add some more examples. Playing the tapescript twice will be enough for the students.

7 B

The aim of this activity is to make students practise intonation in comparative and superlative structures. Let your students read and pronounce the statements given. Remind them that they should be careful about intonation issues. If necessary, they can work in pairs and check the intonation issues. Give them a suitable amount of time for the activity and then, let them listen and check.

7 B Students' own answers.

TEACHER'S NOTES

A series of 15 horizontal lines for writing notes, each preceded by a circular punch hole on the left side.

SHOPPING

THEME 10

7 A LISTENING - SPEAKING

Listen and focus on intonation in comparative and superlative structures. Tapescript 10.4



| | |
|--|--|
| Alternative questions including the comparative/ superlative structure: the first alternative is with rising intonation and the second one is with falling intonation. | Eg: Which one is quicker, train or bus? Eg: Which is the largest city, Konya, Ankara or İstanbul? |
| In comparative/superlative statements, rising and falling intonation are used. | Eg: New York is much more modern! Eg: The whale is the biggest animal in the world. |
| With Wh- questions, falling intonation is used. | Eg: What is the coldest season of the year? |
| With Yes/No questions, rising intonation is used. | Eg: Can we go somewhere quieter? |

7 B

Read and pronounce the statements below. Then, listen and check. Tapescript 10.5

1. Belgrade is cheaper than Rome.
2. Can you do something more interesting?
3. Which one is cheaper, this scarf or these shoes?
4. What size fits you best?
5. What color do you want, lighter or darker?
6. Yesterday was hotter than today.
7. Is Tokyo more beautiful than Mexico?
8. What is the warmest month in Turkey?
9. Who is the oldest person in your family, your mum or dad?
10. The tallest building in France is the Eiffel Tower.

LIFE ISN'T PERFECT BUT YOUR OUTFIT CAN BE.

Anonymous

1 A

Look at the words in the box and put them into the appropriate categories in the table. Some words can be used in several categories.

| | | | | | | | | | |
|-------|---------|--------|---------------|-----------|-------|----------|----------|------------|-----------|
| wavy | curly | tall | clean-shaven | tied back | grey | short | plump | mustache | fat |
| bony | glasses | chubby | almond-shaped | long | hazel | bald | blonde | well-built | sideburns |
| small | slender | thin | average build | slim | green | gorgeous | straight | round | blue |

| Hair | Face | Eyes | Body | Height | Build |
|--|--|---|--|-------------|---------------------------|
| wavy, curly, tied back, grey, short, long, bald, blonde, straight, sideburns | clean-shaven, mustache, almond-shaped, round | grey, glasses, hazel, green, gorgeous, blue | plump, fat, chubby, small, slim, thin, slender, bony | tall, short | well-built, average built |

1 B

There happened a burglary in the village last night. There were two witnesses. Both of them stated that there were two burglars. Read their statements and find out the two suspects they described.

1. While I was looking through the window, I saw two people running in the street. I suppose one of them was female. She was running slowly and I saw her from behind. She looked chubby but quite tall. Her dark straight hair was falling under her hat. I couldn't see what the man in the front looked like because it was dark and he was running fast.

2. I was just on the corner when I bumped him. He got angry and grumbled. I thought he was in a rush. I heard a woman shouting at him and saying "Hurry up!". He was thin and of average height. I saw his face. He had fair skin and was wearing goatee.



2 A

Match the questions to their answers. One has been done for you.

| | |
|---|---|
| 1. How is Paula? d | a. Five foot six. |
| 2. What is she like? h | b. Not casual, smart. She has a lot of style. |
| 3. What kind of clothes does Linda wear? b | c. Blue. |
| 4. How old is he? f | d. She is fine. |
| 5. What is his hair like? g | e. He is tall and slim. |
| 6. What does Tom look like? e | f. He is in his thirties. |
| 7. How tall is he? a | g. It is short and curly. |
| 8. What color eyes has Karen got? c | h. She is nice. Very sincere. |

2 B

Look at the questions below. Put a word from the box into each question.

| | | | | | |
|-----|------|----|-----|------|------|
| for | size | of | how | much | long |
|-----|------|----|-----|------|------|

1. "Howlong..... is the battery life?" "24 hours."
2. "What is this buttonfor.....?" "It turns it off."
3. "What is it madeof.....?" "Cotton."
4. "Howmuch.....does it weigh?" "5.4 kg."
5. ".....How..... big is the screen?" "17.2 inches."
6. "Whatsize..... is the USB device?" "36 gb."

2 C

Complete the dialogues with the expressions given in the box.

| | | |
|---------------------------------|----------------------------|-------------------------|
| a. any sofas like this in stock | d. have to be ordered | g. to gift wrap it |
| b. is it made | e. No, I think you'll find | h. doesn't fit me |
| c. What size | f. really suits you | i. that would be lovely |

1 Amelia Do you have **any sofas like this in stock**?
Clerk No, Madam. They all **have to be ordered**.

2 Clerk Would you like me **to gift wrap it**?
Bill Oh, **that would be lovely**! Thank you so much.

3 Clerk **What size** do you take?
Sue Nine. That's 40, isn't it?
Clerk **No, I think you'll find** 41 more comfortable, ma'am.

4 Samuel It **doesn't fit me**. It's too tight.
Anderson Come on, it **really suits you**. What **is it made** of?
Samuel Cashmere. It's so soft.

2 D

Below are two jumbled dialogues. Put them into the correct order. The first sentences are given for you.

- 11 Just 22 \$.
- 17 Here is your receipt. Thank you for your shopping.
- 1 Hello, can I help you?
- 8 Can I try it on?
- 4 Medium, please.
- 6 Pink. I need a pink jumper.
- 14 By credit card.
- 16 Sure.
- 13 How will you pay?
- 2 I'm looking for a jumper.
- 5 What color do you want?
- 9 Sure. You can use fitting room.
- 12 I'll take it.
- 18 Have a nice day.
- 7 Mmm. Let me check. Here is one.
- 10 How much does it cost?
- 15 Just sign here, please.
- 3 What size do you wear?



- 2 I need to buy clothes for a business meeting.
- 4 OK. I like the black skirt and the blue blouse. I also need some tights.
- 9 Sure I'll give you a 40 as well.
- 5 OK. I'll get them for you. What's your size?
- 1 How can I help you?
- 6 I'm not sure here, but in the US I'm a size 4.
- 16 Thank you.
- 7 Oh, I think here you would be a medium. I'll give you a size 38.
- 3 I suggest a nice skirt and a blouse.
- 13 OK. How will you pay?
- 8 Can you also give me a bigger size?
- 11 It is at the back of the store on your right.
- 12 The 38 is too small, but the 40 fits me. I'll buy them.
- 14 I'll pay cash.
- 15 Here is your receipt. Have nice day.
- 10 Where is the fitting room?



3 A

Read the sentences and complete them by using the comparative form of the words given in the box.

| | | |
|-------|------------|-----------|
| often | quiet | easy |
| near | early | expensive |
| thin | interested | large |

1. My parents live so far away from me. I wish they lived ...nearer...
2. You seldom call me. Why don't you call more often?
3. This skirt is too small. I need a larger size.
4. Your husband looks thinner. Has he lost weight?
5. My son isn't keen on his marks. He's more interested in having a good time with his friends.
6. You are late. I wish you were here earlier.
7. The restaurant was cheap. I expected it to be more expensive.
8. Your neighbors are making too much noise. Can you ask them to be a bit quieter?
9. The teacher did us a favor. Her questions in the exam yesterday were easier than the previous ones.

3 B

Complete the following sentences using the given comparative forms of the adjectives in the box. You can use some of them more than once.

| | | | | |
|--------|-------|---------|-------|-------|
| better | worse | further | older | elder |
|--------|-------|---------|-------|-------|

1. Let me ask her. I guess she is **e.g. older** than you.
2. The last time we came here, the food of this restaurant was awful. But rather than improving, it got worse.
3. Please contact our manager if you want any further information.
4. The damage to our car wasn't so bad. At first, I thought it was worse.
5. Your homework isn't good. I'm sure you can do better than this.
6. My younger brother is still at university. My elder brother is a graduate.
7. Kenneth: Is Sam younger than Jeff?
Steven: No, he's older.
8. The garden looks better since you tidied it up.

3 C

Complete the sentences with a superlative form.

E.g. Yesterday was a very hot day. It was the hottest day of the month.

1. It was a very happy weekend. It was the happiest weekend of my life.
2. It's a very expensive painting. It is the most expensive painting in my house.
3. He's a very rich man. He is the richest man in our family.
4. He's a very good player. He is the best player in the team.
5. It's a very old castle. It's the oldest castle in the city.
6. It's a very dangerous animal. It's the most dangerous animal in this forest.
7. My daughter is a very intelligent student. She's the most intelligent student in her class.
8. It's a very cheap hotel. It's the cheapest hotel of the town.

4 A

Take a quick look at the text and find out which country the given clothing items belong to.

| | |
|-----------------|----------|
| Kilt | Scotland |
| Maasai beadwork | Africa |
| Conical hats | Vietnam |
| Coiffe | France |

Traditional clothing is highly representative of a country's history, climate, customs and the diverse ethnic groups. In this respect, each country has various traditional clothing, some of which are specific to certain regions. Although many traditional clothes across the world are no longer worn on a daily basis, they are mainly used during festivals as national symbols. Below are some samples of traditional clothing items which are highly symbolic for their culture.



Conical hats

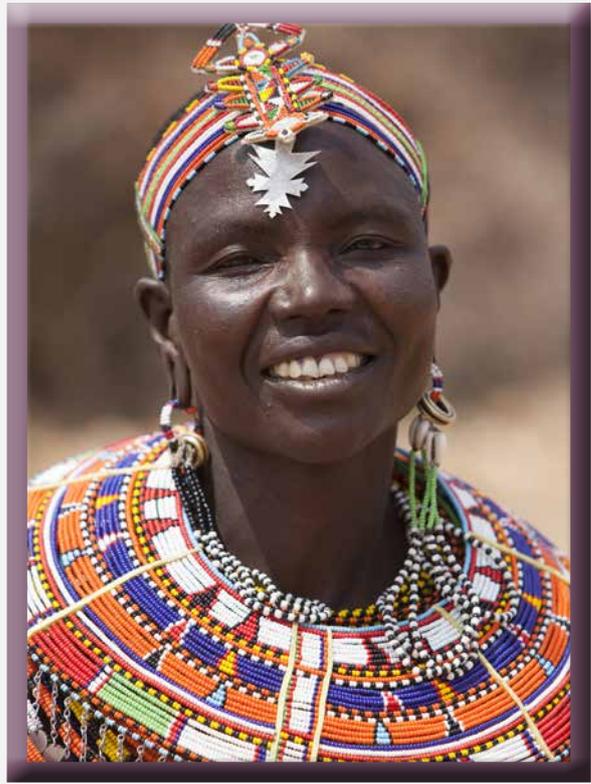
Non la (palm-leaf conical hat) is a traditional symbol of Vietnamese people without age, gender or racial distinctions. Non la is made out of palm leaves, bark of Moc tree and bamboo. Non la has its own origin, coming from a legend related to the history of rice growing in Vietnam.

Non la is abundantly sold and there are many traditional villages where tourists can get high quality conical hats. Non la can serve numerous uses such as a personal sun proof, a basket for women going to market, a fan of a plow man in hot summer days, or even a keepsake to memorize.

Maasai beadwork

The Maasai tribe of Africa is well-known for its traditional handmade bead jewelry. Beadwork has been an important part of Maasai culture for many years. Maasai women set aside time every day to meet and work on beaded jewelry which includes colorful necklaces, bracelets, and pendants. It is considered the duty of every Maasai woman to learn the jewelry making craft. All the beadwork for the tribe is made by women but is worn by both women and men.

The beadwork an individual wears will indicate their age and social status. Generally individuals of high social standing will wear more colorful and complicated jewelry. Unmarried Maasai girls often wear a large flat beaded disc that surrounds their neck when dancing. They use the movement of the disc to display their elegance and flexibility. Women wear a very elaborate and heavy beaded necklace on their wedding days. The necklace often hangs down to the bride's knees and can make it very difficult for her to walk. A married Maasai woman wears a Nborro, which is a long necklace with blue beads.



Kilts

When it comes to national costume, we don't think there's anything that can match Scottish kilts! In its most original form, the kilt was a piece of clothing uniquely suited to the practical needs of highlanders, and may have its roots in the type of clothing worn by the numerous invaders who landed on Scottish soil so long ago. It has changed a lot since. It is now most often seen at ceremonies and official occasions ranging from weddings to funerals.

For a better fit, you should ask a tailor to sew you a real Scottish kilt. You shouldn't buy it 'off the rack'. If you want the truly authentic experience, there are a whole host of kilt accessories which will give you the total 'look'. These include:

- The Belt: It is traditionally made of leather with a decorative buckle.
- The Sporrán: It is a small belt-pouch where a man traditionally keeps his money and keys as kilts don't have pockets.
- Kilt Knife: It's a small knife, often with a decorative handle.
- Kilt Pin: It is a small, decorative pin that is worn on the front panel of the kilt.
- Shoes: They are sturdy leather shoes with shoe-strings.



Coiffe

A coiffe is a complicated lace headdress worn as part of the folk costumes of Brittany, France. But now, it is only seen for local festival, or pardons. This is a special type of lace headwear for women. It comes in varying sizes and complexities depending upon the place of the person wearing it in society.

There are varieties of coiffe such as coiffe for a young woman of marriageable age or coiffe for a married lady. They vary in size and complexity, from small pieces of lace worn over a bun to elaborate, towering creations with flowing ribbons but there is something common between them all: they are white and mostly are made of lace. The most famous throughout France is the coiffe of Bigouden, which is a 30-40 cm high cylinder of starched lace, put on top of the head, like a tower. It has become an icon of folkloric Brittany. The use of such headdress has disappeared quite recently and even in the 50s, their use was still common. Nowadays, no one wears coiffe in everyday life anymore (except for a few older women in some villages) but during festivals, the Breton women still, like a hundred years ago, cover their heads with lace, ribbons, cones and caps.



4 B

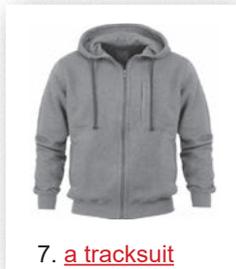
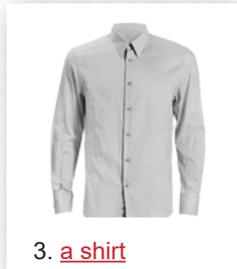
Read the text and answer the questions.

1. Do conical hats differ according to gender or age? No, they don't.
2. What is the origin of conical hats? It is Vietnam.
3. Who makes the beadwork in the Masai tribe? Women make them.
4. Does the beadwork an individual wears give any information about him/her? Yes, it does.
5. For whom did tailors sew the first kilts in history? For highlanders.
6. What should a person do if he wants a real kilt look? He should ask a tailor to sew a real Scottish kilt.
7. When do French women wear coiffe nowadays? During festivals.

5 A

Match the garments to the pictures below.

| | | | |
|----------|-------------|-------------|----------|
| a jacket | a jumper | sunglasses | sneakers |
| a skirt | a tracksuit | a headscarf | a shirt |



5 B

Look at the words below and categorize them into the correct box.

| | |
|--------------------|-----------------|
| cheap | in discount |
| long-wearing/using | reasonable |
| fashionable | next to nothing |
| moderate | outdoor |
| waterproof | second-hand |
| chic | repairable |
| expensive | discounted |

| Price | Characteristics |
|-----------------|--------------------|
| cheap | long-wearing/using |
| moderate | fashionable |
| expensive | waterproof |
| in discount | chic |
| reasonable | outdoor |
| next to nothing | second hand |
| discounted | repairable |

5 C

Choose one of the clothing items in part 5 A and write an informative paragraph about its price and characteristics. Use some the expressions given in part 5 B

○ Students' own answers

Tapescript 10.1

There are four dialogues between a cargo delivery guy and an officer, in each of which one person is described. Listen to them and find out which person is related to which dialogue. Then, put the pictures into the correct order.

Dialogue 1**Describing a woman**

Sally Excuse me, are you Mrs. Dortmund?

Mary No, I am not but I know who she is.

Sally Great! Can you tell me where to find her?

Mary I don't know where she is right now. You can find her somewhere in the building. I can describe what she looks like.

Sally Oh, great! Can you describe her, please?

Mary She is of medium-height and chubby, with long straight ginger hair and fair skin.

Sally Do you know what she is wearing?

Mary Yes. She is wearing a long dark yellow cardigan and black jeans.

Sally Thank you so much.

Mary You're welcome. I hope you'll find her.

Dialogue 2**Describing a man**

Andrew Excuse me, are you Mr. Wonder?

Sam No, I am not but I know him.

Andrew Great! Can you tell me where to find him?

Sam He must be somewhere in the building. You will recognize him once you see him.

Andrew Oh, great! Can you describe him, please?

Sam He is tall and thin with dark skin. He has curly dark hair. He's wearing a beard and mustache.

Andrew Do you know what he is wearing?

Sam Yes. He's wearing a light blue shirt and beige trousers.

Andrew Thank you so much.

Sam You're welcome. I hope you find him.

Dialogue 3**Describing a woman**

Tim Excuse me, are you Ms. Brown?

Sue No, I am not but I know her.

Tim Great! Do you know where she is?

Sue She's just gone to the school canteen.

Tim Oh, great! How can I recognize her?

Sue She is slim with long blonde hair and fair skin.

Tim Do you know what she is wearing?

Sue Yes. She is wearing a short, flowered-patterned black dress.

Tim Thank you so much.

Sue You're welcome.

Dialogue 4**Describing a man**

Brigitte Excuse me, are you Mr. Hoffman?

Tom No, I am not but I know him.

Brigitte Great! Do you know where I can find him?

- Tom** I don't know where he is right now. You can find him somewhere in the dormitory. I can describe what he looks like.
- Brigette** Oh, great! Can you describe him, please?
- Tom** He is tall and thin with fair skin. He has got short brown straight hair.
- Brigette** Do you know what he is wearing?
- Tom** Yes. He's wearing a dark blue shirt and gray pants. Don't worry, he will catch your eyes with his red socks.
- Brigette** OK. Thanks a lot.

Tapescript 10.2

Listen to the dialogues again and write the adjectives you hear into the correct category.

Dialogue 1**Describing a woman**

- Sally** Excuse me, are you Mrs. Dortmund?
- Mary** No, I am not but I know who she is.
- Sally** Great! Can you tell me where to find her?
- Mary** I don't know where she is right now. You can find her somewhere in the building. I can describe what she looks like.
- Sally** Oh, great! Can you describe her, please?
- Mary** She is of medium-height and chubby, with long straight ginger hair and fair skin.
- Sally** Do you know what she is wearing?
- Mary** Yes. She is wearing a long dark yellow cardi and black jeans.
- Sally** Thank you so much.
- Mary** You're welcome. I hope you'll find her.

Dialogue 2**Describing a man**

- Andrew** Excuse me, are you Mr. Wonder?
- Sam** No, I am not but I know him.
- Andrew** Great! Can you tell me where to find him?
- Sam** He must be somewhere in the building. You will recognize him once you see him.
- Andrew** Oh, great! Can you describe him, please?
- Sam** He is tall and thin with dark skin. He has curly dark hair. He's wearing a beard and moustache.
- Andrew** Do you know what he is wearing?
- Sam** Yes. He's wearing a light blue shirt and beige trousers.
- Andrew** Thank you so much.
- Sam** You're welcome. I hope you find him.

Dialogue 3**Describing a woman**

- Tim** Excuse me, are you Ms. Brown?
- Sue** No, I am not but I know her.
- Tim** Great! Do you know where she is?
- Sue** She's just gone to the school canteen.
- Tim** Oh, great! How can I recognize her?
- Sue** She is slim with long blonde hair and fair skin.
- Tim** Do you know what she is wearing?
- Sue** Yes. She is wearing a short, flowered-patterned, black dress.
- Tim** Thank you so much.
- Sue** You're welcome.

Dialogue 4**Describing a man**

Brigette Excuse me, are you Mr. Hoffman?

Tom No, I am not but I know him.

Brigette Great! Do you know where I can find him?

Tom I don't know where he is right now. You can find him somewhere in the dormitory. I can describe what he looks like.

Brigette Oh, great! Can you describe him, please?

Tom He is tall and thin with fair skin. He has got short brown straight hair.

Brigette Do you know what he is wearing?

Tom Yes. He's wearing a dark blue shirt and grey pants. Don't worry, he will catch your eyes with his red socks.

Brigette OK. Thanks a lot.

Tapescript 10.3

Listen to the dialogue between the shop assistant and Andrew, and fill in the blanks.

Shop Assistant Hello, can I help you?

Andrew Yes please. I'm looking for a T-shirt.

Shop Assistant OK. What kind of a T-shirt do you need? Baggy or fitted?

Andrew I like fitted T-shirts.

Shop Assistant What about the neck? Crew-neck or V-neck?

Andrew Actually, I'm looking for a V-neck, long-sleeved T-shirt.

Shop Assistant OK, sir. Those kinds of T-shirts are downstairs. This way, please.

Andrew Thank you very much.

Shop Assistant What size do you wear?

Andrew I usually wear a large in size.

Shop Assistant Let me check... We have blue, green and white in your size. What color do you prefer?

Andrew I'd like a black one. Do you have it in large?

Shop Assistant I'm sorry. This is all we have in this model but if you like a short-sleeved one, we have one in stock.

Andrew No, thank you. I don't need a short-sleeved one. Can I try the green T-shirt on?

Shop Assistant Of course, the changing rooms are at the end of the corridor.

Andrew OK. Thanks.

(5 minutes later)

Shop Assistant Does it fit you well?

Andrew Not really, it is a little bit tight for me. Do you have this in XL?

Shop Assistant Yes, we do. We also have a black in XL. Do you want to try it on?

Andrew Oh, I'd be glad. May I have the black one please?

Shop Assistant Here you are.

(2 minutes later)

Shop Assistant How is it now?

Andrew It fits perfectly. I'll buy it. How much is it?

Shop Assistant It is \$12.

Andrew Great. I want to pay in cash.

Shop Assistant Then, this way for cash, please.

Andrew Thank you very much.

Tapescript 10.4

Listen and focus on intonation in comparative and superlative structures.

1. Which one is quicker, train or bus?
2. Which is the largest city, Konya, Ankara or İstanbul?
3. New York is much more modern!
4. The whale is the biggest animal in the world.
5. What is the coldest season of the year?
6. Can we go somewhere quieter?

Tapescript 10.5

Read and pronounce the statements below. Then, listen and check.

1. Belgrade is cheaper than Rome.
2. Can you do something more interesting?
3. Which one is cheaper, this scarf or these shoes?
4. What size fits you best?
5. What color do you want, lighter or darker?
6. Yesterday was hotter than today.
7. Is Tokyo more beautiful than Mexico?
8. What is the warmest month in Turkey?
9. Who is the oldest person in your family, your mum or dad?
10. The tallest building in France is the Eiffel Tower.



TEACHER'S NOTES