

SECONDARY EDUCATION

PROGRESS

10th Grade

B1+/B2

STUDENT'S BOOK

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet dediğin tek dişi kalmış canavar?

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

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

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

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmâhrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
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

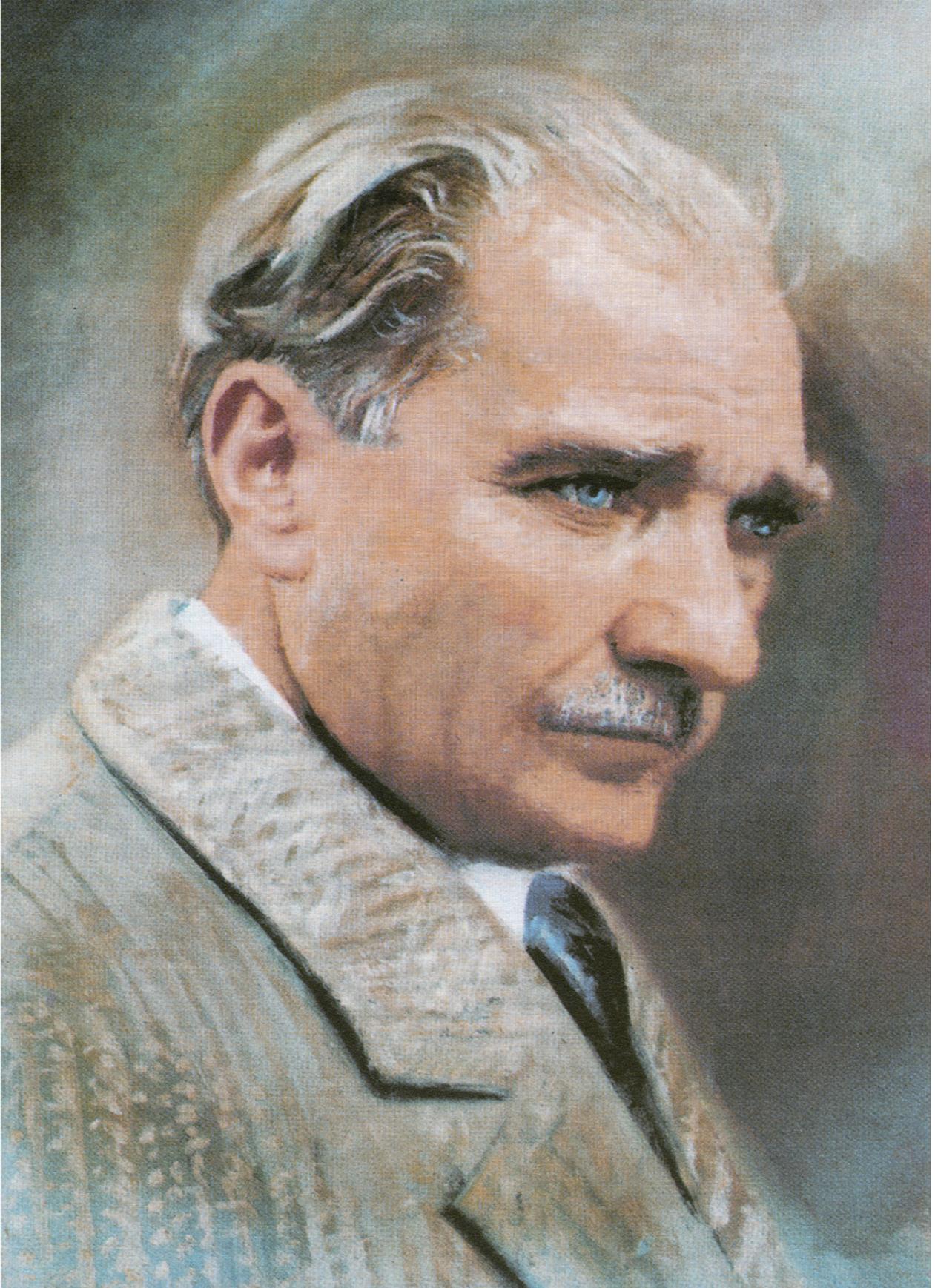
GENÇLİĞE HİTABE

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 isteyen dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal ATATÜRK



MUSTAFA KEMAL ATATÜRK

ICONS USED IN THE BOOK



Lead in



Listening



Reading



Writing



Speaking



Pronunciation



Project



Discussion
time



QR Code

Lead in

Discuss the following questions with your partner.

- 1 What is 'success' according to you? Who is the most successful person you know?
- 2 Are you likely to give up when you experience failure? Why/Why not?

LEAD IN

This part is the first section in each module. Students are introduced to the topic of the module through discussion questions. The aim of this discussion is to activate students' background knowledge and increase their motivation.

Listening

- a Look at the pictures and guess what the story is about.



LISTENING

Tasks include different types of spoken texts and formats, in which students develop their micro skills. The emphasis is on listening for specific information, filling gapped text, answering questions, etc. Listening tasks are matched with visuals or tables which students are expected to complete. Also, the listening tasks are interrelated with the reading text through themes.

Reading

- a Work in pairs. Discuss the following questions with your partner.

- 1 What are your hopes, dreams and expectations for the future?
- 2 Where do you see yourself in ten, twenty and fifty years from now?

READING

Students are exposed to the variety of reading materials: extracts from literature, blogs, magazine articles, etc. The texts offer contemporary, interesting and motivating topics about the real world. The selection of the content is appropriate for the level, interest and also, the age of students. Additionally, students are exposed to vocabulary related to each theme in context. Students are aimed to develop their reading skills with emphasis on skimming, reading for a gist, understanding details and scanning for specific information.

Writing

Write a dialogue between an overprotective parent and a child who asks for permission to go on a school trip. In your dialogue,

- a use real life conversations while presenting the problem.
- b define the problem/conflict clearly.
- c offer solutions for the given problem.

WRITING

Writing tasks are thematically related to each unit. Students are usually given a model text and they are asked to produce one later. Students check their peer's work in pairs, so they become more critical. Moreover, they are provided with guidance and tips to deal with different types of writing tasks. These tasks are also given as homework; thus, students will expand the topic and revise the language. Alternatively, students can write cooperatively after doing research or having discussion. It fosters students' motivation and peer evaluation.

Speaking

- a Read the speech bubbles below and match them to the jobs.

- | | |
|----------------------------|------------------|
| 1 underwater archaeologist | 4 orthoepist |
| 2 chocolate engineer | 5 hippotherapist |
| 3 workamper | 6 tomado chaser |

A

I'm Salma and I work in the food industry. I'm responsible for developing new production equipment, creating delicious recipes and more than likely testing a few sweet treats for quality assurance.

SPEAKING

Students practise the functions, structures, and vocabulary throughout the speaking tasks. Students communicate for specific purposes; they usually act out various real-life tasks such as surveys, questionnaires, guessing games, info-gap activities, etc. Working in pairs, they have the opportunity to promote cooperation throughout the task. Also, visual prompts or boxes including useful expressions and phrases related to the topic are provided to support students' courage.

Pronunciation

- a Listen and practise the words below.

Track 47

/ʌ/	/ɑ:/
nut	start
fun	art
hut	charm
run	dark
bug	apart
rush	army
mud	card
sung	smart
cut	heart
cup	guard

PRONUNCIATION

Each theme has two listening sections related to the topic that promote the practice of different intonations and sounds of the English language. Significant aspects of spoken language are presented in the section. It provides a controlled practice of spoken English sounds as well as stress and intonation patterns.

Project

Imagine that your school has partners in European schools and a group of students from different countries will join your class for an international project for a week. Make a list of the issues that may cause cultural misunderstandings. Write your ideas on how to prevent or resolve cross-cultural conflicts.

PROJECT

These tasks focus on life skills. They develop key competencies what the real life needs such as critical thinking skills, research skills, problem-solving skills, organisation skills and collaboration skills. First, students are given a task and they are asked to do activities or exercises based on it. These activities require students to exchange information, use technology (tools, apps, etc.), take notes, make a decision and negotiate. Students actively involve in the course by taking responsibility during the activities without the teacher's intervention.



KEEP IN MIND!

• We can use 'very', 'amazingly', 'exceptionally', 'incredibly', 'particularly', 'remarkably' and 'really' before base adjectives.

e.g. He was very glad.

• We can't use 'very' before strong adjectives, but we can use 'absolutely', 'really', 'completely', 'exceptionally', 'particularly', 'quite' and 'totally'.

e.g. He was absolutely overjoyed.

KEEP IN MIND!

The aim of this section is to remind students of the structures and the functions of the target language. It raises awareness of the language used in the reading texts and students are exposed to the structures in speaking or writing activities, which enable students to gain deeper understanding of the forms in context. For example, they are required to use them in their discussions or to complete tables.

Do you know?

The idea of generation gap first appeared in a supposedly Sumerian tablet which dates back to 2500 B.C. in which a father expostulates with his son complaining about the spoilt behaviours of the new generation of their time.

DO YOU KNOW?

In this section, cultural and interesting facts related to the theme of the module are presented. This section gives students the opportunity to enlarge their knowledge.

Discussion time



Discuss the following questions with your classmates.

- 1 Are you pessimistic or optimistic about future life? Why?
- 2 What kind of problems of the world do you want to be solved in the future?

DISCUSSION TIME

In each theme, 'Discussion Time' activities help students improve their higher-order thinking skills and communication skills in the target language via researching, listening to each other and expressing their thoughts. Therefore, students both take more active roles and find opportunities to practise what they have learnt throughout the whole theme in the classroom.

Quote of the day!



"All men make mistakes, but a good man yields when he knows his course is wrong and repairs the evil. The only crime is pride."

Sophocles

QUOTE OF THE DAY!

A famous saying related to the theme is presented in order to raise interest and promote students to do research.

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Luke: Hey, Claire! I met Jeb Corliss in the Christmas boogie of Skyline Paris two weeks ago. Would you believe it?

Claire: Sorry, but I don't understand who you're talking about.

Luke: Oh, come on Claire! Are you kidding me? He's a living legend. He pushes the borders in the most dangerous branches of extreme sports and lives his life in the fast lane. He is a real thrill seeker.

Claire: Wow, super then. Did you have a chance to talk to him?

Luke: Yeah. We shot the breeze even for a short time. It was so pleasant.

IDIOM OF THE DAY/PROVERB OF THE DAY

A proverb, or an idiom related to the theme is presented in a context in order to enable students to think intensively and critically.

PROVERB OF THE DAY

Read the dialogue below and try to guess the meaning of the proverb.

Judy: Have you heard the news about Gabriel?

Dylan: No, what happened?

Judy: After his impressive performance in last week's match, many basketball clubs want to sign a contract with him.

Dylan: That's because nothing succeeds like success.

B1+/B2

STUDENT'S BOOK CONTENTS

THEMES	MODULES	FUNCTIONS	VOCABULARY
THEME 1 SPORTS			
	1A	THRILLS AND SPILLS p.p. 16-21	Talking about present activities and events Asking for and giving information Commenting on mistakes
	1B	TRACING THE ROOTS p.p. 22-27	Talking about national, moral and cultural values
THEME 2 CLASSICS			
	2A	BEYOND THE TIMES pp. 30-35	Talking about events in the past Talking about movies, books, music Expressing preferences
	2B	THE SILVER SCREEN pp. 36-41	
THEME 3 AMAZING STORIES			
	3A	HARD WORK PAYS OFF pp. 44-47	Talking about past abilities Talking about something one is accustomed to or becoming accustomed to
	3B	MAKE YOUR OWN LUCK pp. 48-53	Using expressions about persuasion
THEME 4 ADVERTISING			
	4A	BEATING THE DRUM pp. 56-61	Expressing an opinion in a personal or impersonal way Showing annoyance, discomfort in conversations Expressing reluctance
	4B	THE CUSTOMER IS ALWAYS RIGHT pp. 62-67	
THEME 5 LIFE IN FUTURE			
	5A	THE PURSUIT OF DREAMS pp.70-75	Talking about completed actions and continuous actions in the future Talking about life in the future
	5B	TIME WILL TELL pp.76-81	Negotiating

STUDENT'S BOOK CONTENTS

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
<p>Using given pictures to predict the content</p> <p>Matching the words with the pictures</p> <p>Listening for details to complete the table</p> <p>Telling events that are fixed on a schedule or a calendar</p> <p>Making a presentation about extreme sport</p> <p>Using expressions about commenting on mistakes according to given questions</p> <p>Talking about ethical values in sports</p> <p>Talking about Turkish traditional/national sports such as wrestling, javelin, etc.</p>	<p>Skimming and scanning a newspaper articles about extreme sports</p> <p>Identifying transitive and intransitive phrasal verbs</p> <p>Answering the comprehension questions about sports and sport events</p> <p>Drafting the topic and supporting sentences of their writings</p> <p>Writing about an extreme sport for their own sports magazine</p> <p>Designing their own sports magazine</p>	<p>Practising /g/ and /dʒ/ sounds</p>
<p>Putting the past events in the correct order</p> <p>Expressing their feelings after listening to a variety of classic movie soundtracks</p> <p>Talking about their past life</p> <p>Expressing their preferences about movies or books and reasons for their preferences</p> <p>Sharing their thoughts about a book they read or a movie they have watched</p> <p>Analyzing character traits in books or movies</p>	<p>Reading a text about a well-known person such as a film director or an author and his/her works</p> <p>Analyzing the short story or movie finding out its plot, setting, etc.</p> <p>Determining the meaning of new vocabulary using context clues</p> <p>Interpreting a poem</p> <p>Writing a short descriptive paragraph about a movie/novel poster</p>	<p>Practising sentence stress correctly</p>
<p>Filling in the missing information about life experiences and stories</p> <p>Obtaining detailed information in the text to answer questions</p> <p>Sharing amazing stories they have found on the Net</p> <p>Expressing their opinions on stories</p> <p>Using persuasion expressions in a conversation</p> <p>Talking about their past abilities</p>	<p>Skimming and scanning for main idea and details in the text</p> <p>Identifying the vocabulary and language functions related to the topic</p> <p>Identifying degree modifiers</p> <p>Highlighting the actions people are accustomed to do in the text</p> <p>Writing a biography of a person that they think they have an amazing life or a success story</p> <p>Using prepositional phrases such as by chance ..., at a glance..., etc. in their writings</p> <p>Using discourse markers such as then, in the end, by the way, etc. in their writings</p>	<p>Producing consonant sounds: /ʃ/, /tʃ/, /k/</p>
<p>Matching advertisements/commercials they listen with the related pictures</p> <p>Listening for specific information in the context</p> <p>Commenting on the speaker's feelings such as aggressive, confident, etc.</p> <p>Talking about their favourite commercials on TV</p> <p>Showing their discomfort and annoyance</p> <p>Participating in a discussion about the effects of advertisements on people</p> <p>Talking about the relation between the increasing population of consumers in society and advertising</p> <p>Expressing reluctance in their speech</p>	<p>Identifying words that give gradually strong meaning</p> <p>Using context clues to get main ideas</p> <p>Highlighting the verbs, such as invest, withdraw etc. and phrasal verbs, such as put aside, blow on etc. related to money</p> <p>Identifying an impersonal and personal style of passive</p> <p>Writing a letter to apply for an exchange programme using prepositional phrases such as for hire/sale, in demand, in fashion, etc.</p> <p>Preparing an advertisement poster of a product</p>	<p>Intonating sentences correctly so as to show annoyance, discomfort such as "What do you mean? You still here, right?"</p>
<p>Finding out main idea</p> <p>Taking notes on details for given activities</p> <p>Talking to each other on their future life fluently and spontaneously</p> <p>Talking about conditions people will have been living a hundred years later</p> <p>Accepting and refusing proposal</p> <p>Using future expressions, such as be about to, be bound to, etc.</p>	<p>Reading a passage or a dialogue to find out main idea and details</p> <p>Guessing the meaning of the vocabulary</p> <p>Matching the words with the pictures or definitions</p> <p>Highlighting word phrases about time</p> <p>Drawing an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay</p> <p>Writing a short essay about life in the future</p> <p>Using linkers of addition or contrast using the words and phrases previously mentioned</p>	<p>Identifying and producing these vowel sounds: /ɑ/, /ɑː/</p>

STUDENT'S BOOK CONTENTS

THEMES	MODULES	FUNCTIONS	VOCABULARY
THEME 6 GENERATION GAP			
	6A	MINDING THE GAP pp. 84-89	Talking about having something done by another person/thing Talking about asking someone to do something for us Asking for and giving advice
	6B	BRIDGING THE GAP pp. 90-93	Talking about national, moral and cultural values
THEME 7 CONFLICT			
	7A	COMING TO TERMS pp. 96-101	Talking about conflicts Giving crucial information Offering solutions
	7B	CHANGING PERSPECTIVES pp. 102-107	
THEME 8 CRIME IN SOCIETY			
	8A	CYBERSPACE: A BANDIT TERRITORY pp. 110-115	Expressing free choice Giving information briefly Disapproving of an action Talking about national, moral and cultural values
	8B	POETIC JUSTICE pp. 116-119	
THEME 9 UNUSUAL LIVES			
	9A	OFF-THE-GRID pp. 122-127	Giving information briefly Referring to different times while talking about conditions Talking about living and working conditions
	9B	STRANGE TO SAY pp. 128-131	
THEME 10 EDUCATION			
	10A	AS EASY AS ABC pp. 134-139	Talking about education Expressing reasons and results Talking about body language
	10B	WHAT DO YOU MEAN? pp. 140-145	
PHONEMIC CHART			
12	IRREGULAR VERBS		148
	REFERENCES		150

STUDENT'S BOOK CONTENTS

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
<p>Identifying the conflicts between different generations</p> <p>Taking notes about the topic and details such as different experiences, opinions, habits and behaviours to find out the missing information</p> <p>Responding to questions about the topic</p> <p>Talking about the difference in values and attitudes between one generation and another</p> <p>Asking for and giving advice about problems between generations</p> <p>Talking about something that their friends, teachers or parents did for them or someone else</p> <p>Talking about respect to elderly people</p>	<p>Analyzing what the problems are about generation gap</p> <p>Using lexis and jargon in the text</p> <p>Differentiating confusing words in appropriate situations</p> <p>Matching the phrasal verbs related to the topic with their meanings</p> <p>Finding the correct advice for the given problems</p> <p>Writing an argumentative essay about the problems caused by the generation gap</p> <p>Writing an advice page about the conflicts between different generations</p> <p>Writing a note asking someone to have something done</p>	<p>Using different ways of intonation to express different ideas</p>
<p>Grasping what the problem is in a dialogue</p> <p>Taking notes about how to resolve conflicts in the listening text</p> <p>Making a formal telephone conversation about a faulty product</p> <p>Discussing how to deal with conflicts</p> <p>Representing a state of conflict through role playing</p> <p>Offering solutions for given problems</p>	<p>Scanning and skimming the text related to the topic</p> <p>Identifying the lexis and jargon related to conflict</p> <p>Matching the meanings with the phrasal verbs related to the topic</p> <p>Identifying the clauses that gives crucial information, such as if, what, where, how, etc.</p> <p>Drawing an outline to write a complaint letter</p> <p>Using linking words in their letters</p> <p>Writing a complaint letter using key words</p>	<p>Intoning sentences correctly so as to show people's moods</p>
<p>Following the statistical information about social issues to complete the table</p> <p>Listening to identify disapproving expressions while listening such as how appalling, how dreadful, etc.</p> <p>Discussing about reasons of crimes</p> <p>Talking about types of crimes such as cyber crimes, property crimes etc.</p> <p>Talking about importance of social ethics</p> <p>Giving suggestions about how to reduce crimes</p> <p>Using expression of disapproving of an action in a dialogue</p>	<p>Reading a survey results related to the topic to find the facts and generalisations out</p> <p>Identifying vocabulary, phrases related to the topic</p> <p>Finding out participle phrases</p> <p>Highlighting free choice expressions such as whenever, wherever, whoever, etc.</p> <p>Identifying idiomatic collocations such as daylight robbery, calculated risk, disturbing the peace, etc.</p> <p>Drawing an outline for their survey report (e.g introduction, generalization, referring to a fact)</p> <p>Writing a survey report they have read by using present participle</p>	<p>Identifying words with letters representing no sound (such as knock, honour, hour, half etc.)</p>
<p>Identifying detailed information about an unusual life in a text or dialogue</p> <p>Responding questions using vocabulary related to the topic</p> <p>Making a presentation about unusual lives which they've searched on the Net</p> <p>Talking about people they know that have unusual jobs, hobbies or lifestyle</p> <p>Talking about advantages and disadvantages of having unusual lifestyles</p> <p>Discussing on what kind of unusual lifestyle they would choose if they had a chance</p>	<p>Catching the main idea and supporting ideas about unusual/weird lifestyles</p> <p>Matching related lexis and expressions</p> <p>Highlighting past participle phrase in the text</p> <p>Finding out mixed conditional statements while reading</p> <p>Searching unusual life stories on the Net to write a descriptive essay about an unusual person in detail</p> <p>Using past participle in their writings</p>	<p>Pronouncing /tə/ and /eə/</p>
<p>Catching the required information about facilities, rules, timing, problems of a different education system</p> <p>Completing the table with the information about the related topic</p> <p>Identifying reasons and results in the text</p> <p>Talking about an unlikely situation</p> <p>Talking about the national school system</p> <p>Comparing similarities and differences between two educational systems</p> <p>Talking about nonverbal communication</p> <p>Expressing reasons and results in their speech</p>	<p>Skimming and scanning authentic material about the related topic from different sources such as Internet, magazines, newspapers, etc.</p> <p>Guessing the meaning of vocabulary from the context</p> <p>Matching phrasal verbs related to the topic with the definitions</p> <p>Writing a Curriculum Vitae (CV) with a job application letter</p> <p>Filling out an online job application form</p>	<p>Pronouncing the sounds /ʌ/ and /ɑ:/</p>





THEME

1

SPORTS

1A THRILLS AND SPILLS

1B TRACING THE ROOTS

In this theme, you will be able to...

- talk about present activities and events.
- ask for and give information.
- comment on mistakes.
- talk about national, moral and cultural values.





Lead in

Discuss the following questions with your partner.

- 1 Why do you think some people enjoy exciting, challenging or fearful hobbies and sports?
- 2 What can be the benefits of doing extreme sports?
- 3 Which extreme sports do you know? Have you ever tried or would you like to try any of them?



Listening

- a Look at the photos and try to guess what the audio you will listen to is about. Then, listen and check your answers. *Track 1*



a



b



c



d



e



f

- b Listen to the audio and match the following phrases from the audio to the photos. *Track 2*

- | | |
|--|--|
| a leaping from an aircraft with a parachute | d rolling down a hill |
| b wearing a helmet with a camera during the freefall | e reaching the caves in the ocean |
| c facing a glacier to reach the top | f moving down the ashy sides of a volcano on a board |



1



2



3



4



5



6

c Listen again and answer the following questions.

- 1 What is zorbing?

- 2 What is needed to practise cave diving?

- 3 In which sport are ropes and picks used?

- 4 Who wears a special jumpsuit?

- 5 Which sport is similar to snowboarding?

b Discuss the following questions with your partner.

- 1 Which extreme sport do you think is the most dangerous?
- 2 Which extreme sport would you like to try most? Explain your reasons.
- 3 Have you ever experienced an extreme sport? Do you think it was exciting or scary?

c Make a presentation about an extreme sport of your choice. Follow the steps below and share it with your classmates.



Speaking

a Read the following quotes from famous sportspeople around the world and find out which points of view and feelings they try to inspire in their sayings.

- 1 Initiative and assertiveness
- 2 Self-confidence and ambition
- 3 Courage and strength

“I love that pursuit of progression. Trying to overcome something that scared me and accomplishing what I had set out to do. Succeed or fail, it’s about getting outside of your comfort zone. The only way to go forward is to be willing to take that next step”

Danny HART (wakeboarder) _____

“If you want to experience all of the success and pleasure in life you have to be willing to accept the pain and failure that comes with it”

Mat HOFFMAN (bike rider) _____

If you always put a limit on everything you do, physical or anything else, it will spread into your work and into your life. There are no limits. There are only plateaus and you must not stay there. You must go beyond them.

Bruce LEE (actor and martial artist) _____

Where is it popular?

Why should we do this sport?

What is the necessary equipment?

What are the safety precautions?

How would you feel?

Quote of the day!



“You can’t put a limit to anything. The more you dream, the farther you get.”

Michael Phelps

Do you know?

The X Games are an annual extreme sports event, organised by the U.S. sports broadcaster ESPN. The first summer X games were held in 1995 in Newport, Rhode Island. The first Winter X Games were held in 1997 at Mountain Resort, Big Bear Lake, California.



Reading

a Discuss the following questions with your friends.

- 1 What was the biggest risky challenge you have taken up so far?
- 2 Do you think you are an adrenaline seeker? Why/ Why not?

b Scan the text and fill in the blanks with the appropriate words and phrases.

- 1 People who desire _____ actions, extreme sports and _____ are born that way.
- 2 People take up _____ actions because there's a _____ reason.
- 3 Adrenaline seekers tend to be more _____ and _____ than others.
- 4 T-Positive people may feel _____ from the society and their _____ may turn into violence.
- 5 Einstein's new _____ and _____ were the products of a creative mind.

c Skim the text. Find six more phrasal verbs and write them in the blanks.

e.g. join in

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

CRAZY OR T-POSITIVE ?

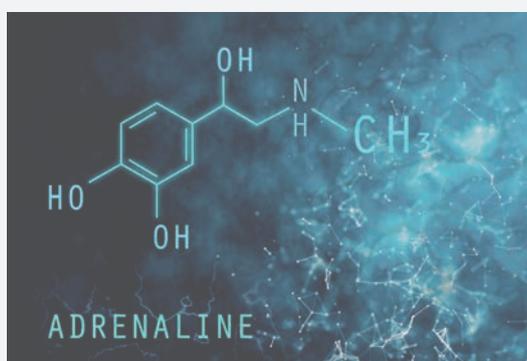


To some people, thrill seekers are so crazy that they have no idea about the results of the actions they take, or they have psychological problems and want to show off. But, are these the real reasons? Are there any other reasons for this kind of behaviours?

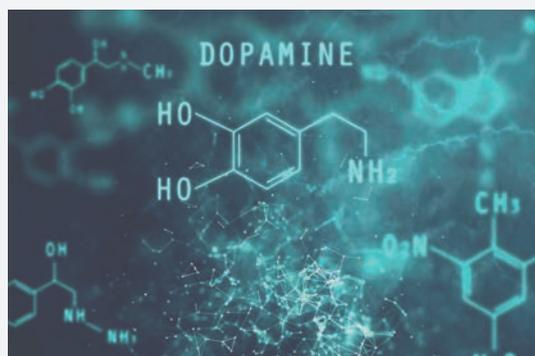
In the 1980s, Frank Farley who is a professor of educational psychology, coined the term 'Type T Personality' to describe adrenaline seekers and risk-takers. According to him, these people who long for risky actions, extreme sports and challenges are born that way. There is a genetic reason why they're willing to take up thrilling actions. Farley says that the amount of neurochemicals like dopamine and testosterone in body affects the tendency for this kind of behaviours. That's why, even in early childhood, some kids are more energetic than others. While 'T-negative' kids prefer playing with dolls, 'T-positive' ones try to climb the walls or jump high.

Farley also says that some factors are rooted in personality. Adrenaline seekers tend to be more creative and self-confident than the others. They want to make their own decisions. They don't like to be ruled, they don't like to slow down. For example, if there's a competition and someone says that they cannot do it, they join in that competition because it sounds like a rule to them and they want to break the rules. They generally never give in until they are satisfied with the result.

Extreme sports such as skydiving, volcano boarding, paragliding etc, are the ones that give thrill seekers what they want. They take them as challenges on which they have the chance to force themselves and test their limits. For example, a person who likes skydiving tries it many times at many levels until he has an accident but if he's still alive, he keeps trying it again and again.



Farley thinks that it's not fair to call 'T-positive' people crazy. It may cause them to feel isolated from the society and their behaviours may turn into violence. He claims that, Einstein was 'T-positive', too. He used to have new visions and theories which were the products of a creative mind. He was a total rule-breaker. He emphasises that it is too important for parents to recognise their 'T-positive' children. Encouraging them to do extreme sports or art is a good way to canalise their energy and creativity.



d Study the examples and fill in the chart with the appropriate phrasal verbs you found in 'Exercise c'.

Transitive Phrasal Verbs

e.g. *join in*

Intransitive Phrasal Verbs

e.g. *show off*



KEEP IN MIND!

Phrasal Verbs with Objects (Transitive)

- We need to **set up** a meeting as soon as possible.
- I need to **check out** the e-mail you have sent before the break.

Phrasal Verbs without Objects (Intransitive)

- Lara decided to quit her job and **settle down**.
- My brother and I cannot **get along** nowadays.



Writing

- a Discuss the following questions with your classmates.**

Look at the photo. Which extreme sport is it? Have you ever tried it?

- b Read the magazine article and choose the most appropriate topic sentence from the list below. Then, write it in the provided blank in the article.**

- 1 It has been shaped and influenced by many skateboarders throughout the years.
- 2 It has always been about personal discovery and pushing oneself to the limit.
- 3 It has become doubtlessly one of the most attractive extreme sports to thrill seekers in recent times.

From a Children's Play to an Extreme Sport

In the past, a skateboard was something that parents bought for their children, so they could whizz down the streets or take them to the park at the weekend. But today, skateboarding has gained recognition as a sport. (_____)

According to the recent survey in the USA, skateboarding has been found to be the third most popular sport among young people after football and basketball. Building a skate park has also been a growing trend in community development. In addition, several tournaments have started to be held each year where fans gather to watch athletic skills of the participants, their ability to control the risks and to feel the exhilaration. In 2016, it was announced that skateboarding will be included in the 2020 Olympic Games in Tokyo, Japan.

So what makes this sport so popular? Why do so many teenagers like skateboarding? One reason for popularity of this sport is its simple equipment: all you need is to have a

skateboard!

You can jump, climb and nearly fly on a piece of board with four wheels, so you can have a huge adrenaline rush. Besides, skateboarding takes a chance on expressing and challenging yourself. There exists an atmosphere of cooperation, without specific winning and losing that might help some teenagers' improvement of self-esteem.

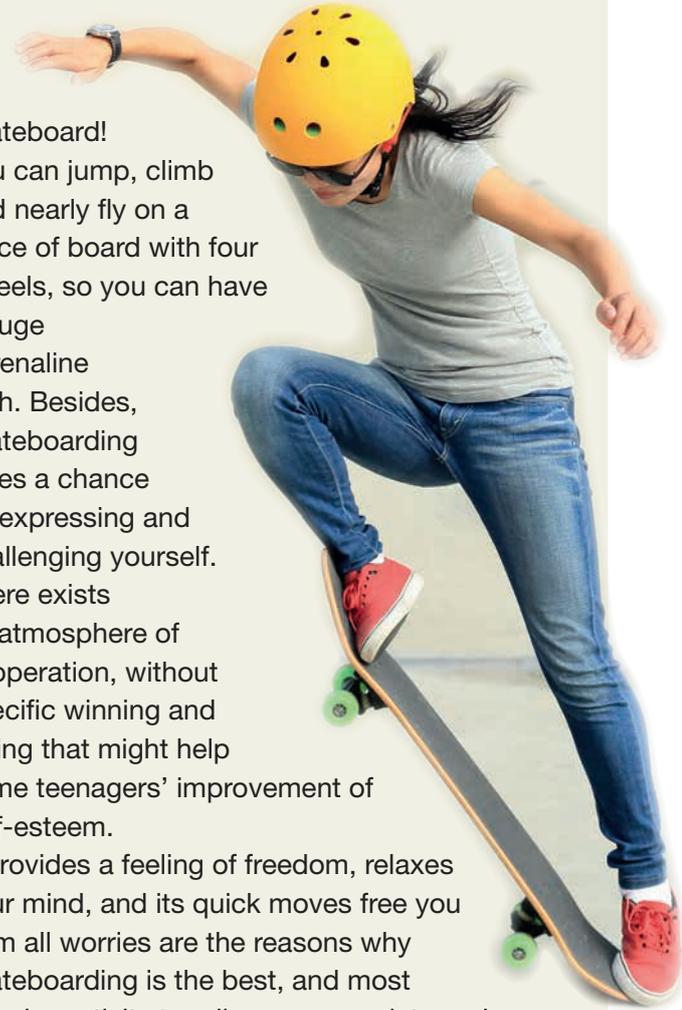
It provides a feeling of freedom, relaxes your mind, and its quick moves free you from all worries are the reasons why skateboarding is the best, and most popular activity to relieve your anxiety and stress.

All in all, we can understand why the number of skateboarders is increasing enormously day by day when all these factors are considered. Maybe, you also want to try it after reading this article. Why not?

- c Read the magazine article again and underline the supporting sentences as in the example.**

e.g. According to the recent survey in the US, skateboarding has been found to be the third most popular sport among young people after football and basketball and building a skate park has been a growing trend in community development.

- d Scan the article and highlight the concluding sentence.**



- e Choose an extreme sport and complete the table to make an outline. Then, write an article about it.

Topic sentence (<i>main idea</i>)	
Supporting sentences (<i>examples, details, explanations, facts, etc.</i>)	
Concluding sentence (<i>summary of the main idea</i>)	

- f Swap your articles with your partner. Check your partner's paper according to the rubric below. Put a tick (✓) to the appropriate places.

Criteria	Yes	Not enough	No
Topic Sentence	It is strong and clearly states the main idea.	It doesn't clearly identify the main idea.	Topic sentence is missing.
Supporting details	The details in the article are clear, effective and helpful for the topic.	The details in the article are clear but need to be developed more.	The details in the article are neither clear nor related to the topic.
Concluding sentence	It restates the main idea effectively.	The writer draws a conclusion, but it is not satisfying.	There is no concluding sentence.
Organisation/ Fluency	Details are placed in a logical order and they catch the reader's attention.	Some details are not in a logical or an expected order.	There is a confusing order of ideas.

- g Work in groups of four or five and prepare an extreme sports magazine with 10 to 12 pages. Follow the steps below.

- 1 Set the deadline.
- 2 Create the contents of your magazine.
- 3 Use the articles you have written in 'Exercise e' for your magazine.
- 4 Gather images.
- 5 Choose a title.
- 6 Design its cover and pages.
- 7 Publish your magazine.



IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Luke: Hey, Claire! I met Jeb Corliss in the Christmas boogie of Skydive Perris two weeks ago. Would you believe it?

Claire: Sorry, but I don't understand who you're talking about.

Luke: Oh, come on Claire! Are you kidding me? He's a living legend. He pushes the borders in the most dangerous branches of extreme sports and **lives his life in the fast lane**. He is a real thrill seeker.

Claire: Wow, super then. Did you have a chance to talk to him?

Luke: Yeah. We shot the breeze even for a short time. It was so pleasant.



Lead in

Work in pairs. Discuss the following questions.

- 1 Why do you think sport plays an important role in nations' histories?
- 2 Are there any national sports competitions held in your town? What are they?



Reading

a Discuss the following questions in pairs.

- 1 How do you define the sport of archery?
- 2 When do you think the sport of archery started first?

b Read the text and write the appropriate subtitle for each paragraph.

- 1 Today's archery
- 2 The past of archery
- 3 The game of traditional archery

OUR ANCESTRAL SPORT

There are many different stories told about archery. It is known to be one of the oldest sports in Turkish history. It's a sport familiar to us from our ancestors, which dates back to the Central Asia. The sport of archery developed a lot during the Ottoman Empire.

1 _____

In the history of Turkish culture, archery had a great importance. It was used as a means of defence until the **firearms** appeared. In the 15th century, after the conquest of İstanbul, Sultan Mehmet II founded the most famous archery lodge that was called 'Okmeidan', 'Place of Arrow'. The sport was taught and practised systematically there which were similar to



today's sports clubs. This tradition has continued during the Republican period.

2 _____

Nowadays, the traditional ground archery has started to breathe again with the personal attempts. The number of practitioners and enthusiasts of this sport have increased quickly. Since 2013, in May, many national female and male athletes around the country has competed for the conquest cup of archery, which is held by Okmeydan Archery Foundation and Association in İstanbul. The contest lasts for three days. During the contest, all the **archers** must dress in traditional and historical clothes, each of which represents "Turkish-Ottoman culture such as **rawhide** sandals, loose trousers (shalwar) or long, loose piece of clothing with large sleeves (kaftan). Bows and arrows can be made of either organic or synthetic materials. No modern accessories are allowed to be put on **bows**. During the contest, the aim of the archers is to shoot their target which is a special leather called '**puta**'. The shootings in the contest start and end with the whistle of **sheikh**, who manages the tournament. The contestant who scores most wins the tournament. In case of a draw, finalists shoot until one of them wins. At the end of the tournament, sheikh should announce the scores.

3 _____

Modern archery was first appeared in the Olympic games in 1904. Today, Olympic archery has four events with men and women competing in both individual and team events. Olympic competition can be done both indoor and outdoor. The targets are marked

10 concentric rings representing the different scoring sectors. The archers must shoot arrow to the target as close to the centre of the circle as possible. The format, rules and distances that competitors must shoot vary in **tournaments**.

c Read the text and match the highlighted words in the text to the definitions below.

- 1 _____: the target made of leather in archery
- 2 _____: a particular leader of an organisation
- 3 _____: a weapon for shooting arrows
- 4 _____: a series of contests between a number of competitors
- 5 _____: rifle or portable gun
- 6 _____: stiff untanned leather
- 7 _____: a person who shoots with a bow and arrow at a target

d Read the text again and answer the questions below.

- 1 When was the most famous archers' institution built?

- 2 How long has the traditional archery contest been held?

- 3 What kinds of equipment are required to attend the archery competition?

- 4 When did the sport of archery appear in Olympic games first?

- 5 What are the differences between traditional and modern archery contests?

e Look at the photos. Describe and match each national sport to the photos given below.

- Luge and Bobsledding Oil Wrestling
 Archery on horses Javelin on horses



f Look at the photos given above and discuss the following questions in pairs.

- 1 Which of the sports above would you like to play or watch? Why?
- 2 Which of the traditional sports in your country do you find the most unusual?
- 3 Where are the tournaments of the national sports held in Turkey?
- 4 What do you know about the history of the national sports?
- 5 Do you know any other national sports around the world? What are they?





Listening



a Match the sporting events to the sports they are related to.

- | | | | |
|---|----------------|---|--------------|
| 1 | Tour de France | a | car racing |
| 2 | Bundesliga | b | athletics |
| 3 | Formula 1 | c | football |
| 4 | Gazi Race | d | cyclinge |
| 5 | Diamond League | e | basketball |
| 6 | NBA | f | horse racing |

b Listen to the audio and complete the table. *Track 3*

	SPORT	EVENT	COUNTRY/ CITY	TIME	WEATHER
1	e.g. tennis				
2					
3					
4					

c Listen to the audio again. Underline the mistakes in the sentences and write the correct information in the blanks.

- There will be a lot of spectators because one of the players is Spanish. _____
- Matches are often delayed at the championship due to the injuries. _____
- Lady Gaga will be on stage at the opening ceremony. _____
- The event in Turkey will last four days. _____
- New Zealand is playing a final for the third time. _____
- Australia is playing the final with India. _____

d Which one of the events you have heard about in 'Exercise b' would you like to attend? Why?

e Work in pairs. Look at the timetable below and make a plan to attend one of the games. Talk about your plans as in the example.



HIGH SCHOOLS BASKETBALL TOURNAMENT

Quarter-finals Schedule

MATCH	DATE	TIME	PLACE
Shooting Stars Thunder Wolves	October 5, Fri.	18.00	Westlake Sports Hall
Red Storm Skywalkers	October 6, Sat.	16.00	Woodcreek High School Basketball Court
River Hawks Magic Union	October 7, Sun.	14.00	The State Sports Centre
White Sharks Rising Suns	October 7, Sun.	17.00	Pine Hill High School Sports Hall

e.g.

A: Our school team River Hawks plays with Magic Union on Sunday. Shall we go and watch the match?

B: Good idea! Where do they play?

A: At the State Sports Centre. The game starts at 2 p.m.

B: OK. My training finishes before 1 p.m. We can take the train. It leaves the main station at 1.20 p.m.

A: See you at the station then.

- f **Work in groups. Choose one of the sports below. Imagine that you organise a tournament at your school. Prepare a schedule for it. Ask and answer about the time and place of the matches.**



Speaking

- a **Which of the statements below do you agree with the most? Why?**
- 1 Winning isn't everything; it's the only thing.
 - 2 Play with dignity, win with integrity.
- b **Read the newspaper clippings below and discuss the following questions with class.**

Game between IFK Gothenburg and AIK in Sweden was postponed by the Swedish football authorities because of match-fixing attempt. The Swedish FA declared that an AIK player was offered a large sum of money to lose the match. General secretary Hakan Sjostrand told that it was a very serious attack against Swedish football, and they would never accept that.



The Greek derby between PAOK



Salonika and Olympiakos Piraeus was called off after the coach of Olympiakos was hit in the face by a roll of paper thrown from the opposing team's stands. Spaniard Garcia was taken to hospital, but the violence erupted outside the stadium and the police used tear gas and scattered the crowd.



Fifa's disciplinary committee fined Brazilian star Rivaldo 10,000 Swiss francs for faking injury in World Cup 2002 Group C match against Turkey. Rivaldo had exaggerated the injury, holding his face after Turkish player had kicked the ball at his legs, to get him sent off. He is the first player to be fined for simulating a foul.

Russia is banned from the 2018 winter Olympics in Pyeongchang, South Korea because of the doping scandal. However, 169 of the Olympic Athletes from Russia (OAR) will compete as neutrals, under the flag of Olympics, with neutral uniforms. There will be no national emblem, flag or symbol on them, and the national anthem will not be played. Besides, the official record books will forever show that Russia won zero medals.



- 1 Have you heard about these news before? If yes, which one(s)?
- 2 Which ethical issues are these news about?
- 3 Why is fair play important in sports?
- 4 How do you think we can prevent unethical behaviours in sports?

- c Read the following dialogues and underline the phrases that state comments on mistakes.

A: Is this you in the photo?

B: Yeap!

A: I didn't know you were playing football at the college.

B: Let me tell you my story.

A: I wonder what happened.

B: We were playing against the Technical University's team. The match was in the fifth minute and I was running for my life to score a point. Actually, I did! But, I scored an own goal! It was the first and the last game of my football career.

A: You really put your foot in it.

A: What are you doing, Dan?

B: Just surfing the Net. Hey, look! 36 red cards were shown in a single match in Argentinean league between Victoria Arenas and Claypole in 2011. The referee dismissed all the players, substitutes and coaches!

A: Wow! What a total disaster!

A: Did Ryan get recruited into the college basketball team?

B: He made a mess of it. He played so offensively and the coach didn't choose him because of his egoistic and disrespectful attitudes.

A: Do you know that a footballer gets a yellow card if he scores a goal and celebrates it by taking his T-shirt off?

B: Yes.

A: Haha! Listen to this! Eric Hassli, a footballer from France, had worn two shirts before the match. After he had scored his goal, he removed the first T-shirt and thought that he wouldn't get the yellow card because he had another one underneath.

B: Then, what had happened?

A: He got the yellow card!

B: That wasn't very clever of him, was it?

- d Work in pairs and create your own dialogues according to the situations given in the newspaper clippings in 'Exercise b'. Use similar phrases in 'Exercise c' as in the example below while commenting on how you feel about the mistakes.

e.g.

Have you heard the news about the Russian Olympic Team?

So what?

Russia is banned from the Winter Olympics because of the doping scandal and 169 of the Russian athletes will compete as neutrals.

What a disaster!

Discussion time

Read the text and discuss the following questions with your partner.



#MyMoment

#MyMoment campaign has been launched on social media by the top athletes to say 'No To Doping'. Athletes from all around the world took part in this movement. The aim was to draw attention to the harm of using performance-enhancing drugs and make the Olympic Games the moment for clean sport. Some of the athletes have shared their videos and stated their own beliefs and objections firmly and bravely. Common idea was not to let doping steal their moments at the 2018 Winter Games in Pyeongchang, South Korea.

- 1 Do you think social media campaigns are really successful in raising awareness? How?
- 2 Do the sportspeople have the responsibility of being role models for society or teenagers? Why/Why not?



Pronunciation

- a Listen and practise the words below.

Track 4

/g/	/dʒ/
organised	javelin
catalogue	average
give	jazz
eagle	ginger
august	jewellery
magnificent	June
gorgeous	biology

- b Listen to the words and write them in the correct column below. Track 5

gym glamorous jeans stage
 cognitive gesture gallop giant
 negotiate guess agency glasses

/g/	/dʒ/

- c Examine the words in the columns in 'Exercise a and b'. How do we usually pronounce the letter 'g' before 'e and y', and before other letters?
- d Work in pairs. Take turns to practise the following sentences.
- Generally, she goes to the grocery in the mornings to buy fresh oranges.
 - My grandparents bought a large bungalow.
 - Japanese is a great language that has a very strange alphabet.
 - Nowadays, global agenda is to take urgent precautions to save endangered animals.
- e Listen to the audio and practise the sentences in 'Exercise d' again. Track 6



Writing

- a Work in pairs. Write Turkish traditional/national sports and extreme sports you have learned in the table below. Which one would you like to do most? Why?

Turkish traditional/national sports	Extreme sports

- b Write an essay about the most exciting sporting event you have seen on TV or you have taken part in. In your essay, answer the following questions.
- What sports event was it? When and where was it held?
 - What happened there?
 - How was the atmosphere like?
 - What ethical values do you think were violated by the athletes or by the fans?
- c Swap your papers with your partner's. Check your partner's paper if he/she answers the questions in 'Exercise b'.



Project

Work in groups of four or five. Search and prepare a brief presentation about the history and rules of an extreme or a traditional sports event. Make sure your presentation includes the following expectations.

- Create at least a six-slide presentation.
- Each slide should have an image.
- Write the sources you benefit.





THEME 2 CLASSICS

2A BEYOND THE TIMES

2B THE SILVER SCREEN

In this theme, you will be able to...

- talk about events in the past.
- talk about movies, books, music.
- express preferences.





Lead in

Discuss the following questions with your partner.

- 1 Do you find classics interesting? Why/Why not?
- 2 What do you think makes a classic worth reading today?



Listening

a Look at the photos and guess what the story is about.



a



d



b



e



c

b Listen to the first part of the story as told on the radio and complete the facts about the story. *Track 7*

- 1 He was _____ and lived in _____.
- 2 Aksenoff owned _____ and _____.
- 3 He set off his journey _____ to sell his goods.
- 4 He spent the night at _____ with _____ along the way.

c Listen to the second part of the story and put the events in the correct order.

Track 8

- A A new prisoner arrived at the prison. _____
- B Aksenoff was sent to the prison in Siberia camp. _____
- C Before Aksenoff released, he was dead. _____
- D Aksenoff left the place very early in the morning. _____
- E He was questioned by the police officer about the night. _____
- F A police officer and soldiers stopped him to search. _____
- G The prison was searched and the tunnel was discovered. _____

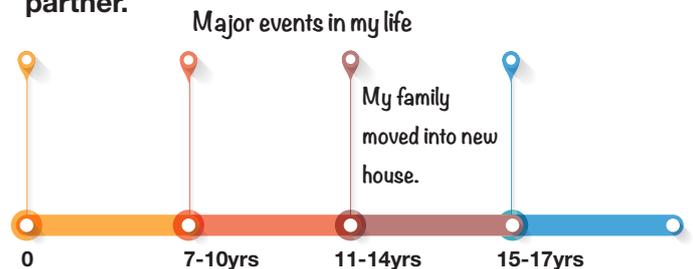
d Read and answer the questions below.

- 1 Why did Aksenoff's wife want her husband not to go to the fair?

- 2 What did the chief find among Aksenoff's things?

- 3 How long did Aksenoff live in jail?

e Look at the timeline, write your most important life event in the past such as birthdays, first day of school, vacations, holidays and share them with your partner.



- 1 When was the last time you were really excited about something? What was it?
- 2 Which one did you like most, elementary school, or high school? Why?
- 3 What is your favourite childhood memory?



Reading

a Discuss the following questions with your partner.

- 1 What do you think makes poetry different from other literary styles?
- 2 If you wrote a poem right now, what would your topic be?

EMILY DICKINSON (1830-1886)

Emily Dickinson has been widely regarded as one of America's greatest poets, in particular, because of her extraordinary innovations in poetic form and structure that form the basis of modern poetry. While lived in a **reclusive** life on the family homestead, locking herself in her room, and refusing to have visitors, she secretly produced enormous poems and wrote hundreds of letters to her friends, poets and critics. Her interesting personal life has sometimes **overshadowed** her achievements in poetry; nevertheless, her unusual style in poetry has been still discovered curiously in the literature world.



She was born in Amherst, Massachusetts, on December 10, 1830 to a well-known family that had deep roots in New England. Her father worked as a lawyer and as a state **legislator** in Amherst. The middle child, Dickinson, spent almost her whole life with her older brother Austin and her younger Lavinia. Spending seven years at Amherst College and attending Mount Holyoke Female Seminary for a year, she had to leave school due to health problems. She began writing poems as a teenager, living in almost complete isolation from the outside world, but widely reading and actively sustaining many **correspondences**. She died on May 15, 1886 at the age of fifty-six, suffering from a severe case of Bright's disease.

Although Dickinson was an extremely **prolific** poet, producing numerous poems, she was publicly unrecognised during her lifetime. After her sister's death, Lavinia Dickinson found about 1800 poems that Emily had locked in her drawbacks over the years. Most of Emily Dickinson's poems are written in short **stanzas**

with short lines; however, the language used is quite difficult for readers on a first reading because of the unusual **compression**, unconventional grammar, the strange diction and the symbols and objects representing a great deal of meaning. It is often hard to identify the speaker's voice in her poems owing to using a great variety of tones while expressing her feelings, thoughts, expectations, and questions related to the life, nature, death, art, and spirit. In many poems, she hides the specific reasons and nature of her deepest feelings, especially experiences of suffering. Therefore, it is not easy to decide the conception that if she is writing about people, nature, society or art.

b Read the text and match the highlighted words in the text to the meanings below.

- 1 _____ : producing many works
- 2 _____ : a member of a group of people that has the power to make laws
- 3 _____ : a group of lines in a repeated pattern that form a unit in some types of poem
- 4 _____ : the letters a person sends and receives
- 5 _____ : living alone and avoiding other people
- 6 _____ : to make somebody/ something seem less important, or successful
- 7 _____ : the act of pressing or squeezing something together or into a smaller space

c Read the text again and circle the correct sentences.

Emily Dickinson _____

- 1 was one of the greatest poets of her own time, but she didn't notice this interest.
- 2 lived in an isolated life from the outside world producing numerous poems and letters.
- 3 produced her poems using an appropriate language that helps readers understand on first reading.
- 4 was publicly recognised after her death because Lavinia discovered her poems locked in the drawbacks.

d Work in pairs. Read the following statements about what makes a poem good and decide which ones you agree with. Discuss them with your partner.

- 1 It is difficult to understand.
- 2 It fits its purpose and occasion.
- 3 It makes the reader feel the same way as the writer.
- 4 It has the usual ideas.
- 5 It can be easily memorised.
- 6 It has original ideas.
- 7 It makes the reader think about the main idea.
- 8 It has good rhymes.

e Read the poem below and find what hope is described as.

314

“Hope” is the thing with feathers –
That perches in the soul –
And sings the tune without the words –
And never stops – at all –

And sweetest – in the Gale – is heard –
And sore must be the storm –
That could abash the little Bird
That kept so many warm –

I’ve heard it in the chilliest land –
And on the strangest Sea –
Yet – never – in Extremity,
It asked a crumb – of me.



Emily Dickinson



f Read the poem again and choose the correct definitions of the words according to the poem.

1 **to perch:**
a to keep balance
b to rest on something
c to make a nest

2 **tune:**
a radio signal
b harmony
c melody

3 **gale:**
a strong wind
b big, dark cloud
c open ocean

4 **sore:**
a painful
b upset
c severe

5 **to abash:**
a to embarrass
b to make uneasy
c to surprise

6 **extremity:**
a severe hardship
b a far-away place
c an arm or a leg

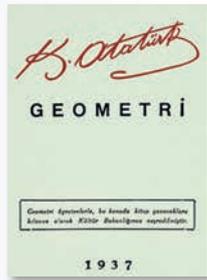
7 **crumb:**
a unfair share
b piece of food
c small amount

g Discuss the following questions in groups.

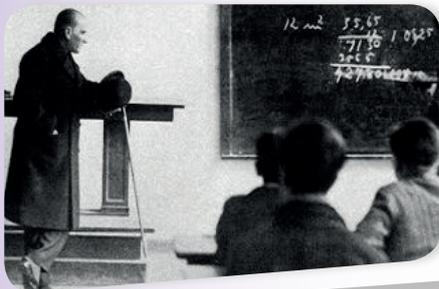
- 1 What does the bird do to give people strength?
- 2 What can make the bird annoyed?
- 3 What are the hardships of life described as in the poem?
- 4 Do you think bird is a good metaphor for hope? Why/Why not?
- 5 What other metaphors would you use?

Do you know?

In 1937, Mustafa Kemal Atatürk wrote a book on Geometry which was published by the Ministry of Culture as a guide for high school teachers.



In his Geometry book, Atatürk adapted 48 geometrical terms to Turkish in order to make technical vocabulary easier and more intelligible for Turkish nation. This reform was to become the archetype of the modern education system used today. He said “The Turkish language will be free and independent, like the Turkish nation.” to emphasise the importance of purifying the language (picking out foreign words).



Quote of the day!



“A classic is a book that has never finished saying what it has to say.”

Italo Calvino



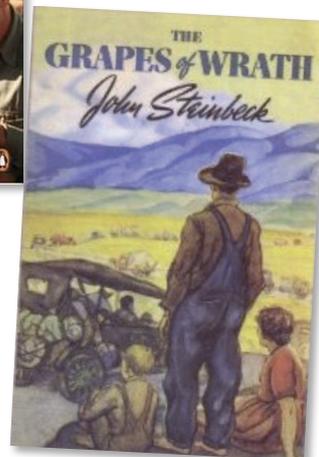
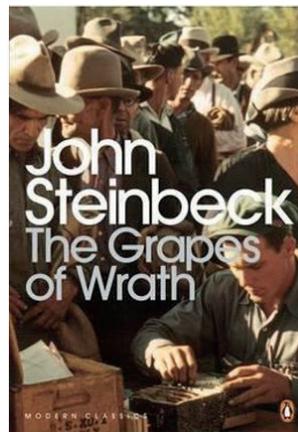
Speaking

a Discuss the following question with class.

- 1 Do you think posters or covers influence our personal preferences while choosing a book? Why/Why not?
- 2 Why do you think the publishers use different book covers for the same novel?

b Answer the following questions according to the book covers below.

- 1 Which of the covers indicate what the book is about?
- 2 Which of the designs below can convince you to buy the book? Why?



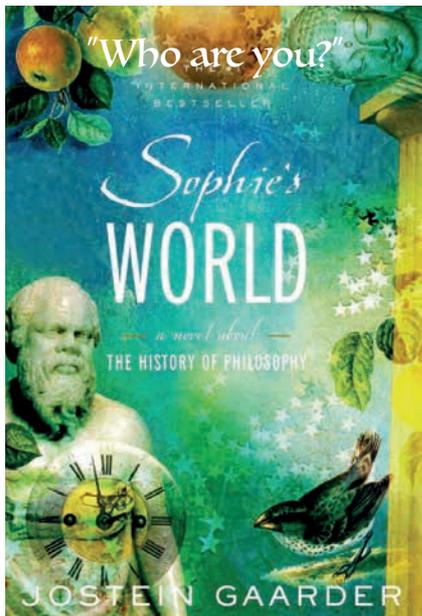
c Work in pairs and answer the following questions according to the book covers above.

- 1 What is the genre of the book? (comic fiction, science fiction, realistic fiction, autobiography, fantasy)
- 2 What is the book's setting (place and time) and plot?
- 3 What do you think the novel is about?
- 4 What do the characters look like?



Writing

- a Work in pairs. Look at the poster below and answer the following questions.**
- 1 According to the poster, who do you think the target audience is/are? (children/teenagers/adults)
 - 2 If you were the designer of the book, how would you design it? Which images would you use on the cover to represent the book as an example of a philosophical novel?
- b Read the text below. Find out and tick which of the following details are given to describe the poster.**



- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Purpose | <input type="checkbox"/> Tagline |
| <input type="checkbox"/> Colour | <input type="checkbox"/> Layout |
| <input type="checkbox"/> Key image | <input type="checkbox"/> Reaction |
| <input type="checkbox"/> Text font | <input type="checkbox"/> Target audience |
| <input type="checkbox"/> Background | |

Analysis of the book poster:

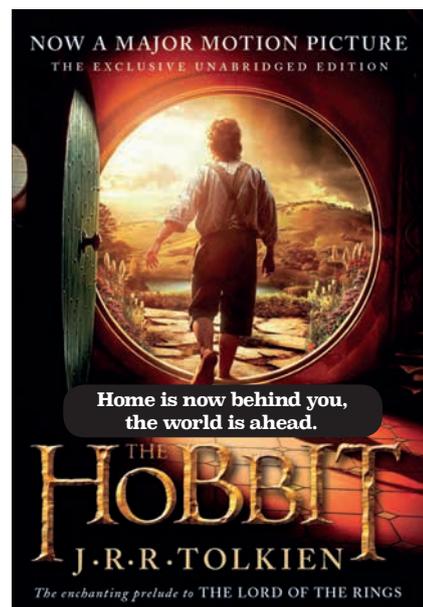
The purpose of the poster is to create a desire to visit Sophie's World and to give us clues about the theme of the novel through the symbolic images. The poster provides us with information that the book became the international bestseller

after it was published in 1991. The tagline at the top of the poster reads "Who are you?". A rhetorical question is used to draw the audience's attention to the meaning of life and make them question their own perceptions.

Inspired by the perfect harmony of nature, green and blue colours used in the background perfectly match yellow and orange. The layout of the pictures and texts are well spread out. In the background of the poster, we can see a world map referring to the title of the book. Rather than the visual content, textual data is used in the centre of the poster.

In the lower-left bottom, the Greek philosopher, Socrates, is seen as the main image of the poster. At the top of the page, there are two ripe apples on a branch. This image may symbolise the forbidden fruit handed by Eve to Adam or it may be the apple hitting Sir Isaac Newton on the head. There is a smooth Doric Column which is a good example of the ancient Greek architecture placed on the right-hand side of the poster just below the Buddha statue. In the bottom right corner of the poster, we see a figure of a ground-finch landing on the Galapagos Islands. Lastly, the author's name is at the bottom of the page in bold letters that it can be read easily.

- c Look at the poster below and write a descriptive paragraph for it using the text in 'Exercise b' as a model.**



d Swap your paragraphs with your partner's. Check your friend's paragraph to see if it has the elements in the rubric below.

- 1 All of the sentences are related to the subject.
- 2 Sentences are ordered logically and flow smoothly.
- 3 Explanations are clear enough.
- 4 The main idea is clear.
- 5 Descriptions are detailed and rich enough.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Pronunciation

a Listen to the dialogue and pay attention to the bold syllables. *Track 9*

- A What do you **think** is the most **interesting information** about **Emily Dickinson**?
- B Although **Dickinson** was an **extremely prolific poet**, she was **publicly unrecognised** during her lifetime. After her **sister's death**, **Lavinia Dickinson** **found** about **1800 poems** that **Emily** had **locked** in her **drawbacks** over the years.



b Which of these types of the words in the dialogue in 'Exercise b' are stressed (S) and unstressed (US)?

- 1 main verbs _____
- 2 articles/prepositions _____
- 3 question words _____
- 4 adjectives/adverbs _____
- 5 nouns _____
- 6 auxiliaries _____
- 7 subjects/object pronouns _____

c Work in pairs and practise the following sentences. Underline the stressed words.

- 1 We visit our grandparents on special days.
- 2 Where do you usually go on summer holidays?
- 3 My sister will graduate from the university next year.
- 4 The weather in Istanbul is getting colder and colder.

d Listen to the sentences in 'Exercise c' and check your answers. *Track 10*

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Henry: I will start my own business instead of going to university and I will be successful in a short time.

Mother: If you are looking for a way of becoming a good apprentice, you should come over and find out how your brother has worked for his career. It's time to **take a leaf out of your brother's book**.



Lead in

Discuss the following questions with your partner.

- 1 Do you think it is better to read a book or watch its film first? Why?
- 2 What is the most inspiring film you've ever watched? What is it about?



Listening

a Listen to the soundtracks and try to guess which film they belong to. Then, write their numbers in the boxes. Track 11



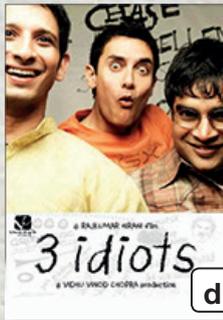
a



b



c



d



e

b Match the films to their genres and write them in the blanks.

a 3 Idiots

b Gone with the Wind

c Pirates of the Caribbean

d The Lord of the Rings

e Titanic

- 1 Adventure: _____
- 2 Comedy: _____
- 3 Drama: _____
- 4 Fantasy: _____
- 5 Historical: _____

c Listen to the soundtracks again and write the feelings they arouse in you. Then, share your ideas with your classmates as in the example.

- 1 3 Idiots happiness, joy, ...
- 2 Gone with the Wind _____
- 3 Pirates of the Caribbean _____
- 4 The Lord of the Rings _____
- 5 Titanic _____

e.g.

This soundtrack has made me feel happy and joyful.



Speaking



- a Look at the film types above and discuss your film preferences with your partner as in the example.

Joe: What kinds of films do you like most?

Cindy: Well... I mostly like watching comedy films because they are full of fun, and I like entertainment along with relaxation. Besides, they always cheer me up. What about you?

Joe: I prefer watching thrillers to comedies. The tension in them makes me feel alive. You know, you experience danger without being in danger. Moreover, they usually have surprising ends, and I like suspense and guessing the end while watching them.

- b Read the dialogue below and share your opinions about a classic film you have watched as in the example.

Chris: Have you watched Star Wars before?

Bran: Yes, I have.

Chris: What do you think about it?

Bran: Well, I actually enjoyed it. It was fantastic. I mean, it is definitely worth watching. What do you think about it?

Chris: Well, I can't see why people like it that much. I don't think it is as good as it is said to be. I would prefer watching something else.

- c Read the second part of the dialogue and share your opinions with your partner about the characters in a film you have watched.

Bran: What do you think about the characters in Star Wars?

Chris: I didn't like the characters, either. You know, the hero Anakin Skywalker, a former Jedi, turns to be a villain called as Dart Vader. Nonsense!

Bran: You are wrong to say that he is a villain. In my opinion, when one is to talk of Star Wars heroes, DARTH WADER comes on top of that list. I admit that he wants to rule with both fear and aggression, but this doesn't make him a villain. He represents the dark side, but he has his excuses and positive characteristics, too.

Chris: Come on! I really wonder what they are. Will you please name a few?

Bran: First of all, he was seduced to the dark side by Dark Sidious as he had no other choice to rescue his wife from death. He represents reason rather than feelings and this doesn't necessarily mean he is evil. What's more, he was prophesied to bring balance to the Force by destroying the Jedi order. It's not his own will, but he is the chosen one. In fact, this is the very thing that makes him the ultimate hero.

Chris: To be honest, you got me! You know how fast talker you are, don't you?





Reading

a Discuss the following questions with your friends.

- 1 Do you prefer watching films at home or at the cinema? Do you like being alone or with friends?
- 2 Do you read the reviews of films before watching them? Why/Why not?

BLACK

Black is based on a true story of Hellen Keller who was born blind and deaf in 1880. The movie begins with Michelle's -representing Hellen Keller- visiting her teacher and then **flashbacks** to the past.

She is a girl who lost her eyesight and hearing in **consequence** of an illness at the age of two. It makes her a violent, uncontrollable child. Her parents, Paul and Catherine, are trying to control her while they also consider sending Michelle to an **asylum** where she can get mental treatment.

One day, Debraj Sahai, an old teacher for the deaf and blind, enters their lives. He uses such harsh methods that Michelle's father doesn't approve of them and asks Debraj to leave. Although her father thinks he is gone, Debraj stays while he is away from home for twenty days. During these days, Debraj manages to teach Michelle some words and manners, but he has difficulty teaching her the meaning of words. When Michelle's father returns, Debraj packs his bags. At the last moment, while he is walking to the door, Debraj gets angry with Michelle's **disrespectful** behaviour and he throws her into a fountain; which is the most breathtaking scene of the film. Michelle suddenly realises that she likes Debraj's lessons at that moment. The McNallys prefer to keep Debraj as Michelle's teacher.

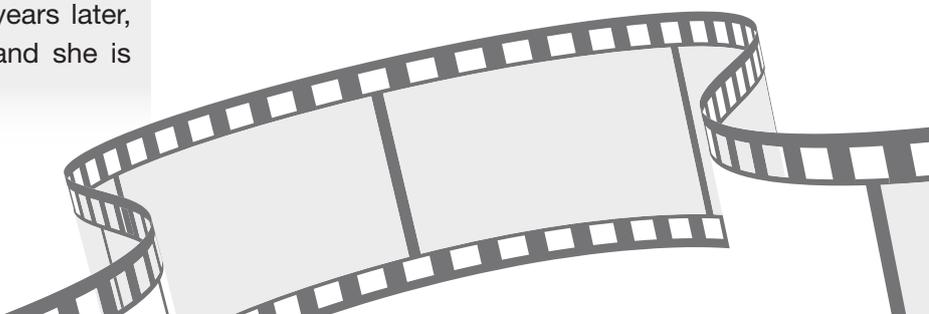
A few months later, she is able to recognise her mother and father, and can **vocalise** the first syllables of some words. Many years later, Michelle becomes more expressive and she is



even able to dance. Then, she gets admission to **pursue** a Bachelor of Arts degree. Over the next twelve years, she struggles to gain her Bachelor of Arts degree, but in the end, she manages to graduate from university.

Meanwhile, Debraj begins to suffer from Alzheimer's and he is sent to a mental hospital. Michelle visits him wearing her robe and Debraj realises that she has graduated. As the window opens to the rain, they say the first syllable of the word "water", the same as Michelle first understands the meaning of words. However this time, it is Debraj who is beginning to learn to speak and understand.

In the end, Michelle is seen amongst a crowd of people, walking to a church. There is a **voice-over** of a letter Michelle has written to Debraj's friend, Mrs Nair, saying that today is her teacher's first day of school and his alphabet begins with "B,L,A,C,K".



b Read the summary of *Black* and fill in the analysis chart below.

BLACK

Characters

Climax

Setting

Plot

Resolution

c Try to guess the meanings of the highlighted words in the text and match them to the definitions below.

- 1 _____ : a hospital for people with a mental illness
- 2 _____ : to try to do something over a period of time
- 3 _____ : the result of an action, especially a bad result
- 4 _____ : words spoken in a film or TV programme by an unseen person
- 5 _____ : showing a lack of respect or courtesy; impolite
- 6 _____ : a scene in a film, novel, or play that returns to events in the past
- 7 _____ : to make a sound or sounds with your voice



KEEP IN MIND!

When analysing films, there are a number of titles you should put emphasis on:

Setting: The description of where and when the story takes place

Plot: The cause-and-effect relationship between events in which things move and happen in a story

Characters: The people, animals and things in a story

Climax: The scene that gets the greatest emotional response from the viewer

Resolution: The final part where the story is tied up and concluded



Writing

a Discuss the following questions with your partner.

- Where do you usually read film reviews?
 - on the Internet
 - in newspapers
 - in magazines
- What do you think is the main purpose of a film review?
 - to give a brief synopsis of the film
 - to give factual information about the film
 - to give an idea if people might watch the film or not

b Read the film review below and put the paragraphs into the correct order.

A

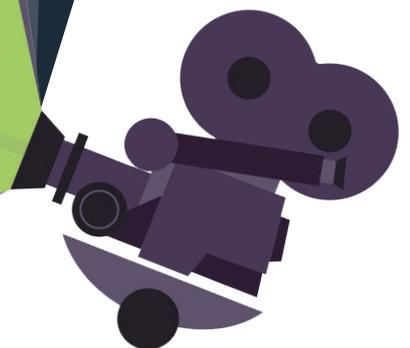
Skilfully adapted by David Nicholls, the script is alternately fast-paced, gripping and shocking. Also, the camerawork is sensational. So, it guarantees to keep viewers absorbed to the very end. The characters are strong and well-developed. I really appreciate that the director is very successful at reflection of Victorian Britain.

B

The story begins with the main character, a seven-year-old orphan, Pip's visiting the graves of his parents in the village churchyard. He encounters an escaped convict, Magwitch when he returns home. He threatens Pip to steal food and a file. Pip is scared too much and helps him; however, Magwitch is recaptured by the soldiers. One or two years later, Miss Havisham, a wealthy but reclusive woman, walks into Pip's life. He starts to visit Miss Havisham's house regularly and falls in love with her adopted daughter, Estella. Joe, Pip's kind brother-in-law, accompanies Pip for the last visit when she gives the money for Pip to be a blacksmith's apprentice. After years, he mysteriously inherits a fortune and moves to London in order to prove himself a gentleman worthy of Estella's love. He finds himself in an unusual situation from now on. As he tries to adapt to his new lifestyle, some unexpected events occur in his life.

C

With its breathless intensity, it is a heart-touching romantic drama film which I'd highly recommend. If you enjoy book-to-film adaptations, *Great Expectations* is well worth seeing. Don't miss it!



D

Great Expectations, written by Charles Dickens, has been one of the most unforgettable and impressive classics all over the world since its first publication in 1861. Therefore, it has been adapted for the screen a myriad of times. In this review, I will write about the most faithful adaptation which is directed by Mike Newell and starred by Jeremy Irvine, Ralph Fiennes, Helena Bonham Carter and Holliday Grainger in 2012.

- c **Discuss with your partner. Have you seen or heard of this film? If not, would you watch it based on this review? Why/Why not?**
- d **Think about the film you have recently seen and take notes into the table below. You can benefit from the sample review in 'Exercise b'.**

Title of the film	
Basic information	
Main points of the plot	
General comments/opinions	
Recommendations with reason	

- e **Write a review of your film using your notes in 'Exercise d'.**
- f **Swap your review with your partner's. Use the following questions to check each other's reviews.**
- 1 Is the review clear and well-organised?
 - 2 Does it not give away any spoilers about the end of the story?
 - 3 Does the writer recommend the film or not?

Discussion time

Read the paragraph below and discuss the following questions in pairs.

Classic

The word classic which is known to be derived from the French word 'classique' or Latin 'classicus' used to mean belonging to a class or division in the past. Over the centuries, it has changed its meaning radically. Today, it is used in various new meanings in different contexts. Other than being a subject at school or university which involves the study of ancient Greek and Latin literature, philosophy and history, it is the name of a musical genre. While it means a piece of clothing that is always fashionable and traditional in design or style in textile industry, it means of a simple, elegant, and long-lasting style for cars or furniture. For sports, especially in golf or tennis, we see that the word is used for a major tournament or competition. In daily context, it is usually used to talk about something which is typical, traditional or even extremely funny.

- 1 What does classic mean in literature and cinema?
- 2 What are the reasons behind the classics' appealing to modern-day readers?
- 3 Who are the most famous authors and directors of all time in the world? Which books or films of them would you recommend to your friends?

Project

Work in groups of four or five. Act a scene from a classic book you've read or film you've watched before. Present it to your classmates. Let your friends guess which film or book the scene is from. Share the original scene or page with them if possible.





THEME

3

**AMAZING
STORIES**

3A HARD WORK PAYS OFF

3B MAKE YOUR OWN LUCK

In this theme, you will be able to...

- talk about past abilities.
- talk about something one is accustomed to or becoming accustomed to.
- use expressions about persuasion.



3A HARD WORK PAYS OFF



Lead in

Discuss the following questions with your partner.

- 1 What is 'success' according to you? Who is the most successful person you know?
- 2 Are you likely to give up when you experience failure? Why/Why not?



Listening

a Discuss the following questions.

- 1 What do you know about Mozart and his works?
- 2 Have you ever listened to his compositions? If yes, how do you like them?

b Listen to the audio. Write true (T), false (F) or not mentioned (NM). If the statement is false, correct it. Track 12

- 1 Mozart was able to write his first symphony at age eight. _____
- 2 He wrote three of his greatest works by the time he turned eighteen. _____
- 3 Mozart resigned from his position as a court musician in 1783. _____
- 4 The premiere in Prague was a huge success. _____
- 5 Mozart never faced rejections during his lifetime. _____

c Listen to the audio again and fill in the missing information about Mozart's life story.

- 1 Mozart's _____, Leopold, was his first piano teacher.
- 2 Anna was Mozart's _____.
- 3 Mozart's nickname was the '_____'
- 4 Mozart was at the age of _____ when he wrote his first opera.
- 5 Mozart was an Imperial court _____.
- 6 Archduke Franz Ferdinand didn't like *The _____ of Figaro*.
- 7 The obstacles Mozart encountered _____ him to be more productive.
- 8 Mozart couldn't see that his works finally turned into _____.
- 9 Mozart died in a tragic way at the age of _____.
- 10 No one can dispute Mozart's musical _____.

Do you know?

Success in life comes with positive attitudes and behaviours. The following are some of the steps you can take to achieve success in life:

- Don't worry about others' low opinions about you.
- Avoid unhealthy competition with others.
- Put your heart into your work.
- Don't give up easily after losing.
- Create a life that makes you happy.



Speaking

- a Search for amazing life stories on the Net with your partner(s). Prepare a brief presentation.
- b Share your presentation before the class. Before sharing it with your classmates, use the checklist below to see if you are ready.

<input type="checkbox"/>	You are ready and motivated.
<input type="checkbox"/>	You have full knowledge of the topic.
<input type="checkbox"/>	You know how to use information technologies.
<input type="checkbox"/>	The title and the context are clear.
<input type="checkbox"/>	The slide show is attractive and engaging.
<input type="checkbox"/>	The presentation ends within the given time.

- c After all presentations are made, discuss your opinions on stories answering the questions below.

- Which was the most amazing?
- Whose life was the hardest?
- Who achieved the greatest?

Quote of the day!



“Life is an empty roll of film given to you; try to fill each frame in a perfect way.”

Ara Güler

PROVERB OF THE DAY

Read the dialogue below and try to guess the meaning of the proverb.

Judy: Have you heard the news about Gabriel?

Dylan: No, what happened?

Judy: After his impressive performance in last week’s match, many basketball clubs want to sign a contract with him.

Dylan: That’s because **nothing succeeds like success.**

3A HARD WORK PAYS OFF



Reading

- a Look at the photos and read the title. What do you think the text is about?
- b Scan the text and answer the following questions.
- 1 When did she start drawing pictures?

 - 2 Which title did she receive in Ireland?

 - 3 What are her hobbies?

 - 4 What is the main idea of the text?



In the 2018 European Paralympics Swimming Championship which was held in Dublin, the capital of the Republic of Ireland, Sümeyye Boyacı **managed** to win the gold medal with the degree of 45.21 seconds. Thus, she made us all **proud**.

Sümeyye Boyacı was born on 5 February 2003 in Eskişehir, without two arms. At the age of 4, she began to use her feet as her hands and she was used to drawing pictures by using her feet. During 2008-2009, as it was Turkish Culture Year in Russia, she drew the cover picture of the book 'Gold Fish Russian Folk Tales'. In the same year, she opened his first solo exhibition in Russia, which makes her the very first Turkish child who did it.



One day, while watching the fish in the aquarium, she realised that she didn't need arms to swim. "Mother, fish also have no arms, I want to swim like them and be a mermaid." she said. That day, Sümeyye's life completely changed. She started swimming exercises with her trainer, Çiğdem Abaza. She got used to swimming for only two hours; she has been swimming for ten years. In 2013, she became a member of the Swimming Team for the Physically Disabled. In the following years, with the help of her coach, Mehmet Bayrak, she **achieved** success in all races in Turkey. In June 2016, she was **qualified** to take part in the National Team.

She **competed** in many races in Portugal, Italy, Mexico, Denmark and Brazil. She came home with many **rewards** and degrees.

Finally, In the European Championship held in Dublin, Ireland, she took the first place in 50m backstroke and received the title of 'First Gold Medal Winner Lady Swimmer in the History of Turkish Republic'.

Her talents are not limited to painting and swimming. Sümeyye is currently studying at Eti High School of Social Sciences. The successful swimmer, who also opened a paper marbling exhibition, bought a sewing machine with her own income. She is getting used to designing and sewing her own clothes. Baking cakes and pancakes makes her very happy.

Apart from her current **objective**, 2020 Tokyo Olympics, Sümeyye wants to be a successful psychologist in the future.



c Match the highlighted words in the text to the definitions below.

- 1 _____: something given in exchange for good behaviour or work
- 2 _____: something that you plan to do or achieve
- 3 _____: to take part in a race or competition
- 4 _____: to reach a goal after a lot of work
- 5 _____: to succeed in doing or dealing with something
- 6 _____: having particular skills; certified
- 7 _____: feeling pleasure and satisfaction

d Read the text and find three activities that Sümeyye was accustomed to, got accustomed to or is getting accustomed to.

- 1 _____
- 2 _____
- 3 _____



KEEP IN MIND!

(be) used to + gerund

If you **are used** to something, you are accustomed to it. It is not unusual or strange to you.

- I lived in England for three years so that **I am used to** driving on the left.
- He **wasn't used to** getting up early so he was late for school last Monday.

get used to/(be) getting used to + gerund

If you **are getting used to** or **get used to** something, you are becoming accustomed to it. It is not as unusual or strange as before.

- Jason **was getting used to** sharing his room with his little brother.
- It's too hard for her, but she **will get used to** the situation.



Writing

a Work in groups. Think of an imaginary character that has an amazing success story. Then, follow the steps below.

- Take a sheet of paper and introduce your character in at least three sentences. Do not give many details.
- When you are told by your teacher, pass your paper to the next group.
- Read the paper you have been given and add at least two more sentences.
- Continue passing the uncompleted stories to different groups till your teacher tells you to end the story in front of you.

b Read out the stories in class. Discuss which one is the most interesting.



Lead in

Discuss the following questions with your friends.

- 1 Do you think success comes to those who have chance in life? Why/Why not?
- 2 How do you think success is measured?



Reading

a Discuss the following questions with your partner.

- 1 Do you sometimes forget your plans? What do you do to avoid it?
- 2 Do you keep a weekly planner? If yes, does it help you focus on your plans?



MANUAL MEMORY

A 19-year-old teenager Ricky Dean, who lives in Taunton, England, is suffering from a pretty interesting disease called 'short-term memory loss'. When he was a child, he couldn't communicate with others until the age of 7. A doctor diagnosed Ricky with autism and he received special education for a while. He was able to produce sounds in a year and he could communicate with others quite well. He also managed to read and write in two years.

However, when he was 11, a full memory MRI revealed that he had not only autism, but also memory loss.

Dean's mother, Nicki says: "We knew something was wrong when he was seven. To get a diagnosis was a relief because we had been saying all this time that he wasn't doing all these things because he wanted to."

As he doesn't have sense of time, he has to plan everything the day before and set the alarm for each activity on his phone. He sets alarms even for daily routines such as washing face, brushing teeth, etc. He has post-its all over his home and he even carries a card in his wallet to remind him how to get back home if he is lost.

Ricky says: "It can be rather difficult at times. The worst thing is missing appointments with friends and forgetting good things. I can't look forward to anything because I have no concept of time, but my family and friends are so supportive."

Ricky has been studying Land and Environment for the past three years at a Special Needs College. He is fairly talented but when he is asked what he'd like to do for the rest of his life, 'I have no idea,' he says, 'I can't picture the future.'

b Read the text and answer the following questions.

- 1 Which disease is Ricky suffering from?

- 2 When was his memory loss disease diagnosed?

- 3 What does he do to plan his daily activities?

- 4 Why is he carrying a card in his wallet?

- 5 What is the worst thing he is faced with?

- 6 Does he have a future plan?

c Skim the text and find degree modifiers for the adjectives and adverbs below.

- 1 _____ interesting
- 2 _____ well
- 3 _____ difficult
- 4 _____ talented

d Scan the text. Find and write three more sentences in which Ricky's past abilities and inabilities are mentioned.

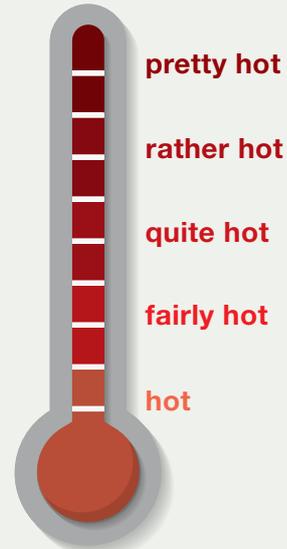
e.g. When he was a child, he couldn't communicate with others until the age of 7.

- 1 _____
- 2 _____
- 3 _____



KEEP IN MIND!

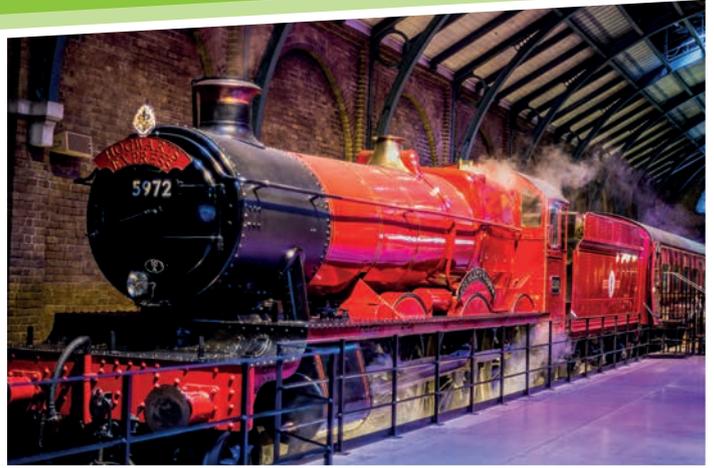
- **Fairly, rather, quite** and **pretty** are called **degree modifiers**. They are placed directly in front of adjectives or adverbs to add to their meaning and make their meaning stronger.



e.g. Japanese is **quite a difficult language** to learn.
Slow down! You are **driving pretty fast!**

- **Quite** and **rather** are also used to degree the **verbs** and **nouns**.
e.g. The children **quite/rather enjoyed** the garden party yesterday.

- When we talk about **general ability in the past**, we use **could**. However, if we talk about **ability on one particular occasion**, we use **was/were able to (=managed to)**.
e.g. When he was six, Joe **could speak** German fluently.
Little kids **were able to survive** the flood. (=managed to survive)
- When we talk about **inability on one particular occasion**, we can use **couldn't, wasn't/weren't able to** or **didn't manage to**.
e.g. Zoë **couldn't finish/wasn't able to finish/didn't manage to finish** the project work on her own.



Listening

a Answer the following questions.

- 1 Have you read *Harry Potter* series? If yes, who is your favourite character?
- 2 What could have made *Harry Potter* series a roaring success?

b Listen to the audio and circle the correct option. Track 13

- 1 When she was 25, Rowling lost _____.
A her father
B her mother
- 2 In Portugal, Rowling worked as _____.
A an English teacher
B an arts teacher
- 3 Rowling had to look after her daughter in a _____.
A very dirty flat
B very small flat

- 4 Rowling used to write her first book in _____.
A her flat
B a café

- 5 A publishing house in London purchased the copyright for _____.
A \$40,000
B \$4,000

- 6 Her *Harry Potter* series has been translated into _____.
A 80 languages
B 18 languages

- 7 *Harry Potter* series sold more than half a _____.
A million copies
B billion copies

c Listen to the audio again and answer the following questions.

- 1 Where did Rowling move to after she lost her mother?

- 2 What was her husband's occupation?

- 3 When did she move back to England?

- 4 What did she do to get by?

- 5 How many times did she have to rewrite the first chapter of her book?

- 6 In which year was *Harry Potter* published in the USA?



Pronunciation

a Listen and repeat the words below.

Track 14

/k/		
c	comic	sec u ri ty
cc	acc o unt	occ u r
ck	bl ac k	poc ke t
k	king	spea k er
qu /kw/	queen	req ue st
x /ks/	fix	gal ax y

/ʃ/ (sh)		
sh	f ash ion	w ash
c	o ce an	effi ci ent
s	s ug ary	s ure ly
sc	con sci ence	con sci ous
ss	mi ssi on	R uss ia
ti	fun cti on	ini ti al

/tʃ/ (ch)		
ch	ch ain	lun ch
t	adven t ure	quest io n
tch	but ch er	cat ch

b Listen and repeat the words below.

Track 15

/k/	cha os	ar ch ive	matr ich
/ʃ/*	Chi cago	cl ich é	moust ach e
/tʃ/	che ek	ach ie ve	spe ch

* The /ʃ/ pronunciation of 'ch' is seen in words of French origin.

NOTE: There is also a spelling anomaly in the word 'Czech'. 'cz' is pronounced /tʃ/ whereas 'ch' is pronounced /k/.

Czech: /tʃek/

c Read out each and cross the odd one out. Then, listen to check your answers.

Track 16

1	chair	beach	chef
2	machine	church	chauffeur
3	chemist	chart	chilly
4	orchestra	monarch	chivalry
5	chic	champion	charity
6	stomach	chief	anchor
7	chips	brochure	parachute
8	earache	chick	technical



Speaking

a Create a list of your real and fake past abilities. Make the fake ones as convincing as possible.

- I could jump high when I was 6 months old.

- _____
- _____
- _____
- _____
- _____

b Talk with your partner about your past abilities, both real and fake ones. Try to persuade him/her that all your abilities are true. Use persuasion expressions below.

- Believe me!
- How can I persuade you?
- Don't be a spoilsport!
- I tell you, it's a fact.
- Honestly, it's quite true.
- It's pretty certain.

c Share your real past abilities with your partner. Check that whether he/she was convinced of the fake ones.



Writing



- a Read the following text and highlight eight more discourse markers.



Stephen Hawking

Stephen Hawking was born in 1942 in Oxford, England. Since his teenage years, all he wished to do was to become a scientist; he didn't choose his profession **at random**. **First**, he went to the University of Oxford and received a degree in physics in the year 1959. After that, he went to Cambridge University to study for his doctorate in cosmology in 1962. Then, doctors discovered that he had ALS, which weakens all of the muscles in one's body. They thought he would live for only two and a half more years. How very wrong they were!

In 1965, he married Jane Wilde, a language student at Cambridge. He often said that his wife encouraged him to keep up. Even though he was

paralysed and his body was partly **out of control**, he was able to become a professor. After all, a physicist would need just one thing: the mind. He did a number of brilliant scientific studies **in advance**; however, it was the publication of *A Brief History of Time* that brought him widespread fame in 1988. In this book Hawking, using a simple language for a general audience, explained his ideas about the cosmos. The book had sold over ten million copies worldwide by 2008, which made Hawking a millionaire. By the way, he started to appear on TV shows and featured on the covers of magazines. All these things didn't happen **by chance**, of course. They were the products of strong determination and hard work.

He lived with ALS for over 56 years though he had to use a voice synthesiser and wheelchair. In the end, he died at the age of 72, leaving behind a large scientific legacy. Hawking's life story teaches us, **at a glance**, that despite all the physical disabilities of the body, the mind doesn't have any limits.

b Match the coloured prepositional phrases in the text to the definitions below.

- 1 _____: no longer possible to manage
- 2 _____: in the absence of any obvious intention or cause
- 3 _____: without any particular plan or system
- 4 _____: with a quick look; immediately
- 5 _____: before a particular date or event

c Follow the steps in the chart below and write a biography of a person that you think he/she has an amazing life or a success story. Use at least seven discourse markers and four prepositional phrases.

W
R
I
T
E

A
B
O
U
T

... his/her childhood 1

... his/her family 2

... his/her education and profession 3

... his/her successes or what makes his/her life amazing 4

... his/her later years 5

... the morale of his/her story 6

Discussion time



Read the text and discuss the following questions with your partner.

By definition, success means ‘the achieving of the results wanted or hoped for’. However, everyone has a different perception of success. For some, it’s earning a large income and leading a prosperous life, while for some others it’s doing their dream job and living happily.

- 1 They say everyone has a motto for success. What is yours?
- 2 Do you agree with the proverb “Diligence is the mother of good luck”? Give your reasons.
- 3 Have you ever experienced a significant failure? What lessons did you learn from it?

Project

Work in groups of five or six. Prepare a booklet and follow the steps below.

- 1 For the content of your booklet, use the biographies you have written before and find some related photos/pictures.
- 2 Find a catchy name for your booklet.
- 3 Prepare front and back covers for it.
- 4 For the front cover, write phrases/sentences about the content of your booklet.
- 5 For the back cover, prepare a full page poster-like advert for a product of your choice.





THEME **4** **ADVERTISING**

4A BEATING THE DRUM

4B THE CUSTOMER IS ALWAYS RIGHT

In this theme, you will be able to...

- talk about advertisements and consumerism.
- express reluctance in your speech.
- express annoyance and discomfort in conversations.





Lead in

Discuss the following questions with your partner.

- 1 How often do you see advertisements in your daily life?
- 2 How much do you think advertisements influence people when they buy a product or service?



Listening

a Read the definitions below and match them to the given words.

- 1 an advertisement that is broadcast on television or radio
- 2 a notice, picture or film telling people about a product, job or service
- 3 an advertisement that is designed to look like an article in the newspaper or magazine

- a Advertorial
b Commercial
c Advertisement

b Listen to the radio commercials and match them with the pictures below.
Track 17



a



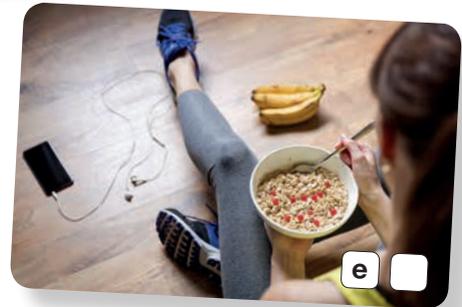
b



c



d



e

c Read the sentences below and listen to the commercials again to complete the sentences.

- 1 In the first commercial, the detergent is claimed to cost up to _____ per cent less than a leading brand.
- 2 The slogan of oatmeal brand is: 'If it is Nutry oatmeal, it's total _____'.
- 3 It is said that the Tianz ketchup is on market with its _____ price.
- 4 Motto of the car advertorial is: '_____ is a state of mind'.
- 5 The face cream commercial guarantees you to simply return it for a full _____ if you don't like the products.

d Discuss with your friends. Which of the commercials do you think is the most interesting one? What are your favourite radio and TV commercials?



Speaking

a Look at the box below and decide which ones are benefits and which ones are harms of advertising. Write them correctly into the tables below.

Introduction of a new product

More employment

Distraction

Better quality

Increase in sales

Promotion of consumerism

Unrequited desires and unhappiness

Small businesses

Reduction in the prices of the mediums they are served

Misleading promises

High prices

Corruption of values

Expansion of the market

Education of customers

Global cost

Benefits of Advertising

e.g. Introduction of a new product

Harms of Advertising

e.g. Global cost

b Read the following statistics and discuss the positive and negative effects of advertising with your partner. Make use of the phrases in 'Exercise a'.

• 15 billion dollars is spent for advertising, targeting children and children see almost 100 adverts in a day.

• Nearly 10 per cent of working people work for the advertising industry and marketing in the world.

• Marketers spent 540,000 billion dollars globally on advertising last year.

c Discuss the following questions with your partner.

- 1 Look at the photos below. What do they stand for?
- 2 Do you think that advertisements create a desire for more and more material possessions?





Reading

a Discuss the following questions with your partner.

- 1 Are advertisements necessary for a product? What other factors may affect the popularity of a product?
- 2 Do you think advertisements are beneficial for the manufacturers or the customers? Why?

b Read the text and find the main idea of each paragraph.

1 Advertising is beneficial both for manufacturers and customers.

2 Advertising will also be of high importance in the future.

3 Advertising is necessary and important for the development of a market value.

4 Advertising is intertwined into our daily lives.

to advertise its product. As a result, advertisers try to inform and convince customers by using various media such as television, newspapers, radio, banners, pamphlets or websites to spread their messages. Since **manufacturers** want many people to see their products or services, they are willing to spend huge amounts of money on it. Surprisingly, it has been revealed that US pharmaceutical companies spend twice as much on advertising as they do on research by a York University study recently. Besides, it is also said that more than \$500 billion a year is spent on advertising worldwide today.

Advertising is thought to be crucial for the business on the whole. The sole purpose of a business is to sell products and services to **earn profits**. Advertisements let the business gain more customers, thereby increasing business **turnaround**. The **consumers**, on the other hand, will never get to know about the products and services if they are not advertised. They help the consumers to make decisions regarding which product and service to buy. That means only with the help of advertisements, a consumer can get the best possible options.

It is said that the art of advertising dates back to cave paintings in the prehistoric ages. It has been constantly changing since then. Especially in the last century, we have seen many dramatic shifts in its mediums because of the technological innovations. It seems that the future of advertising will also be shaped by technology and it is quite obvious that as long as there is money to be made by informing people where to spend, advertising will not be going anywhere soon.



Advertising is said to be a fascinating blend of psychology, passion and propaganda. It is quite unavoidable, **persuasive**, and interwoven into our daily lives. Just like a bombardment, almost everything we see in our daily lives has a brand name printed on it. That's to say, there is no way of escaping advertising in our 24/7 sound bite world if we do not completely go off the grid. So, is it really necessary, important or effective as it is said to be?

Once, Mark Twain (1835-1910 US writer and humorist) said that "Many a small thing has been made large by the right kind of advertising". As he stated, in order to gain a name and **reputation** in the industry and **acquire** a market value, every company has

c Read the definitions below and choose the correct word from among the highlighted ones in the passage.

- 1 _____ : to gain something by your own efforts, ability or behaviour
- 2 _____ : an unexpected change especially one that results in more favourable situation
- 3 _____ : money earned in trade or business after paying the costs of production, etc.
- 4 _____ : a person who purchases goods and services for personal use
- 5 _____ : the general opinion that people have of someone or something
- 6 _____ : able to persuade somebody to do or believe something
- 7 _____ : a company that produces goods in large quantities

d Answer the following questions according to the text.

- 1 Why is advertising thought to be unavoidable and interwoven into our daily lives?

- 2 What does the quote “Many a small thing has been made large by the right kind of advertising” imply?

- 3 Why do companies need to advertise their products according to Mark Twain?

- 4 What has been revealed about the expenses of US pharmaceutical companies recently?

- 5 Why is advertising claimed to be beneficial both for manufacturers and customers?

e Read the text again and find two more examples for personal and impersonal passive as in the example.

Personal Passive:

e.g. Advertising is said to be a fascinating blend of psychology passion and propaganda.

- 1 _____

- 2 _____

Impersonal Passive:

e.g. It's also said that more than \$500 billion a year is spent on advertising worldwide today.

- 1 _____

- 2 _____

f Read the sentences below and tick the ones which are correct according to the text.

- 1 It is said that there is no way of escaping advertisements in our daily lives.
- 2 Advertising is claimed to be necessary and useful in the text.
- 3 It is said that advertising is not as important as it is claimed to be.
- 4 It is reported that US pharmaceutical companies cares research more than advertising.
- 5 Advertising is believed to help the customers showing the best possible options when they make decisions.
- 6 It is believed that advertising appeared in the prehistoric ages with the cave paintings.
- 7 The future of advertising is considered to be shaped by a few leading advertising companies.
- 8 Advertising is predicted to be also important in the future as it is now.



KEEP IN MIND!

- The verbs **say, think, believe, report, know, expect, consider, understand**, etc. are used in the following passive patterns in two different constructions.

e.g. People believe that he is guilty.
(*active sentence*)

He is believed to be guilty.
(*personal passive*)

(subject + passive + to infinitive)

It is believed that he is guilty.
(*impersonal passive*)

(It + passive + that clause)

- There are also past and future tense forms of personal passive structure.

e.g. Mr. Siegel is expected to **resign** next month.
(*future personal passive*)

He is thought **to have lied** about his resume when he started the company.
(*past personal passive*)

Do you know?

A child who watches 2 hours of TV a day will have been exposed to 350,000 commercials, mostly for unhealthy edibles and having bad influence on them by the time he/she is graduated from high school.

Quote of the day!



“Advertising is not a science. It is persuasion, and persuasion is an art.”

William Bernbach

IDIOM OF THE DAY

Read the dialogue and try to guess the meaning of the bold idiom.

Jason: I've heard that you are planning to export the new product, right?

Samuel: Yes, apart from Europe, we are planning to sell our product in China, too.

Jason: Well... Then, you need to advertise. With so many brands to choose from, customers often go with what they already know. Or else, it won't work to produce better quality.

Samuel: Of course, we will. If we want to make a profit, we have to spend money to **put it on the map** first.



Writing

- a Do you remember logos or slogans of famous brands? How much do you think they are important? Discuss with your partner.
- b If you were to create a brand new product or start a service, what would it be? Write its name, use, a slogan and a logo for your product as in the example.



- c Look at the template and advertisement poster and create a similar poster for your own product.

Headline
biggest font-short or less than 15 words

Body
slogan-a few messages

Logo-Signature
company name-contact info





Lead in

Discuss the following questions with your partner.

- 1 Do you buy products regarding the advertisements on TV, newspapers or the Internet?
- 2 Have you ever regret buying something? Why/Why not?



Listening

- a Discuss with your partner. What do the following pictures stand for? Do you think people are aware of their rights as consumers in your country?



- b Listen to the conversation between a customer and a sales assistant. Fill in the blanks with the missing information.

Track 18

- 1 The customer has a complaint about the _____ of the shoes he bought online before.
- 2 The sales assistant says that they accept _____ product returns in 14-days time.
- 3 The customer remembers that he forgot to put the _____ into the return box.
- 4 The sales assistant assures the customer of a full _____ if he comes back with the receipt in a month.
- 5 The sales assistant offers a/an _____ in case the man wants another size or colour of the same product.

- c Work in pairs. Discuss the customer's feelings in the beginning and in the end of the conversation and the sales assistant's attitude towards him.



Speaking

- a Look at the photos below and try to guess the problems in each of them. Discuss the people's feelings with your partner.



- b Read the dialogues and match them with the photos above.

Dialogue 1

- A:** God! What is this? I didn't tell you to cut my hair this short.
- B:** Sorry, I suppose I didn't understand you. Didn't you say shoulder length?
- A:** Oh, no! I just told you to remove the split ends. I'm really unhappy about this.
- B:** Shame on me! Let me correct this. Shall we try something new? How about this trendy short haircut?
- A:** No, thanks! I'm not in the mood for another change now.

Dialogue 2

- A:** Oh my god! Look at this box! How great I did writing fragile on it!
- B:** Oh, sorry! I didn't see it. You should have warned us about it.
- A:** What? Why on earth do you do this job if I am required to think about everything! You really made me annoyed.
- B:** Sorry, but it isn't my fault. I did nothing wrong.
- A:** Of course you did. You have to pay for the broken items.
- B:** Do I have to? I don't know...
- A:** I've had enough with it. I'll call the customer's service and make a complaint.

Dialogue 3

- A:** Excuse me. I'm staying in room 354. I have an extremely important meeting today, but couldn't sleep well last night because of the noise. I called the reception, but no one answered the phone!
- B:** Err...Sorry. There is a tennis tournament near our hotel these days and we're hosting mostly teenagers. They must have stayed up late. Sorry for the inconvenience. We'll take care of it in no time. We feel quite uncomfortable about missing your calls. Please accept our apologies and discount card for your next visit.
- A:** Thanks, but I don't particularly want to get any discount, because I'm not planning to come here again. I want to sleep, if possible!

c Examine the table below. Read the dialogues again and underline the expressions of discomfort, annoyance and reluctance.

DISCOMFORT 	ANNOYANCE 	RELUCTANCE 
<ul style="list-style-type: none"> I don't feel comfortable. It makes me feel quite uncomfortable/uneasy. That's a real embarrassment! I feel awkward/ashamed/embarrassed. It's my embarrassment ... 	<ul style="list-style-type: none"> I can't stand it. I can't bear it any longer. I'm fed up with it. You are such pain in the neck. This is very irritating. 	<ul style="list-style-type: none"> I just don't really feel like ...

d Read the scenarios below and make a dialogue for each one of them with your partner. Use at least five expressions in a dialogue from the table above.

Scenario 1

- A:** You are in a Japanese restaurant, having dinner. You ordered Sashimi. When you taste it, you see that it is raw. You call the waiter/waitress.
- B:** You kindly listen to the customer and explain him/her Sashimi is always served raw. You do not have a warning on the menu. So, you feel uncomfortable and offer him/her a new dish for free.

Scenario 2

- A:** You are in a cosmetic shop to buy cotton sticks. The shop assistant is offering you many other products that you do not need and this is bothering you.
- B:** You listen and apologise to the customer and explain you have to do it as a part of your job and leave him/her alone.

Scenario 3

- A:** You are at the bus station and trying to buy the ticket and you booked two weeks ago. The clerk says it is sold to someone else. You get angry.
- B:** It is a must for customers to buy the tickets they have booked 24 hours before their travel. Thinking you could have called and informed the customer about this, you offer him/her help.



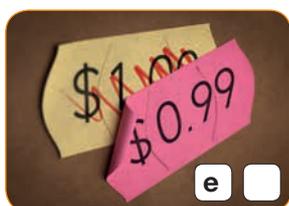
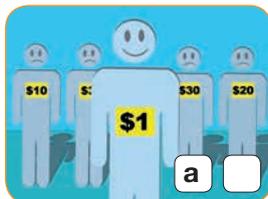
Reading



MARKETING STRATEGIES

- a Discuss the following questions with your partner.
- 1 When you buy something, what is the most important to you: fashion, quality, need or price? Why?
 - 2 Are you a price-conscious shopper? Do you compare prices in different stores?
 - 3 Have you ever come back home buying something different than you actually intended to buy? Why do you think many people do this?

b Look at the pictures below. What do they stand for? Scan the text and match the pictures with the subtitles of the text.



Have you ever bought something more than you need or you don't need at all? Or, have you ever blown your money on some stuff and felt awful because you couldn't get your money's worth? Consumerism manifests itself in our daily lives and we somehow think that to be happier, we have to have more stuff. Here are a few of the more insidious and captivating tricks:

1 Odd-even price: Almost all stores vend products that are priced ending with odd numbers, mostly right under a whole number. That's because we are more likely to round prices down and the first digit of the price resonates in our minds most. The product which costs \$9.99 will sound like a better deal than the one for \$10. Another reason may be that whenever we see a price ending in '99', we think that we are getting a discount and saving no matter how tiny the discount is.

2 Gruen Transfer: Have you ever realised there is no window or clock in shops, supermarkets or malls? These buildings are specially designed like a labyrinth to make you forget the real world and spend as much time and money as possible inside.

c Read the text and find the verbs, phrasal verbs and collocations related to 'money' as in the example.

Verbs	Phrasal verbs/Collocations
e.g. buy	e.g. blow on

3 BOGOs: Almost all people feel thrilled and overjoyed when they get free products. According to experts, people tend to prefer a second free product rather than receiving %50 discount on the first product they actually need. As a result, companies often cash in on BOGO (buy one get one) campaigns and double their sales.

4 False Sense of Urgency: Customers think “now or never” in this technique. Feeling like missing a rare opportunity, they usually decide to buy. For this reason, some products are presented as having a very limited stock or with a limited time offer. Warnings like ‘7 people are looking at this now’ or ‘only 1 left’ while shopping online are there to get the customer to buy the product.

5 Loss Leader: Sometimes companies offer us excellent deals, but the discount given on few products is just to take the customer in and sell plenty of other items. It really works: Bombarded and manipulated by sneaky and exasperating strategies, we always splash out on many things together with the ones on sale.

6 Instant Markdowns and Decoy Pricing: These markdowns create an illusion about prices. When customers see the-usually fake- first price, they feel like making a profit. In Decoy pricing, likewise, there are fake pricings for different sizes of the same product to show pricier version more economical. That’s why they ask you to bump up your popcorn or coffee to big size for only 2 dollars. Similarly, every menu has an exorbitant item that is not meant to sell, but there just to make everything else seem more affordable.

d Read the definitions and fill in the blanks with the correct phrases and collocations from the table.

- 1 _____ : available to be bought especially in a shop or store
- 2 _____ : to earn money or benefit
- 3 _____ : to take advantage of something in order to make money
- 4 _____ : to receive good value for something that is paid for
- 5 _____ : to spend a lot of money on buying pleasant things

6 _____ : to buy something cheaper with a reduction in the usual price.

7 _____ : to spend a large amount of money especially for unnecessary things

e Look at the examples and examine the difference between a base and a strong adjective. Find the strong versions of the given adjectives from the text.

e.g. She was ill and she looked very bad.
She was ill and she looked ~~very~~ awful.

Base Adjectives	Strong adjective
e.g. bad	e.g. awful
1 interesting	
2 small	
3 excited	
4 glad	
5 good	
6 annoying	
7 expensive	



KEEP IN MIND!

• We can use ‘very’, ‘amazingly’, ‘exceptionally’, ‘incredibly’, ‘particularly’, ‘remarkably’ and ‘really’ before base adjectives.

e.g. He was very glad.

• We can’t use ‘very’ before strong adjectives, but we can use ‘absolutely’, ‘really’, ‘completely’, ‘exceptionally’, ‘particularly’, ‘quite’ and ‘totally’.

e.g. He was absolutely overjoyed.



Writing

- a Read the application letter for an exchange programme and underline the prepositional phrases as in the example.

March 28th, 2018

Dear Members of the Selection Committee;

My name is Umut Kutlu. I'm currently an Automotive Engineering student at Hacettepe University. By means of this letter, I would like to introduce myself and apply for your exchange programme in RWTH Aachen University. I've always dreamt of studying abroad. I suppose, as a curious and quick learner and with a socially adaptable personality, I'm an ideal exchange student and perfect for this programme.

There are three reasons for my application to go on exchange. First of all, I believe that meeting new cultures by travelling is one of the most important and valuable things in life. It provides you with a universal perspective in all fields and overall self-development such as standing against the difficulties at all costs. That's why I preferred to have a gap year after high school and travelled to many Asian countries.

Secondly, I want to have a chance to improve myself academically. I have always been interested in automobiles since my childhood, because we have a family company in which we have some German and Japanese cars both for hire and for sale. After the times I spent in Japan and Korea, my personal curiosity developed into a scholarly interest. I am now about to declare my major in Automotive Engineering and I want to be a successful engineer in a successful company whose cars are always in demand and innovating.

Lastly, attending the RWTH Aachen University would help me experience how German schools approach the industry that Germany is famous for. Aachen University offers the academic experience that I desire, teaching the courses in English along with German for non-native speakers. Besides, it is one of the highest ranked universities in the world providing special support for international students.

I'm sure that a semester in Aachen University would enhance my studies in this field. It would be a privilege to attend such a world-class institution on behalf of me as it is quite in fashion among automotive students all around the world. Thank you for your time and consideration.

Yours sincerely,
umutkutlu@fmail.com
Umut Kutlu

- b Write a similar application letter to an exchange programme by using the underlined phrases in 'Exercise a'. Use the draft given below.

Introduction: Dear Sir or Madam (or similar) - Introduce yourself

Body: Explain your reasons of application (preferably 3 paragraphs)

Conclusion: Summary - Sincerely (or similar) - Signature - Your name and contact details



Pronunciation

Expressing feelings: High energy emotions like discomfort and annoyance usually use a rising intonation. Anger often uses a rising intonation halfway through sentence. Boredom, disbelief and sarcasm often use a falling intonation.

a Listen to the sentences and match them to the feelings as in the example. Track 19

discomfort (2)

annoyance (2)

anger

sarcasm

Sentence	Emotion	
e.g. It's my toothbrush!	annoyance	↗
1 What do you mean?		
2 You're still here, right?		
3 Don't tell me you are late again!		
4 This is the park?		
5 You are brilliant!		

b Listen again and put a downward arrow (↘) for falling intonation, an upward arrow (↗) for rising intonation and a flat arrow (→) for a flat voice near the sentences.

c Listen and practise the following sentences. Decide on the speakers' feelings and write them in the blanks as in the example. Track 20

Sentence	Emotion	
e.g. How dare you to tell me I have to pay it!	Anger	→↗
1 It's rainy and there are no taxis. Excellent!		
2 Oh my God! This is the park?		
3 This coffee is freezing!		
4 Do you mean I have to buy this now?		
5 I've been waiting here for hours!		



Discussion time

CONSUMERISM

"Consumerism is the human desire to own and obtain product and goods in excess of one's basic needs such as food, clothing and shelter. Although it encourages wasteful behaviour, it leads people to know their rights in seeking protection from being unfairly treated by the merchants. Besides, it allows competition in the marketplace, giving people a tremendous amount of choice. There is a specialised store for every possible activity or interest and this brings quality. On the other hand, this competition means waste of time, energy and natural sources..."

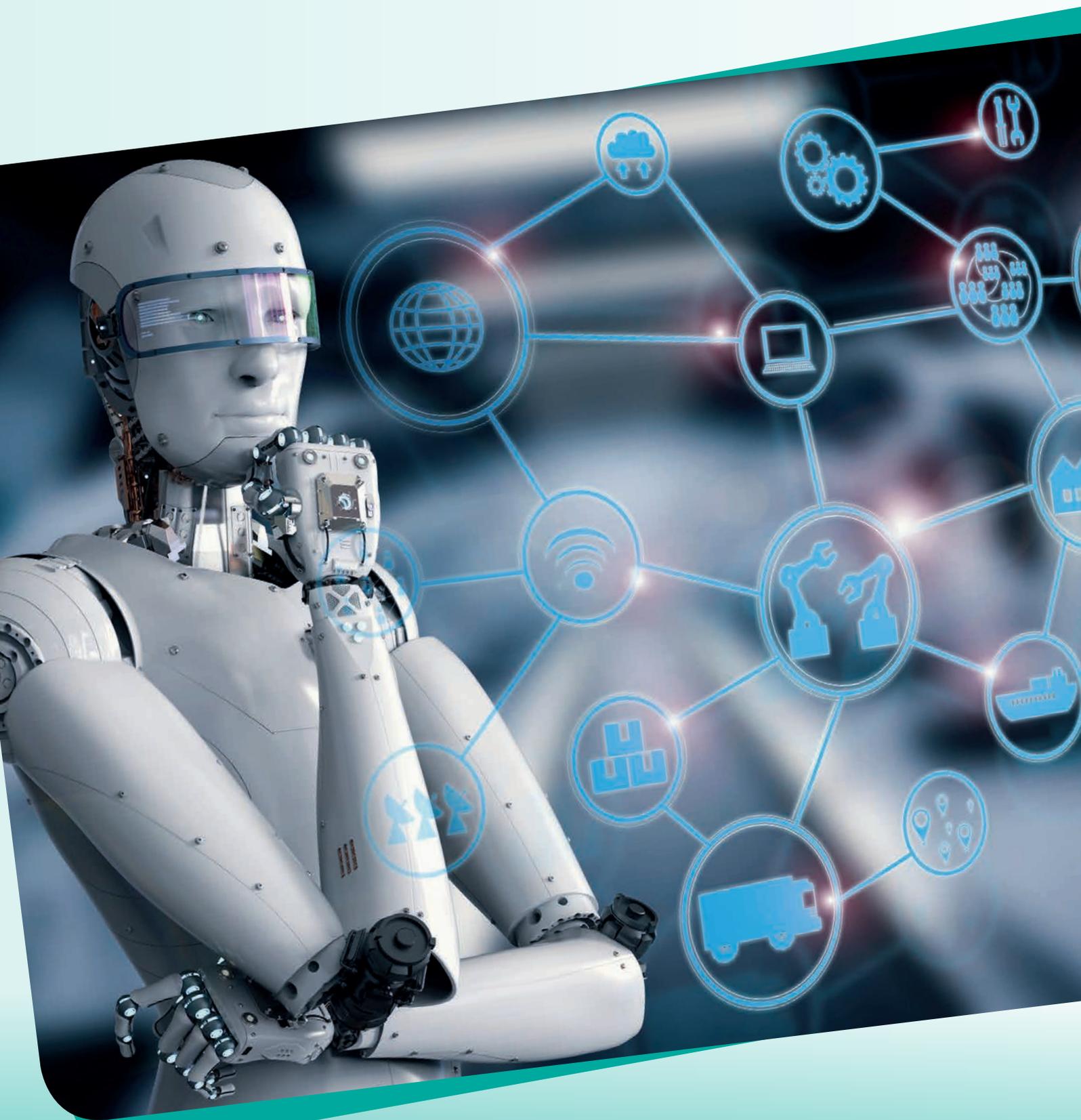
Read the extract and discuss the following questions with your classmates.

- 1 What are the other benefits and harms of consumerism?
- 2 Do you think possessing materials is essential for true happiness?



Project

- a Choose three adverts and make a presentation about them as a media-literate consumer. Talk about their advertising techniques, reliabilities, target profiles, etc.**
- b Choose three famous stores, supermarkets or retailers, etc. What do they do to promote their sales? Make a research and present the techniques they use in the class.**





THEME

5

**LIFE IN
FUTURE**

5A THE PURSUIT OF DREAMS

5B TIME WILL TELL

In this theme, you will be able to...

- talk about completed actions and continuous actions in the future.
- talk about life in the future.
- negotiate.





Lead in

Discuss the following questions with your partner.

- 1 What would you like to achieve in your future career?
- 2 Can you predict your future life based on abilities and interests you have now? Why/Why not?



Listening

a Discuss the following questions with your partner.

- 1 How will technology have an impact on future jobs?
- 2 What do you think are the skills future generations will need to get a job?

b Listen to the audio and circle the correct option below for the main idea of the interview. *Track 21*

- 1 It is about the opportunities of trendy jobs in the future that students should assess very well.
- 2 It is about robots or some software that will take over many daily tasks people do in the future.
- 3 It is about why and how students can prepare themselves for the future jobs.

c Listen to the audio again and answer the following questions.

- 1 What will affect the future jobs and shape the skills of workforce in the future?

- 2 Why does Mrs Chester think we should prepare ourselves for the future jobs?

- 3 What do soft skills include?

- 4 According to Mrs Chester, why should students develop their cultural intelligence?

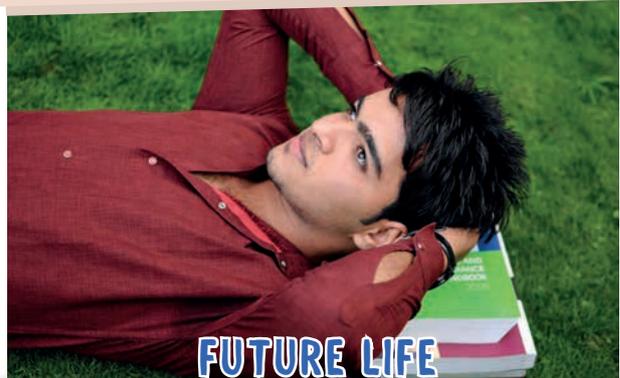
d Discuss with your partner. What kind of jobs do you think will disappear in the future? Why?



Reading

a Work in pairs. Discuss the following questions with your partner.

- 1 What are your hopes, dreams and expectations for the future?
- 2 Where do you see yourself in ten, twenty and fifty years from now?



We never know what will happen in the future, but we can think about our imaginations, expectations, desires and plans related to the future. We can also predict what we can achieve in our future life based on our abilities and interests we have. A student, Ozan, imagines his life below:

I am a student at an Anatolian High School in Muğla. I have been studying hard for the university entrance exam in order to achieve my goals. Before making a decision about my future career, I searched on the Net for what kind of a future we will have and what skills, **qualifications**, jobs and careers will have been needed in the future. Most futurists, human resource **executives** and career coaches state that employment landscape, labour productivity, in demand occupations or **specialties** have been constantly changing. The main reason of this change is the **profound** impact of advancements in technology on the global industries.

Considering all these changes, I hope I will be attending Electrical and Electronics Engineering Department of Boğaziçi University

this time next year. The students graduated from this department will have an ability to apply knowledge of mathematics, science, and engineering to nearly every field of life such as economy, health, security, and education. The **instructional** language of the department is English, so I am sure that I will be speaking and writing English very well. Nevertheless, one foreign language may not be enough to get a well-paid job in the future. Therefore, I will have been studying another two foreign languages, French and Spanish before I graduate from university. It's possible that my **curiosity** about languages will push me to learn even a third language.

In addition, I assume that in the future **inevitably** almost every occupation will involve some interaction with digital technologies. I will be studying computer coding and programming languages. It's possible that five years from now, I will have obtained nearly all required qualifications that help me to create a difference in both my life and human life. By the time I am 23, I will have graduated from university and started working for a big company that designs advanced robots. Maybe, I will have been running my own company in the future. By then, I will have got married and had two intelligent kids. By age 65, I'll have retired and written books about engineering for the next generation, living in a cottage by the Aegean Sea.

b Read the text and match the highlighted words to their definitions.

- 1 _____ : an area of study or business that a person specializes in or has special knowledge of
- 2 _____ : as is certain to happen; unavoidably
- 3 _____ : intended or used for teaching; educational
- 4 _____ : an ability, characteristic or experience that makes you suitable for a particular job or activity
- 5 _____ : the desire to learn or know more about something or someone

6 _____ : a person who has an important job as a manager of a company or an organisation

7 _____ : very great; felt or experienced very strongly

c Read the text again and answer the following questions.

1 What did Ozan do before he decided on his future career?

2 Why have labour productivity and in demand occupations been constantly changing?

3 What is Ozan's expectation for this time next year?

4 How can he be sure about speaking and writing in English very well?

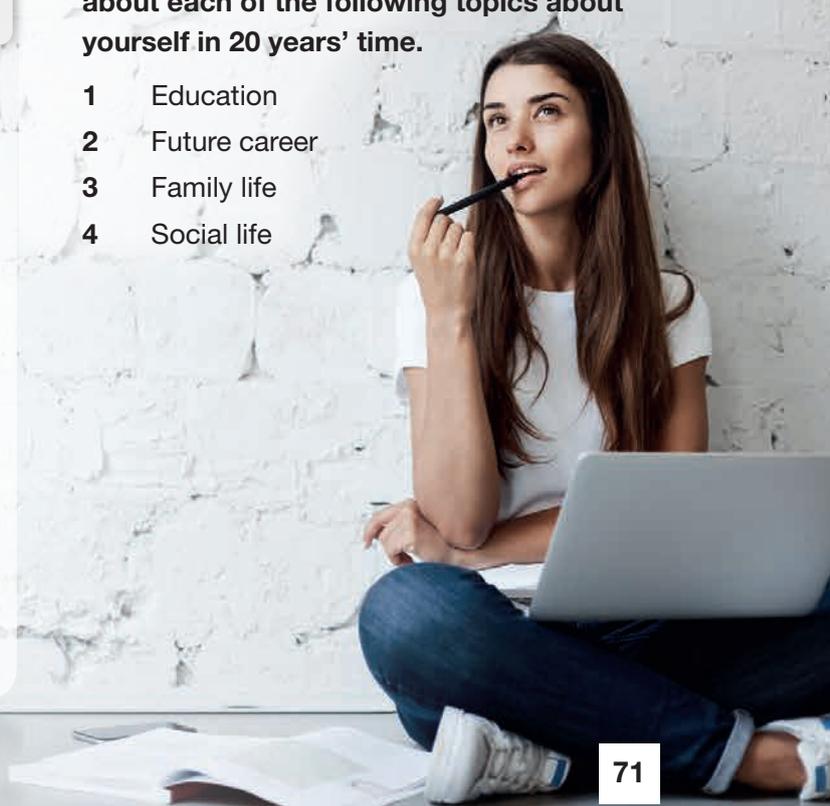
5 What will he have done by age 65?

d Underline the phrases about time in the text as in the example.

e.g. By the time I am 23, I will have graduated from university.

e Work in pairs. Talk for two minutes about each of the following topics about yourself in 20 years' time.

- 1 Education
- 2 Future career
- 3 Family life
- 4 Social life



5A THE PURSUIT OF DREAMS



KEEP IN MIND!

- **will have past participle** is used for the activities that will be completed before or at a certain time in the future.
e.g. I **will have finished** the project by Friday.
- **will have been verb+ing** is used for the activities that will continue until a point of time and will not be completed in the future.
e.g. By 2025, I **will have been living** in Istanbul for seven years.
- **will be verb+ing** is used to talk about something that will be in progress at or around a time in the future.
e.g. This time tomorrow, we'll **be taking** an exam.



Speaking

a Put the sentences into the correct column below.

- I'm afraid your offer doesn't go far enough.
- Would it be possible...?
- This agreement is acceptable to us.
- That's totally unacceptable.
- I'm sorry, we can't accept that.
- That sounds reasonable.
- No, that's out of question.
- We'll reduce the price by 5% if you increase the order by 5%.
- As long as you pay regularly we will...
- I'm willing to work with that.

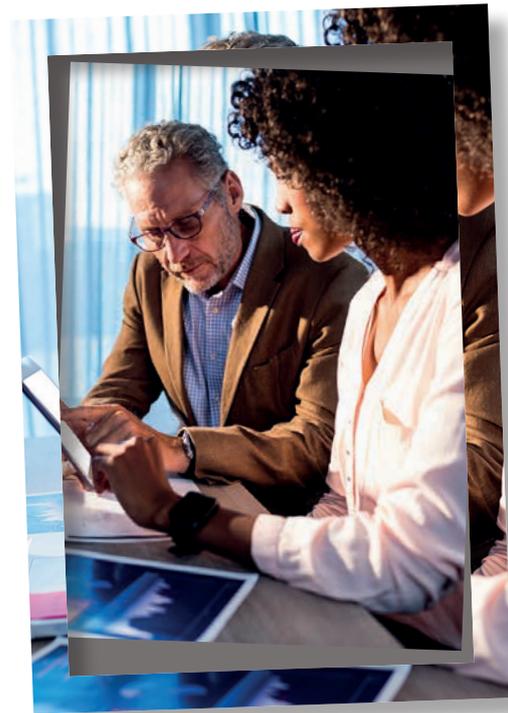
Making proposals	Accepting proposals	Refusing proposals
<p>e.g. Would you be available tomorrow?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>e.g. We are happy to accept this agreement.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>e.g. That would be very difficult for us because...</p> <p>_____</p> <p>_____</p> <p>_____</p>

b Read the dialogues and put the following sentences in the correct place.



- A I'm sorry, but we must respectfully decline your offer.
- B I think we have a deal.
- C Would Wednesday suit you?
- D As long as you pay regularly, we will...
- E Tuesday afternoon sounds fine.

On Tuesday afternoon



1

Asley: Hello, I am Asley, calling from ABC Company. I would like to arrange an appointment to discuss our new orders from your company. Would you please indicate a suitable time and place to meet?

Borris: _____ (1) ?

Asley: Unfortunately, I will be away on business on Wednesday for two days. However, if you were available in the following week, I would be glad to arrange a meeting with you.

Borris: Next week, I will be out of the office on Monday, but I will be available on Tuesday afternoon.

Asley: _____ (2)

2

Asley: Thank you for your time. We received your mail about the material description and price. We are really interested in it. And, price?

Borris: As I mentioned in the mail, the price of this new material is 60,000 TL in total, and monthly instalment is 10,000 TL.

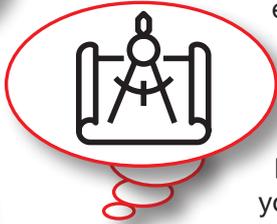
Asley: _____ (3)
We have been working with your company for a long time. And, we will give orders on a regular basis. So, I believe, you can make a good discount for us.

Borris: _____ (4)
reduce the price by 10%.

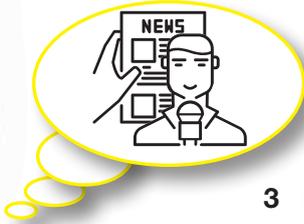
Asley: Thank you very much.
_____ (5)

c Work in pairs. Create dialogues using the sentences in 'Exercise a' to make, accept or refuse proposals for the situations below. Then, practise the dialogues with your partner.

1 Imagine that you are at a gallery to buy a new car. The car you are interested in is a bit expensive. Now, you are negotiating with the salesman the price of the car based on monthly payment.



2 Imagine that you are an engineer at a company and you would like to get a promotion in your job. Now, you are negotiating with your boss.

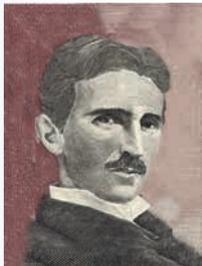


3 Imagine that you are a journalist. You would like to schedule an appointment with a very famous actor. Now, you're talking on the phone.



Do you know?

More than 60 years before the first cell phone and 90 years prior to the introduction of 'Wi-Fi', Nikola Tesla, a gifted electrical engineer, predicted Wi-Fi and mobile phones in 1909.



Pronunciation

a Listen to the sounds and words in the table below and repeat them. Track 22

/b/	/ɔ:/
box	long
problem	autumn
knowledge	talk
body	morning
hot	launch
rock	draw
conversation	abroad
possible	skateboard

b Listen to the audio and write the words under the correct sound. Track 23

horse four ball
 follow law job doctor
 economy common daughter

/b/	/ɔ:/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

c Practise each word and choose the odd one out as in the example.

e.g. perform order robot

- 1 colleague caught knowledge
- 2 prosecutor what course
- 3 curiosity floor sport
- 4 chocolate passport electronic

d Listen to the audio and check your answers. Track 24



Writing

- a Think of your interests and skills that will help you to achieve your goals in the future.
- b Write an essay of 250-300 words to describe what kind of a future you would like to have and what you will do for it.
- c Swap your paper with your partner's. Check your partner's paper according to the rubric below. Put a tick (✓) to the appropriate places.

Criteria	Yes	Not enough	No
Topic	Topic sentence is clear and relevant to the subject.	Topic sentence is somewhat clear and relevant to the subject.	Topic sentence is not clear and relevant to the subject.
Organisation	Ideas are ordered from topic sentence to paragraphs and details.	The flow of ideas and sentences are not sequenced.	Ideas and paragraphs are not sequenced.
Giving details	There are supporting sentences with specific reasons and examples.	There are few supporting sentences with specific reasons and examples.	There aren't any supporting sentences with specific reasons and examples.
Sentence fluency	All sentences are correct and on topic.	Some sentences are correct and on topic.	Almost all sentences have errors in spelling, word choice and grammar.

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Dan: Did you watch the World Cup 2018 final match between France and Croatia?

Rob: Yeah, how exciting it was! The 19-year-old French footballer Kylian Mbappe became the first teenager to score in a World Cup final after the young Brazilian player Pele.

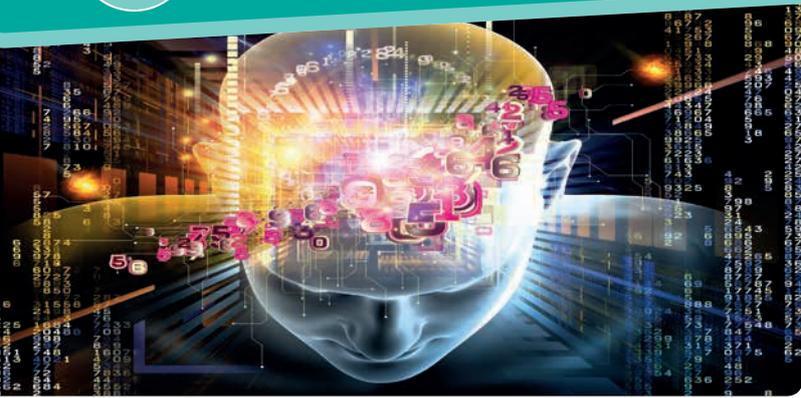
Dan: He really **hit the big time** with his great performance in the match.

Quote of the day!



"The future depends on what you do today."

Mahatma Gandhi



SOFIA



Lead in

Discuss the following questions with your partner.

- 1 What kind of world would you like to have in the future?
- 2 What do you think life will be like in the future?



Reading

a Discuss the following question with your partner.

What kind of impact will advanced Artificial Intelligence (AI) have on human life in the future?

ARTIFICIAL INTELLIGENCE

In the history of humanity, there have been many significant revolutions like the invention of fire, electricity, computers and the Internet. However, the invention of advanced Artificial Intelligence (AI) is on the verge of rising above all these **achievements**. Artificial Intelligence is an area of computer science that focuses on the creation of intelligent machines which have the ability of speech recognition, learning, planning and problem-solving as well as the ability to work and react like humans.

These intelligent machines act like humans with 'deep learning' that allows machines to process information for themselves on a very sophisticated level, allowing them to perform complex **functions** like facial recognition. The

latest and most advanced robot, Sofia created by Dr. David Hanson, looks and acts amazingly like human. Sofia is a genius machine that can smile, chat, and even tell jokes. Although Sophia has some impressive capabilities, she doesn't yet have consciousness, however, David Hanson said they expect that is bound to happen within a few years.

Another interesting issue having been discussed in the science and technology world is Cyborgs. A **cyborg** is described in the science-fiction world as an organism with both biological and technological components. It has been claimed that human brains will be connected to computers in the future. Shimon Whiteson, an associate professor at the University of Amsterdam thinks that we are all going to be cyborgs in the future. He also states that if we could **augment** our brains with **infallible** memories and infallible calculators, we would enhance our natural abilities and be much more productive.

When it comes to health care, Artificial Intelligence algorithms will diagnose the diseases and detect the tumours accurately and efficiently, and even find a cure for cancer. Especially, Precision Medicine, which was **launched** in early 2018, is a **promising** approach for disease treatment and prevention. Thanks to this approach, the doctors and researchers are about to predict accurately which treatment and prevention strategies for a particular disease will work on which groups of people. Researchers hope that this approach will expand to many areas of health and healthcare in coming years.

In transportation, on the other hand, Artificial Intelligence is expected to help transportation problems such as accidents, and human errors



that result from some unpredictable factors. Artificial Intelligence uses observed data to make or even predict decisions appropriately during the trip without driver's control. Although 10 million self-driving cars are due to be on the road by 2020, there are still some controversial issues such as safety, regulations and public acceptance.

b Read the text and match the highlighted words in the text to the definitions below.

- 1 _____ : a creature that is part human, part machine (in science fiction stories)
- 2 _____ : showing signs of being good or successful
- 3 _____ : a thing that somebody has done successfully
- 4 _____ : to increase the amount, value, size, etc. of something
- 5 _____ : to start an activity, especially an organised one
- 6 _____ : a special activity or purpose of a person or thing
- 7 _____ : never wrong; never making mistakes

c Read the text again and complete the sentences below.

- 1 Intelligent machines have the ability of _____
- 2 Deep learning allows _____
- 3 For the future, cyborg means that _____

4 Precision Medicine is an approach _____

5 In transportation, the role of the Artificial Intelligence is _____

6 The main idea of the text is _____

d Write the sentences in the text that can be alternative ways to talk about the future as in the example.

e.g. **Artificial Intelligence (AI) is on the verge of rising above all these achievements.**

- 1 _____
- 2 _____
- 3 _____

e Discuss the following questions with your partner using the future expressions in 'Exercise d'.

- 1 Will robots be as smart as people in the coming years? Why/Why not?
- 2 What will education be like in the future?
- 3 What are your near future plans?





KEEP IN MIND!

Alternative ways to talk about the future

- **be to** is used to talk about the events in the future in a formal way.
e.g. The President **is to** open a new factory next week.
- **be sure/bound to** is used to talk about a future event we are sure that will happen.
e.g. My friend **is sure to** get a high mark. She is a genius girl.
- **be about to** is used to talk about things which are going to happen very soon.
e.g. I **am about to** leave. Can we talk about it later?
- **be due to** is used for scheduled events in the future.
e.g. The train **is due to** arrive at Pendik at 08.00.
- **be on the verge of/on the brink of** is used for events that are going to happen very soon.
e.g. The volcano **is on the verge of** erupting.



Listening

a Discuss the following questions with your partner.

- 1 Do you think AI will have any negative impacts on our future life? Why/Why not?
- 2 How can we prepare for such potentially huge changes?

b Listen to the audio and take notes to complete the table below. Track 25

Experts		Profession	Points of view about AI
	Stephen Hawking		
	Elon Musk		
	Bill Gates		
	Mark Zuckerberg		

c Listen to the audio again and complete the sentences below.

- 1 The most interesting event that will capture our life is _____

- 2 These super-intelligent machines will not have _____

- 3 Stephen Hawking believes that Artificial Intelligence may bring dangers like _____

- 4 Bill Gates says "There is no need to _____
_____."
- 5 Mark Zuckerberg is much more _____

d Listen to the audio again and answer the questions.

- 1 According to Mr Adam, what will the most important change be in the history of life on Earth in the next years?

- 2 Why are some scientists concerned about human level Artificial Intelligence?

- 3 Why is Stephen Hawking concerned about this technology?

- 4 Who thinks more optimistic about this technology?

- 5 When will we probably live with these thinking machines?

e Think of the experts' points of view about Artificial Intelligence that you have listened to. Who do you agree with? Why? Discuss with your partner.



Speaking

a Read the predictions about the future life below. Do you believe these predictions will come true? Why/Why not?

A: To me people will be taking food pills instead of eating; because the robots will work in every aspect of life so, they will decide and produce what people will eat. And also, since the climate, land and oceans will have completely changed in the future, we will never have got the food we have now.

B: Based on the rapid advancements in technology recently, especially the space journeys are about to start; I certainly think that people will be living in another planet hundred years later, maybe in Saturn or Mars. These new residences will reduce the world population and provide us new resources like clean water, air and food.

C: In my opinion, in the future, home robots will be doing everything human beings do. Especially, they will help elderly people to manage their care such as preparing their food, cleaning their house, giving their medicine. It will really increase the quality of these people's lives.

b Think of the predictions below. Discuss with your partner. Which do you think are the most likely to happen?

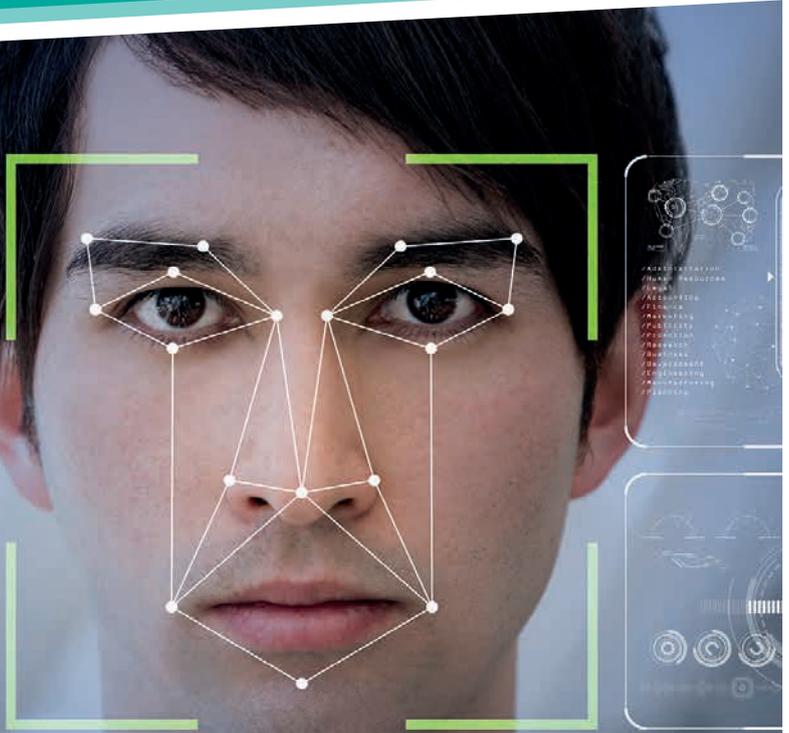
- 1 People will be taking food pills instead of eating in the future.
- 2 Students will have more online education at home.
- 3 People will have stopped global warming by 2045.
- 4 Robots will be doing everything human beings do in the future.

c Work in groups. Talk about the conditions people will have been living a hundred years later justifying your opinions as in 'Exercise a'.



Writing

FACIAL RECOGNITION TECHNOLOGY



A Facial recognition is a kind of software that can identify or verify a person from a digital image by coding their features mathematically and saving the information as a fingerprint. This technology can pick out individuals even in crowded places, and reach all their information, record, store, analyse the face and finally verify the person. There are various applications for face recognition technology, however, depending on how you use, it can bring many advantages and drawbacks.

B Firstly, it has already been used in various areas like stadiums, airports, crowded festival places to provide security. Governments across the world have been using it to identify potential and available threats. For example, this year Welsh police used it to arrest a suspect outside a football game. Also, in America, facial recognition is used by churches to track worshippers' attendance. In China, it lets people pay for things with a smile by using the facial payment system. Another advantage of this technology is expected widely

to track patients' behaviours in order to detect and treat disease accurately, in particular, to diagnose rare genetic conditions.

C On the other hand, many people and experts are worried about personal privacy in the digital age because this technology allows others to record, store and analyse images of faces cheaply and quickly. For instance, a smartphone app in Russia can take a photo of someone, and the app can tell you who he/she is by comparing the photo with profile pictures on a social network, and can identify people with a 70% accuracy rate. In addition, it has been predicted that in the future, the machine learning behind facial recognition will be able to analyse people's behaviours at a very far distance even if they don't use any technology at all. It seems terrible to live in a world where everyone is able to know everything about you via a visual search engine tool.

D In conclusion, face recognition technology is able to contribute a lot to many aspects of life such as security and health if it is used properly. However, many people are of the opinion that the use of this technology will violate personal privacy. Personally, I think that governments should have very strict regulations related to when, where, why and how this technology will be used and should not allow common people or companies to store data.

a Read the essay and match the followings (1-3) to the paragraphs of the essay.

- 1 Conclusion: _____
- 2 Introduction: _____
- 3 Body: _____ arguments for: _____
arguments against: _____

b Read the essay again and write the related sentences in the essay to each topic below.

1 Introduction	<ul style="list-style-type: none"> • Introducing the topic _____ • Thesis statement (both views about the topic) _____
2 Body	<p>Paragraph 1 Arguments for the subject</p> <ul style="list-style-type: none"> • Topic sentence (advantages) _____ • Supporting statement/arguments/examples _____ <p>Paragraph 2 Arguments against the subject</p> <ul style="list-style-type: none"> • Topic sentence (disadvantages) _____ • Supporting statement/arguments/examples _____
3 Conclusion	<ul style="list-style-type: none"> • Summary of the subject _____ • Stating your opinion _____

c Underline the addition and contrast words or phrases in the text. Decide which of them are used to do the following.

- 1 list/add points: _____
- 2 express contrast: _____
- 3 introduce examples: _____
- 4 introduce a conclusion: _____

d Write an essay of 250-300 words about life in the future using the structure of the essay on the left as a model. In your essay,

- 1 draw an outline as in 'Exercise b'.
- 2 use the words and phrases you have learned in this theme.
- 3 use the addition and contrast linking words to discuss both views about the topic and give your opinion in conclusion.

e Swap your paper with your partner's. Check your partner's essay if he/she considers the structure of the essay.

Discussion time



Discuss the following questions with your classmates.

- 1 Are you pessimistic or optimistic about future life? Why?
- 2 What kind of problems of the world do you want to be solved in the future?

Project

Prepare a poster that describes your future life including personal, educational, career goals and the way you would like to be living. Then, present it to your classmates. Your poster should include

- 1 at least 6 photos or drawings.
- 2 detailed descriptions about each topic.





THEME

6

**GENERATION
GAP**

6A MINDING THE GAP

6B BRIDGING THE GAP

In this theme, you will be able to...

- talk about having something done by another person/thing.
- talk about asking someone to do something for us.
- ask for and give advice.
- talk about national, moral and cultural values.



BACK IN MY DAY ...



Lead in

Discuss the following questions with class.

- 1 What conflicts occur between younger and older generations?
- 2 When do you feel the generation gap most?



Listening

a Work in pairs. Look at the photos below. Guess the problems between the people.



b Listen to the audio and tick the subjects of conflicts mentioned. Write the names of the speakers in the blanks. Track 26

e.g. <input checked="" type="checkbox"/>	helping with the household	Michael
<input type="checkbox"/>	1 spending pocket money	_____
<input type="checkbox"/>	2 friends unapproved by parents	_____
<input type="checkbox"/>	3 choosing occupation	_____
<input type="checkbox"/>	4 freedom of going out in the evening	_____
<input type="checkbox"/>	5 pressure about school matters	_____
<input type="checkbox"/>	6 bad habits	_____
<input type="checkbox"/>	7 deciding one's own style	_____

strong educational musical relationships contributing



c Listen to the audio again and answer the following questions.

- 1 Why doesn't Michael want to help with the housework?

- 2 Why does Hannah think her daughter is lucky about her parents?

- 3 Why does Pilar think her parents should trust her?

- 4 Why did Efe decide not to go out with his friends?

- 5 What would you do if you were Efe?

d Listen to the audio, take notes and complete the table below. Track 27

Topic	Details (experiences/opinions/behaviours)	
	in the past	today
Experiences with the parenting		
Obeying the rules		
Accepting the authority		
Speaker's thought		

e Discuss the following questions with your partner.

- 1 In what aspects do you think the generations differ from each other?
- 2 What are the topics you and your parents think differently?
- 3 What do you think are the reasons to these differences?
- 4 Do you agree that the reason of the generation gap is these differences? Why/Why not?

Do you know?

The idea of generation gap first appeared in a supposedly Sumerian tablet which dates back to 2500 B.C. in which a father expostulates with his son complaining about the spoilt behaviours of the new generation of their time.



Reading

- a Discuss the following question with class.
What problems may the generation gap cause in society?
- b Scan the text and find what the major problem caused by generation gap.



A NEVER-ENDING CONFLICT

Generation gap is a difference between one generation and another regarding opinions, beliefs, values and attitudes. Although the elders have always complained about “those young people today” ever since writing was developed, the term ‘generation gap’ first came to light in the 1960s, when Baby Boomers seemed to **go against** everything their parents had believed in terms of values, views and even music. The dominance of digital technology has spread that division even wider. Today, in many areas of social encounters, we deal with the negative consequences of the generation gap.

First of all, we meet the conflict in families, between young people and adults or seniors. Parents and occasionally grandparents rightfully expect to be respected but, often fail to see the adolescents need that, too. On the other hand, young people think their personalities are ignored and their competence is questioned. While they do not want to be slighted by their parents, they do not avoid **talking back** to them. Consequently, they **fall out** over subjects from the young ones’ hairstyles to their choice of career. The parties become unable to build a channel for communication, **drift apart** and in the end, families polarise into two.

One could think of schools as social spaces that offer institutionalised dialogue between generations, but conflicts still occur. There have always been problems similar to parent-child issues between teachers and students, but the nature of problems has changed today. For instance, students prefer taking pictures of the whiteboard instead of taking notes, whereas teachers insist on having things done in their customary ways. Some elderly teachers even consider social media as a threat and the cause of every problem the students have, which certainly widens the gap between them and their pupils.

Generational gap undoubtedly translates to workplaces, too. Young people, who are generally more ambitious and less conventional, are in a rush for getting success and making others accept their brilliant ideas. However, they are mostly **lagging behind** in basic skills such as writing a formal e-mail. Most of the senior employees, on the other hand, are out of date technologically and resistant to change.

All these aspects of generation gap harming the relationships lead to losing mutual respect between individuals. However, remembering that without the experience and knowledge of the generations before us we wouldn’t have **forged ahead** can help restoring things. That’s why, we should start from where we destroyed them: communication.



c Match the highlighted phrasal verbs in the text to the definitions below.

- | | |
|--|--|
| 1 _____: to gradually become less intimate or friendly | 4 _____: to oppose; to be contrary to |
| 2 _____: to reply disrespectfully | 5 _____: to make progress |
| 3 _____: to have an argument | 6 _____: to fail to keep up with others in movement or development |

d Read the text and fill in the chart about the problems mentioned in the text.

Problem	Area	Between	Reason
e.g. polarisation in families			

e Think about a problem caused by generation gap in an area of social life. Write an additional paragraph for the essay you have read using the key words given.

adolescent polarise conventional senior customary

Pronunciation

a Read the sentences aloud stressing the underlined words in each sentence. Then, discuss how the meaning of each sentence changes.

My father didn't let me go to the party.
 My father didn't let me go to the party.
 My father didn't let me go to the party.
 My father didn't let me go to the party.

b Listen to the audio and underline the stressed words. *Track 28*

- I know that girl.
- John will be the host tonight.
- I didn't believe you did it.
- She had a lot of money.

c Listen to the audio again and choose the correct meaning of each sentence.

- I know that girl.**
 A Not anyone else, just I know that girl.
 B You think I don't know that girl but I do.
- John will be the host tonight.**
 A Not me or you, he will be the host.
 B Tonight he is hosting, not tomorrow or next week.

3 **I didn't believe you did it.**

- A I thought it can be anyone else but not you.
 B Everyone else believed it was you but I didn't.

4 **She had a lot of money.**

- A She had money but nothing else in life.
 B She was rich once.

d Practise the following sentences using intonations to give the specified meanings in the parentheses. Underline the words you put the emphasis.

- Jason will drive me home. (I'm not going anywhere else, he will take me home.)
- She didn't say she had seen the thief (She didn't state she had seen the thief exactly but she implied it.)
- We can stop them to sell the house. (No one else but we are able to stop them.)
- I've bought the dress for her. (I knew she liked that dress and I bought it for her.)



Speaking

a Discuss the following questions with class.

- 1 What kind of things are you unable to do on your own?
- 2 Who do you ask to do it for you? Why?

b Read the dialogues below and put the following phrases into the correct blanks.

- A have it shortened
- B gets the odd jobs done
- C have it removed
- D has the supermarket deliver her needs

Lydia: Your room looks cool with this new paint.

Chiara: Yeah, I didn't like that old childish wallpaper anymore, so I asked dad to _____ (1) and painted the room purple and there it is!

Lydia: Oh, I hope my dad won't return me when I ask him, too.

Ada: What a lovely vintage dress!

Nehir: Oh, it's not vintage. It was my mum's. I liked it so much but it was a bit long for me. And, I asked mum to _____ (2). It fits quite perfect now.

Ada: You should definitely wear this for the ball.

Youssef: Your neighbour Ms Wilkinson is a pretty old woman. She always smiles whenever she sees me.

Khaled: Yes, she is. She helped us a great deal when we first moved here. Now we try to help her, you see, she's got too old. I run errands for her. Mum _____ (3) every Monday and dad _____ (4) in her house.

Youssef: Oh, that's very kind of you.

c Work in pairs. Think of something that someone did for you and talk about it with your partner as in the dialogues in 'Exercise b'.



KEEP IN MIND!

We use a **causative** verb when someone else do something for us

- **have/get something done**
e.g. We **had** our roof **repaired** before winter got here.

when we mention the person who we asked to do the thing for us.

- **have someone do something**
e.g. I **had** the bell boy **carry** my luggage to the lift.

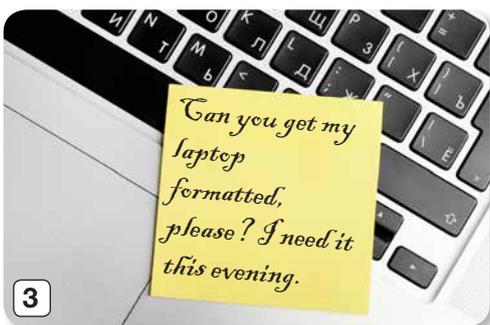
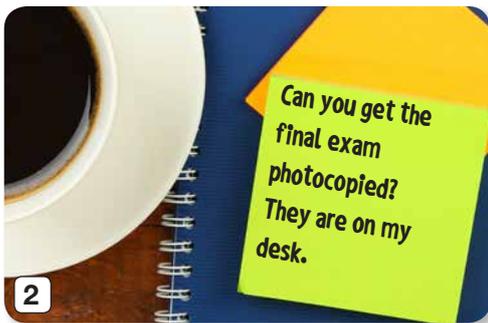
- **get someone to do something**
e.g. The landlady always **got** the tenants **to pay** their rent regularly.

- **make someone do something**
e.g. His parents **made** him **return** to the university in the end.



Writing

- a Discuss the following questions with your partner.
- 1 For what purposes do people write notes?
 - 2 Do you write notes to anyone to ask for something? Why/Why not?
- b Read the notes and guess who wrote them addressing to whom.



- c Write a similar note asking someone in your family or a friend to do something for you.



Quote of the day!



“Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.”

George Orwell

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Jess: We are going to a rap concert with my grandma this evening.

Tyler: Amazing! Does she enjoy it or just want to please you?

Jess: Oh, she really likes rap music. She's seventy-two, but she's **young at heart**.



Lead in



What do you think of the quote “What we call as generation gap is usually a result of interaction gap.”?



Reading

a Discuss the following questions with class.

- 1 What kind of a website is this on the right?
- 2 Do you use such sites to find solutions to your problems? Why/Why not?

b Read the forum page on the right and find and write an appropriate topic for the page.

c Choose the correct words to complete the sentences.

- 1 One of the problems parents face nowadays is **excess/access** social media usage by the children.
- 2 To bring up **confidant/confident** children, parents should trust them and encourage them to take part in social life more.
- 3 My increasing **personal/personnel** expenses make me think of sharing my flat with a mate.
- 4 Do you **advice/advise** me to accept the offer from that company?
- 5 The basic **principal/principle** for a good family life is mutual respect, the experts state.



d Read the advice below. Find the correct one for each teenager on the forum page and write their names in the blanks.

- 1 You should introduce your friends to your parents to make them get to know each other. They will see they are good boys and how important they are for you. _____
- 2 First, you should certainly keep your promise to your dad about the time you spend online. Then, you can show them the networks you use and make sure you are safe on the Net. _____
- 3 You should ask your friend’s parents to talk to yours. They can convince your parents that you will be safe there. _____
- 4 Old people sometimes may be a bit prejudiced against young people. You should communicate him more to change that. You can ask him how to do things the way he likes. _____

e Think of a problem you have had between you and your parents or grandparents. Talk about it with your partner as in the example.

e.g.

I have made up my mind. I will go to the school of arts, not engineering as my parents want. I know they will get furious when they hear this. What should I do?

You should convince them that you won’t be happy while doing a job you don’t like.



Larry

Age: 17

Location:
Ipswich

21.01.2019

#1

You know, I am preparing for university and I have a very busy schedule. Yet, my parents make me do the chores, and, to crown it all, they get me to run errands for our neighbour Mr Higgins! He is a grumpy, old man. When I do things for him, he criticises the way I do them and never says thanks. I don't want to be rude, but I can't stand the way he looks at me, especially when I check my mobile. I check it often because I am awfully bored. What should I do? I am waiting for your comments.

michael and zackarina



Maryam

Age: 15

Location:
Brixton

25.01.2019

#2

Hi guys! I need your **advice**. I must convince my parents to let me go on holiday with my mates this summer. We are planning to go camping where we can meet peers from different countries. Even if my friend's parents know the **personnel** working at the campsite and they say the place is safe and clean, my parents won't allow me. They say I'm not old enough to go without them. They want me to be a **confident** and competent person, but they don't accept that I can make my own decisions. They may have **principles** but I have some rights, don't I? What can I say more to get their permission?

sam



Novak

Age: 16

Location:
London

05.03.2019

#3

I really don't understand! My parents and I have fallen out again over my choice of friends. You see, I don't have many friends with whom I share the details of my **personal** life, just Luke and Kieran. They are my only **confidants**. Just because they are not so good at school, my parents think they are "bad" boys and I shouldn't hang out with them. How can I make them believe they are actually nice guys?

rocker



Rita

Age: 14

Location:
Leeds

17.05.2019

#4

"Are you on the Net again?" There's not a single day that I don't hear that question! Before yesterday, I was able to bear them, but yesterday I had a row with one of the teachers about using my mobile during the class and I was sent to the **principal's** office. My dad went crazy when he learned that. He decided to punish me by cutting the Internet **access** and taking my mobile from me as the principal **advised**. He made me promise: No **excess** surfing anymore. The thing is, even an hour is excessive use for him. I think, they don't understand that the age we are living in is the age of social media. What should I do now? I want to keep using my mobile just as I used it before. Help me.

tina

f Imagine you are the admin of a forum page. There are teenagers writing about the situations below and asking for advice. Choose one of them and write an advice page.

- 1 Their opinions and values are different from their parents.
- 2 They want more freedom than their parents are willing to give.
- 3 They feel like they are being treated like a child.
- 4 Their parents don't respect their privacy.



Listening



a Discuss the following questions with your partner.

- 1 Do you feel the elderly people in your society are really respected and treated the way they should be? Why/Why not?
- 2 What do you think the situation is in the photo above?

b Listen to the podcast, take notes and answer the following questions. Track 29

- 1 How are seniors treated nowadays?

- 2 Where are the seniors placed in by their families?

- 3 What can we learn from seniors?

- 4 What are the ways of showing respect to seniors?

- 5 What brightens up seniors?

c Complete the quote below from the podcast. Then, discuss it with class.

First, we are children to our _____(1), then parents to our _____(2), then parents to our _____(3), then children to our _____(4).



Speaking

a Look at the photos below and answer the following questions.

- 1 How do you think the seniors in the photos below feel? Why?
- 2 Do you enjoy spending time with the seniors in your family or around you? Why/Why not?



b Discuss the following questions with class.



- 1 Do you notice that elderly people expect respect from you? How?
- 2 Why do you think we should respect elderly people?
- 3 How should we show our respectfulness to elderly people in daily life?
- 4 How would you like to be treated by young people when you get old? Why?

c Read the situations below and talk about what you should do in each one.

- 1 An old lady can't read the labels in the supermarket and asks for help. You read the one she shows you and you leave there. Then, you notice she still needs help with other products.
- 2 An old man tries to withdraw cash from an ATM, but he drops things while he tries to put on his glasses.
- 3 An elderly man crosses the street, but he walks too slowly, so the drivers start to blow their horns impatiently.
- 4 Your grandparents are not good at using the Internet, but you think it is easier for them to pay their bills or do banking online.

b Swap your papers with your partner's and answer the following questions.

- 1 Is your friend's essay convincing?
- 2 Would you change your mind after reading it? Why/Why not?



Writing

a Choose a topic on the problems caused by generation gap and write an essay of at least 250 words. First, make an outline following the steps in the chart below.

1 Introduction	<ul style="list-style-type: none"> • Explain the subject, the controversy _____ • State your thesis _____
2 Body	<p>Paragraph 1</p> <ul style="list-style-type: none"> • Explain the reasons why the audience should agree with your thesis _____ • Support statement/arguments/examples _____ <p>Paragraph 2</p> <ul style="list-style-type: none"> • Anticipate opposing positions and objections _____ • Answer them with argument or evidence _____
3 Conclusion	<ul style="list-style-type: none"> • Summarise your thesis _____ • State your opinion _____



Discussion time



Read the quote and discuss the following questions with class.



“A person is a person, no matter how small.”

- 1 We all agree that we should respect elderly people, but how about showing respect to young people and children?
- 2 Do you also expect respect from adults and seniors?
- 3 How should they show their respect to children and adolescents?



Project

Search the Net to find a cartoon about generation gap. Think of an idea to solve the problem in the cartoon and write a slogan. Create a poster using the cartoon and slogan you've written.





THEME

7

CONFLICT

7A COMING TO TERMS

7B CHANGING PERSPECTIVES

In this theme, you will be able to...

- talk about conflicts.
- give crucial information.
- offer solutions.





Lead in

Discuss the following questions with your partner.

- 1 What would you do if you bought a faulty product?
- 2 Which of the products below can be considered as faulty according to the information related to the photos?



a

a cloth with faulty stitches that is marked as 'seconds'



b

the cup you wish to return since you have changed your mind about its colour



c

an iron that stops working properly in two months



Listening

a Discuss the following questions with your partner.

- 1 Do you think in-store shopping is safer than online shopping? Why/Why not?
- 2 What are the advantages and disadvantages of online shopping?

b Listen to the Customer Service conversation. Tick the sentences below that cover the problems in the audio.

Track 30

The problems were that...

- Mr Nelson didn't come to work.
- Tony didn't understand what Ms Ellis' problem.
- The sales representative didn't inform Ms Ellis properly.
- The game console didn't have a Bluetooth connection.



- Ms Ellis couldn't plug the HDMI into the console.
- Ms Ellis didn't want to pay extra money for the cable.
- The game console was too expensive.

c Listen to the audio again and answer the questions below

- 1 What did the woman buy from the store?

- 2 What did the representative offer the customer to solve the problem?

- 3 Did she get a refund from the company? Why/Why not?

d The sentences below are extracted from the audio script. Write them to the appropriate place in the table below according to their function.

- 1 The best I can do is to offer you a discount.
- 2 It looks like we might have made a mistake.
- 3 Would you like a replacement or a refund?

offering an alternative solution:	taking responsibility for the problem:



Speaking

- a Look at the photos and situations below. In turns, role-play formal telephone conversations between a customer having a problem with the product he/she has just bought and a representative offering solutions for the given problem.

what you ordered :

- 1 a pair of running shoes, size:10



what you received :

- a pair of football boots, size:12



- 2 a black round-neck T-shirt



- a violet V-neck sweater



- 3 tomato soup



- broccoli soup



- b Use the following rubric to rate your partner as a customer representative.

Peer Evaluation	Rating Category		
	FAIR	GOOD	EXCELLENT
DIMENSION			
Customer Interaction			
Product knowledge			
Problem-solving ability			
Attitude & behaviour			



Reading

a Discuss the following questions with your partner.

- 1 Which of the following convince you to buy a product? Why?
 - a recommendations from people you trust
 - b online customer reviews
 - c traditional media (TV, radio, newspaper or magazine advertisements)
- 2 Do you read online customer reviews before buying a product? Why/Why not?



Jerry White



January 12, 2019

Verified Purchase

Band Colour: Black

This smartwatch is a complete waste of money!

What impresses me the most with the wearable technology is that it allows us to be connected all the time, and I was **looking for** a hands-free way to stay in contact with others since I ride my motorbike to work. I hesitated whether or not to give so much money for a smartwatch. However, the idea of sending or receiving calls or messages from my wrist urged me to buy it. It seemed incredibly useful at that time because it allows you to **pick up** the call by just looking at the watch without touching a button, and I thought that I had to own one. Then, I ordered a smartwatch with a black sport plastic band online. I got the device within two days, but I was annoyed when I saw the watch had a red band. What I



received was not the thing I ordered. I **called up** the customer service immediately. The representative was very polite and she **came up with** a solution. She **sorted out** the problem by sending me an extra black band free of charge. I recommend that you shop from this retailer; however, I didn't like the watch. Let me tell you why I am dissatisfied with the watch. First of all, the screen is so small that it makes hard to tap the right icon to use the application. I still **take out** my phone to use the map while riding as it is impossible to see it on this small screen. I couldn't understand why the touchscreen doesn't work properly. You should tap the screen harshly to make it work. What is more, the wheel is so tiny that you cannot even control it with your fingers. That's why you have to wear it off while using or setting. What also makes me crazy is that it has limited battery life. Make sure you charge it every night, or you will have a dead watch the next day.

In brief, my smartwatch functions mostly as a regular wristwatch and a step calculator. After all, I still tend to use my smartphone and think that a smartwatch can never replace a mobile phone. I should **bring up** another matter: the price. Would I spend money for a new one in the coming years? No! It doesn't really worth its price!



b Match the highlighted phrasal verbs in the customer review to the definitions.

- 1 _____: to start discussing a subject
- 2 _____: to successfully deal with something, such as a problem or difficult situation
- 3 _____: to search for someone or something
- 4 _____: to think of especially an idea, an answer, a plan, a solution
- 5 _____: to remove something from a pocket, bag, etc
- 6 _____: to telephone someone
- 7 _____: to answer a telephone call

c Read the text and answer the following questions.

- 1 What did Jerry find impressive about the wearable technology?

- 2 Why did he buy a smartwatch?

- 3 How did the customer service representative sort out the problem?

- 4 What are the reasons for his dissatisfaction with the watch?

d Scan the text and underline the clauses that give crucial information as in the example below.

e.g. What I received was not the thing I ordered.



KEEP IN MIND!

Noun clauses can act as...

- **the subject of a sentence.**
e.g. How she behaved **unprofessionally at work** drove me crazy.
- **the object of a sentence.**
e.g. He wanted to learn **why she didn't return his call.**
- **the subject complement of a sentence.**
e.g. The reason why I prefer this brand is **that they do not test on animals.**
- **the object of a preposition.**
e.g. I couldn't concentrate **on what I was doing.**
- **the adjective complement of a sentence.**
e.g. I was **confused** **whether/if he likes me.**

Do you know?

Under the Consumer Rights Act, you have the right



to get a full refund, repair or replacement for the products that are unsatisfactory, unfit for purpose or not as described. You have a legal right to return goods for a full refund within 30 days of the purchase.



Writing

Green Road Black Street
No:1 Beşiktaş/ İstanbul 34000

1

August 20, 2018

2

Customer Service Manager

3

Happy Vacations Co.

4

Manolya Street Zambak Road
Karaköy/ İstanbul 34000

5

Dear Sir or Madam,

I wish to express my dissatisfaction with my stay at the Bird's Nest Hotel, Antalya on 1-7 August, 2018, which I booked with your company.

6

My husband and I felt confident while choosing a hotel from your company since we were overjoyed with our last vacation in 2017. What convinced us deeply was that you presented gorgeous photos and positive reviews of the Bird's Nest Hotel on your website. Unfortunately, when we arrived we were deeply disappointed with the hotel because it looked very different in real than it was presented on your website. First of all, the pool's size was incredibly small to swim that we felt as if we were swimming in a large bathtub. Next, the room was so dirty that it seemed to have been not cleaned for ages! There was also a terrible smell in the bathroom. Then, we asked for cup coffee at the restaurant, but we were told that the coffee machine was out of order. We wanted to learn where we could drink coffee, then. There was no reply. We returned back to our room for some sleep and turned on the air conditioner, but it wasn't working. Finally, when my husband called the receptionist, we were assured by him that we would be moved to another room the next day, but no action has been taken. We couldn't sleep all night because of the loud music because the room was extremely hot and we had to leave the window open. The next day, we asked the receptionist to learn when we would move to another room, he informed us that there were no rooms available.

7

We would like a full refund for our total stay as it failed to meet the quality and description in the website. Enclosed are the photos of the room and the hotel grounds.

8

I look forward to your reply and a resolution to my problem and will wait within the next two weeks before seeking help from a consumer protection agency. Please contact me at the above address or by phone at 02121234567.

9

Sincerely,
Ayten Sema



a Look at the layout of the complaint letter on the left. Write the expressions below to the appropriate place on the letter.

details of the transaction

date

setting a time limit

explaining the problem

company's address

company's name

stating the specific action you want

your address

name or title of the contact person

b Write a complaint letter as in 'Exercise a' considering the followings.

- 1 draw an outline
- 2 use linking words
- 3 use one group of the keywords below

Key words:

- a supermarket/poor quality and service/ask for help/a worker whose name tag read 'Bill'/refused to help
- b restaurant/booked a table for 5/waited for half an hour/poor quality and service/an impolite waiter

c Swap your letter with your partner's to check if the required information is given in the letter or not.

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Sally: I bought an MP4 player from the store last week. I asked the salesperson if it could play videos in multiple formats and be connected to a PC. He assured me that it could do that, but it didn't work.

Brian: What happened then?

Sally: I went back to the store and told the whole story. The man didn't accept his mistake. Finally, the manager had to **carry the can** and gave me a full refund.

Quote of the day!



"Conflict is drama, and how people deal with conflict shows you the kind of people they are."

Stephen Moyer



Lead in

Discuss the following questions with your partner.

- 1 Why do you think people get in conflict?
- 2 Which of the following statements do you most agree with? Why/Why not?
 - A Conflict is healthy that it may strengthen relationships.
 - B Conflict is unhealthy that it may destroy relationships.



Reading

- a Look at the photos below and match them to the topics that are related to the conflicts at work.**



1



2



3



4



5

- a generation gap in the workplace _____
- b workplace bullying such as gossiping _____
- c accusations at workplace _____
- d team conflict _____
- e employee absenteeism and tardiness (lateness) _____

- b Skim and scan the text on the right and circle the correct answer.**

- 1 The text is...
 - a an anecdote.
 - b an advertisement.
 - c an article.
- 2 The text is about...
 - a how conflict affects our daily lives.
 - b how we can resolve conflicts at workplace.
 - c the advantages of conflict at workplace.
- 3 Conflict happens when two or more people...
 - a have different interests or opinions about an issue.
 - b don't like each other.
 - c have different socio-economic backgrounds.
- 4 One of the major causes of conflict is...
 - a generation gap.
 - b lack of resources in workplace.
 - c workplace gossip.
- 5 Conflict cannot be defined as a problem if it...
 - a causes anxiety.
 - b hinders productivity.
 - c helps discovering new perspectives on life.

What is a conflict?



Conflict is everywhere; in school, in the street, in the workplace or at home. It is inevitable to have conflicts since we have to interact with others. We all have our own beliefs, values and attitudes, and such backgrounds influence how we see things and other people. Difference in personalities, poor communication and generation gap may be the main causes of conflict between employees in the workplace. Contrary to the belief that conflict has destructive effects on relationships, it may bring various advantages especially to the workplace such as finding new solutions and discovering new perspectives on life.

Conflict can be defined as a problem if only it causes anxiety, discomfort and inappropriate behaviours and destroys relationships, hinders productivity and lowers morale.

Five techniques can be used to resolve workplace conflicts. These are:

- 1 Withdraw:** It means you avoid the conflict and let the conflict **resolve** itself. This technique is preferred when the problem may disappear on its own or the negative emotion will fade away after some time.
- 2 Accommodate:** In this technique, you show concern for the other group to smooth the situation and make them see the areas of agreement rather than disagreement. It is useful when you need time to review the problem and find a better solution for it.
- 3 Compromise:** It is a technique to find a quick and mutual solution for both parties in conflict. You take suggestions from each party with an equal relationship. Finally, a temporary solution that partially satisfies both groups is found. Compromising can be considered as a win situation for the parties.
- 4 Force:** When you know one of the groups is right and you don't want to lose time, you agree with that group's ideas and enforce the opposing ones to do as others requested. This technique is considered as a win-lose situation because by using this approach you choose to ignore opposing viewpoints.
- 5 Collaborate:** Collaboration takes time and effort, but it is considered as a problem solving technique which is also known as the win-win situation. In this technique, you discuss the issue with all groups considering all viewpoints so as to reach an agreement by all.

There is not a single technique or approach to resolve all types of conflict, but the collaboration technique is the one which builds **consensus** among group members.

c Match the highlighted words in the text to the definitions below.

- 1 _____: to make someone do something against their will
- 2 _____: to stop being involved in a situation
- 3 _____: to work with another person or group in order to achieve or do something
- 4 _____: to find an answer or solution to something
- 5 _____: an agreement or settlement of a dispute that is reached by mutual concessions.
- 6 _____: an idea or opinion that is shared by all the people in a group
- 7 _____: to give someone what they want or need

d Read the text and decide whether the following sentences are true (T), false (F) or not mentioned (NM) according to the text. If the statement is false, correct it.

- 1 Lack of communication causes conflict. _____
- 2 All conflicts are destructive and should be dealt with properly. _____
- 3 The problem is ignored to reduce the negative emotions in withdrawal technique. _____
- 4 Forcing is an effective problem-solving technique that satisfies the needs of both parties. _____
- 5 Conflict may help employees to improve their relationships after they had an agreement on it. _____



Listening

a Discuss the following questions with your partner.

- 1 How would you react or feel when you have disagreements with your friends or parents about an issue?

- 2 If you were the leader of a team what would you do to prevent conflict between team members?

b Listen to the audio and take notes to complete the table about the ways to prevent and resolve the conflict. Track 31

To prevent conflicts

e.g. provide the team some opportunities for social interaction

To resolve conflicts

e.g. listen to all parties without interrupting or judging them

c Discuss the following situations with your partner and share your ideas to deal with each problem.

- 1 One of your classmates with whom you share personal details such as your family and personal life, asks you for your homework all the time and copies them. You really want to help him/her, but you feel uncomfortable because you feel like you are being used. You always do your homework regularly and you think it is not fair.



- 2 You have a sibling who promises to do his/her chores, but never follows it. You do all the cleaning and buy all groceries. He/She is a great person, but you are getting irritated by his/her irresponsible behaviour.



Speaking

- a Discuss the following questions with your partner.



a



b

- 1 Assume that you own a company, would you establish rules for clothing? Look at the photos above, what would be your clothing preference for your employees? Why?
- 2 Do you think formal wear is vital to make a good first impression? Why/ Why not?

- b Work in pairs. Use the scenario below and represent the conflict through role-playing. Take notes to assess your friend when you are an observer.

Jack and Tony work for an international company which designs projects on renewable energy sources. Jack works as a manager of the department while Tony, who is an effective leader, works as a sales representative. They occasionally make presentations to clients to introduce their unique projects. These meetings require formal clothing in order to make a good impression on customers. Each time before the meetings, Jack and Tony argue about this situation because Tony refuses to wear formal clothes and he thinks strict rules about clothing kill the creativity in workplace. Unlike Tony, Jack does not feel good in such situations because he believes rules and regulations are vital for success and the image of an organisation.

- c Assess the role-plays according to your notes in 'Exercise b'. Consider the criteria in the rubric below to see if they are performed efficiently: Fair (1), Good (2) or Excellent (3). Share your ideas with class.

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1 Mimes, gestures and body language are appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Characters are similar to real life ones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Conversation flows smoothly and naturally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The conflict is well represented. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Pronunciation

- a Listen to the audio and match the photos below to the statements according to the falling (↘) or rising (↗) intonation. *Track 32*

1	A: Really?	(↘)	___
	B: Really?	(↗)	___



a

surprised



b

disinterested

2	A: Well done, great news!	(↘)	___
	B: Well done, great news!	(↗)	___



a

sarcastic



b

excited

3	A: I know the answer.	(↗)	___
	B: I know the answer.	(↘)	___



a

uncertain



b

certain

4	A: He doesn't live here any more.	(↘)	___
	B: He doesn't live here any more?	(↗)	___



a

curious



b

neutral

- b Read the definitions below and complete the sentences with an appropriate word.

1 _____ intonation indicates excitement, happiness, curiosity, uncertainty or surprise.

2 _____ intonation indicates certainty, sadness, disinterest or sarcasm.

- c Listen to the audio and put (↗) for rising intonation and (↘) for falling intonation. Write the appropriate mood below for each sentence. *Track 33*

frustrated

sarcastic

shocked

excited

uncertain

frightened

		Intonation	Mood
1	What a nice surprise!	_____	_____
2	What? He has had an accident?	_____	_____
3	Let's see and learn what will happen.	_____	_____
4	He is coming.	_____	_____
5	Don't touch that!	_____	_____
6	We lost the game.	_____	_____

- d Listen to the sentences again and practise the intonation of the sentences.



Writing

Write a dialogue between an overprotective parent and a child who asks for permission to go on a school trip. In your dialogue,

- use real life conversations while presenting the problem.
- define the problem/conflict clearly.
- offer solutions for the given problem.



Discussion time

personality types

Read the traits of the four personality types below and discuss the following questions with your partner.

There are four different personality types based on the behaviour, motives and characteristics such as personality and intellectual ability. These are:

TYPE A

ambitious practical
competitive impatient

TYPE B

relaxed patient
cheerful too casual

TYPE C

systematic thoughtful
perfectionist cautious

TYPE D

resist change pessimistic
negative depressed

- Which of the types above represents you the most/the least?
- What do you think which types of personalities may work well together? Why/Why not?



Project

Imagine that your school has partners in European schools and a group of students from different countries will join your class for an international project for a week. Make a list of the issues that may cause cultural misunderstandings. Write your ideas on how to prevent or resolve cross-cultural conflicts.





THEME **8** **CRIME IN SOCIETY**

8A CYBERSPACE: A BANDIT TERRITORY

8B POETIC JUSTICE

In this theme, you will be able to...

- express free choice.
- give information briefly.
- disapprove of an action.
- talk about national, moral and cultural values.





Lead in

Discuss the following questions with your partner.

- 1 What is 'safe Internet' according to you? Do you feel safe while using social media?
- 2 How can teenagers protect themselves from the dangers on the web?



Listening

a Discuss the following questions with your classmates.

- 1 Have you ever been bullied on digital platforms before? If yes, how did you feel?
- 2 Do you think people who bully have problems with themselves? Why/Why not?

b Listen to the audio carefully and fill in the chart according to the given information. Track 34



c Listen to the audio again and write True (T), False (F) or Not Mentioned (NM). Correct the false ones.

- 1 Most of the teenagers are bullied about their intelligence. _____
- 2 Boys are most likely to be bullied about their appearance. _____
- 3 Trolls like to blame teenagers for their weight. _____
- 4 Only females are bullied about their gender. _____
- 5 Some people were afraid to answer the questions. _____

d Read the statements below and decide whether they are cyberbullying or not. Put a tick (✓) to the answers.

Is it cyberbullying?		Yes	No
1	You're watching a make-up video and you think the girl is not beautiful with that make-up. You write a comment saying: "Don't go out, you may scare people."		
2	You are chatting with your classmates on Whatsapp and one of your friends says something that you think it is not logical. You write: "I don't agree with you, I think we should discuss it later."		
3	One of your friends is on a diet and shares photos about his progress on social media daily. He needs to lose a few more kilos, but you think he is doing a great job. You write: "I'm proud of you, mate! You'll succeed sooner."		
4	You want to play an online football match, but two players are offline. One of the girl gamers wants to join the team. You comment: "No way! Go play with dolls!"		



Speaking

- a** Work in groups of five or four and brainstorm a list of different crimes. Then, share your list with others.
- b** Discuss the following question in groups.
Which of the crimes you have listed do you think are threatening mostly kids, teenagers or the elderly? Why?

- c** Match the crimes to their types and fill in the table.

vandalism hate-crime identity theft
 burglary murder e-mail bombing
 kidnapping pickpocketing hacking
 shoplifting cyberbullying stalking

Cybercrime (offenses involving computers or the Net)	<ul style="list-style-type: none"> • <u>identity theft</u> • _____ • _____ • _____
Personal Crimes (offenses against the person)	<ul style="list-style-type: none"> • <u>hate crime</u> • _____ • _____ • _____
Property Crimes (offenses against one's property)	<ul style="list-style-type: none"> • <u>vandalism</u> • _____ • _____ • _____

- d** Work in pairs. Talk about the reasons of crimes given in the table on the left.

e.g.

Why do you think someone might shoplift?

I think they might be driven to shoplifting because of their mental health condition.

What do you mean?

Well, they can be kleptomaniac and therefore can't resist the urge to steal things from a shop.

- e** Work in pairs. Discuss the following questions with your partner.

- 1 Which crimes are the most prevalent nowadays? Why do you think they are so common?
- 2 Of all the types of crimes, which do you think is the worst that a person could commit? Why?
- 3 Do you think cybercrime will decrease or increase in the future? Why?
- 4 Do you think that punishment for personal crimes should be harsher than that of other crimes? Why/Why not?
- 5 What can people do in order to protect themselves from property crimes?



Reading

a Discuss the following questions with your partner.

- 1 What is a computer virus? How can we protect our computers from viruses?
- 2 What do you know about hacking? Why do you think one becomes a hacker?

b Read the following survey report and highlight at least four more **generalisations** and **facts**.

TECHNOLOGY: A FRIEND OR A FOE?

Cybercrime has been a fast-growing area of crime since the beginning of the digital age. Few criminals can resist taking part in illegal activities thanks to the anonymity of the Internet. For that reason, more than half of the people and organisations using the Internet meet cyber threats. We have prepared a survey report to highlight the severity of the situation worldwide. The information below summarises statistics compiled from different surveys made around the globe.

Getting the Picture

Cybercrime is globally the second most reported crime. In the UK, for example, cybercrime makes up more than 50 per cent of all crimes in direct proportion to the total number. It is found that 8 per cent of malicious email attachments contain

files automating tasks which are independent of the users' will. Another point worth considering is that most users might face identity theft whenever they want to download files to their PCs from an unknown source. These files are generally malware that intends to damage the computer system. Apart from PCs, many incidents of cybercrime now happen on mobile platforms. Six in ten online frauds are committed via mobile applications. Speaking of smartphones, smart homes also fall victim to hackers' attacks, most of which occur in China, the US, and the UK.

Users' Viewpoints and Ways of Protection

Because cybercriminals seek out new victims every day, effective protection against data theft is a necessity. According to a survey conducted in the United Arab Emirates, more than half of the millennials experience at least one incidence of cybercrime however hard they try to protect themselves. In another survey conducted, sixty-seven per cent of the people interviewed in twenty-one countries are aware of how important the security of account information is. However, many still show risky behaviours and share their passwords. A further 33 per cent have at least one unprotected device, which is vulnerable to malware or viruses. Besides, many people interviewed believe that home devices with an Internet connection enable hackers to steal data easily.

Conclusion and Recommendations

To summarise, criminals are always waiting out there to trap whoever they encounter in cyberspace. Consequently, it is necessary for users to be careful about the way they utilise the Internet. In the light of the survey results, our recommendations are as follows:

- Whichever device you use, always install some antivirus software; there are many free or paid programs.
- Do not ignore security updates; old versions of antivirus programs make your computer open to attacks.
- Use unique and strong passwords containing symbols, numbers, and letters.

c Read the definitions below. Find the appropriate words or phrases from the text for each.

- 1 **c** _____: any criminal activity that involves the use of computers or the Internet
- 2 **m** _____: a computer program designed to damage the way a computer works
- 3 **o** _____: the crime of getting money by deceiving people with the help of the Internet
- 4 **h** _____: a person who illegally gains access to a computer system
- 5 **d** _____: the act of stealing info stored on devices without the knowledge of the owner
- 6 **c** _____: the online world of computer networks and the Internet
- 7 **u** _____: a change or addition to software that includes the most recent information

d Read the text again and answer the following questions.

- 1 What does the report aim?

- 2 What should we do to minimise the risk of identity theft?

- 3 Why having an unprotected device is disadvantageous?

- 4 What is the reason behind people's questioning attitude to smart devices?

- 5 What recommendations are made in the report?

e Replace the following phrases in bold with one of the words in the text.

- 1 The device is designed to be used **no matter when** you need to track someone's movements. _____

2 **No matter how** rarely your PC is attacked by malware, you should always be running an antivirus program.

3 **No matter who** visits the website, he can download any e-book by creating an account in the first place.

4 **No matter which** way you look at it, e-banking has become an important tool for hackers to steal data.



KEEP IN MIND!

- **'-ever'** words are generally followed by a **'subject + verb'** combination.
e.g. I'll design your house **however** you like. You're free to do **whatever** you want. **Whichever** we choose, they must obey. I feel ashamed **whenever** I remember that day. **Wherever** you live, you can access the Net. **Whoever** loses the game, he'll be eliminated. They can discuss the matter with **whomever** they wish.
- **'however'** can also be followed by a **'adjective/adverb + subject + verb'** combination.
e.g. **However easy** it seems, the job is quite exhausting. **However hard** we tried, we couldn't log on to the website.
- **'whatever'** and **'whichever'** can also be followed by a **'noun + subject + verb'** combination.
e.g. **Whatever excuse** you make, you can't persuade me. **Whichever path** he follows, it'll take 30 minutes to get there.



Writing

- a Read the following text and fill in the concept-map.

GOOD PEOPLE GOOD SOCIETY

We all live in society. There are some rules that we must follow to live together. Social rules exist in order to keep order and peace in social life. By following these rules, we contribute to peace in the world and peace in society.

One of the virtues of being human is to respect other members of society. Otherwise, empathy cannot be developed among people. People, who do not respect each other, cause a break in society. If we want to be treated with respect, we must first respect others. For example, we can help people if needed, or make polite requests.

Another responsibility of ours is to pursue rights and justice. Justice is an important principle in maintaining the existence of societies. In a

society, whose justice has not been ensured, everyone tries to demand their own rights, and this brings disaster. We must always be righteous and fair towards people.

Working, producing and contributing to society is a duty of ours, too. People have been doing these duties for ages. Each work brings benefits to society. Innovations and scientific revolutions created the world we live in now. That's why we should work hard to contribute to ourselves and to the society we live in.

We are also responsible for the environment and natural life. Street animals and natural beauties in our neighbourhood are a part of our society. If they disappear, we cannot exist. For example, we can feed the animals, find shelters for them, and we can join in groups to protect the environment.

Whatever we do for the society we live in, we should first begin with ourselves. We must know that a good society consists of good people.



b Choose one of the following main ideas and brainstorm about it.

- Every human being is beautiful.
- There is equality between genders.
- Every idea has its own value.

c Write an opinion essay about the topic you chose supporting the ideas you have brainstormed about.

d Swap your paper with your partner's. Discuss your ideas.

Quote of the day!



“All men make mistakes, but a good man yields when he knows his course is wrong and repairs the evil. The only crime is pride.”

Sophocles

Do you know?



On the night of July 15, 2016, Turkey experienced a terrorist coup attempt, but it was foiled by Turkish people who stood together regardless of their political views, socio-economic status and education. The criminals and the terrorists were caught by the police and the military forces immediately. People, who were united, began to keep ‘Democracy Watch’ for their country’s future. Their bravery in fighting for their beloved country was amazing. They were like carrying out a national duty in which moral and cultural values of a nation were being kept alive.

PROVERB OF THE DAY

Read the dialogue below and try to guess the meaning of the proverb.

Oliver: Did you hear the news?

Liam: No, go on!

Oliver: The man who stole the seat at the park was sent to prison.

Liam: To prison? Isn't it too much?

Oliver: Laws are laws. He shouldn't have stolen it. After all, **crime doesn't pay.**



CRIMES STRANGER THAN FICTION • CRIMES STRANGER THAN FICTION



Lead in

Discuss the following questions with your partner.

- 1 Why are some people more likely to get involved in crime? Is it about personality?
- 2 Do you agree with the idea that criminals can be rehabilitated? Why/Why not?



Reading

a Discuss the following question with your partner.

Do you agree that crime generally punishes itself? Why/Why not?

Man Gets Stuck in Chimney during Attempted Burglary

Trying to rob a house, Keith Schultz sneaked in through the chimney. He misjudged its width and therefore got stuck in it. Getting desperate, Schultz's partner in crime attempted to break in to get him out, which police officers think activated the burglar alarm. Before escaping, his partner called for help. When firefighters came, they took Schultz out from the chimney and then, he was taken into custody.

Kidnap Suspect Takes a Nap at the Scene of the Crime

Kanyoni Sedekiya had an argument with his roommate. Sedekiya held him hostage, demanding money. However, he could not remain awake and fell asleep at around 4 a.m. His roommate took a calculated risk, trying to escape and called the police. When the officers arrived at the crime scene, they found Sedekiya sleeping like a log and put him under arrest.

A Disabled Man Faces Jail for Laughing Too Loud

Laughing too loudly in his own house, Robert Schiavelli was sued for disturbing the peace. He was given two orders to appear in court as his next-door neighbour complained he could hear his laughter across the street. Schiavelli said his hearty laughter is his protection against the neighbour, who allegedly ridicules him. "My son faces a fine of \$200 for laughing. That's daylight robbery," Schiavelli's mother said.

Man Falls through the Ceiling, Attempting to Avoid Arrest

Justin Thompson, who was wanted for aggravated assault, was on the run from the law. When the police showed up to search his girlfriend's house, he hid in a crawl space; however, it couldn't support his weight. He ended up falling through the ceiling, landing in the kitchen where policemen were waiting. Worse, Thompson was also charged with child endangerment as he nearly landed on some kids.

Novelist Writes about a Murder He Committed

But for his novel, Krystian Bala could have got away with murder. In 2003, his book became a bestseller in Poland, but he paid the price. One police officer noticed the details of a murder in the novel bizarrely matched those of an unsolved homicide case. Investigating further, the police discovered connections between the victim and Bala. It is unknown if another novel inspired him, but what's known is that he received a 25-year prison sentence.



b Replace the highlighted words or phrases in the following sentences with one of the idiomatic expressions in the clippings. Words and phrases are given in the order of the clippings.

- 1 The robber told his **accomplice** to wait in front of the bank in the getaway car. **p** _____
- 2 The man took a **risk faced after careful estimation of the probable outcome** in giving himself over to the police rather than hiding out. **c** _____
- 3 Last year, the musicians were given prison sentences for **creating a significant public nuisance**. **d** _____
- 4 It is **unfair overcharging** to have to pay such a high amount of money for renting a bike! **d** _____
- 5 While **trying to avoid being captured** for a month, the fugitives were finally caught by the FBI. **o** _____
- 6 In the end, Caroline **suffered the consequences** for behaving selfishly towards her neighbours. **p** _____

c Scan the texts to find answers to the questions below.

- 1 What did Schultz's partner in crime do before escaping?

2 Where was Sedekiya when he got arrested?

3 How much was Schiavelli expected to pay for disturbing the peace?

4 Why was Thompson charged with endangering children?

5 Who found connections between Bala and the victim?

d Read the text again and underline six more phrases as in the example.

e.g. Trying to rob a house, Keith Schultz sneaked in through the chimney.



KEEP IN MIND!

Present participles have an **active** meaning. We can use them for different functions.

- They can express reason:
e.g. Shelia felt a bit cold, so she put on her trench coat.
Feeling a bit cold, Shelia put on her trench coat.
Missing the train, I couldn't get there on time. (=Because I missed the train...)
- They can express time:
e.g. **Entering** the house, Patrick realised that it had been broken into. (=When Patrick entered the house...)
- They can express contrast:
e.g. Though **being** small, the flats have a spacious feel. (=Though the flats are small...)



Listening

a Listen to the conversation between Aria and Brad. Put a tick (✓) to the sentences you hear. Track 35

- How can people do things like that?
- I'm dead against people...
- It shouldn't be allowed!
- Who do they think they are?
- I don't think much of that.
- Wow, dreadful!

b Make a dialogue with your partner about how people commit crime and what can be done to reduce crime rate. Use disapproving expressions such as "I'm dead against people doing...", "It shouldn't be allowed!", "How dreadful!".



Speaking

a Discuss the following questions with your classmates.

- 1 Do you think social ethics is important? Why/Why not?
- 2 Do you agree with the idea that the actions of an individual must benefit the whole of society? Explain your reasons.

b Read the following suggestions about how to reduce crime rate in society. Add two more suggestions.

- Moral lessons should be taught in schools.
- TV commercials on law and order must be shown.
- Criminals should get psychological support.
- _____
- _____

c Read the dialogue below and make a similar one with your partner using the suggestions in 'Exercise b'.

Willy: I'm reading a research report about the crime rate in society. It's really shocking!

Ted: What does it say?

Willy: It says if we don't take precautions, crime will be the major problem of the society in a few decades.

Ted: How dreadful! How can crimes be prevented?

Willy: Well, I don't know, but I think moral lessons should be taught in schools. Children in early ages should know how to be a good citizen.



Writing

a Search the Net and find a survey on cybercrime. After reading the survey, fill in the table to make an outline for your survey report.

Introduction	The purpose of this report is... _____
Facts	... participants out of ... answered "Yes" to the question... _____
Generalisation	Participants generally said "No" to the question... _____
Conclusion	As a conclusion / To sum up... _____
Recommendations	I would recommend, therefore,... _____

b Write your survey report considering the outline above and using 'Present Participle'.



Pronunciation



Silent letters do not correspond to any sound when a word is pronounced, so we cannot hear them.

a Listen and repeat the words below.

Track 36

B lamb debt subtle	C indict muscle scissors	D handkerchief sandwich Wednesday
G/GH design gnome high	H ghost honour when	K knife knit knock
L could half walk	N Autumn condemn solemn	P cupboard pneumonia psychology
T ballet catch fasten	U antique guide league	W answer sword write

b Read out each and cross the odd one out. Then, listen to check your answers.

Track 37

1	hobby	honest	hundred
2	lamp	bend	comb
3	wrinkle	cramp	dwel
4	receipt	ridden	remain
5	handful	handsome	handy
6	kangaroo	kneel	kennel

c Listen and circle the word with silent letter in each sentence. Track 38

- Sam bought his new laptop from his best friend.
- They don't want to talk about the poll results.
- Several prison guards patrol the corridors.
- Many chestnut trees blossom in the spring.
- Officials investigated the scene of the accident.
- The big roof is supported by ten wood columns.



Discussion time

**explain
your ideas**

Discuss the following questions with your partner.

- What can we do to fight against cybercrime? How can it be prevented?
- Do you think you are responsible for wellbeing of the society you live in? Why/Why not?



Project

Work with your partner. Find a slogan or a catchword to fight against cyberbullying. Create a poster of your slogan or catchword.

- Decorate it with pictures and symbols.
- Colour it with crayons or markers.
- Display your posters with your classmates on the wall.





THEME **9** **UNUSUAL LIVES**

9A OFF-THE-GRID

9B STRANGE TO SAY

In this theme you will be able to...

- give information briefly.
- refer to different times while talking about conditions.
- talk about living and working conditions.





Lead in

Discuss the following question with your partner.

Have you ever heard of an alternative lifestyle? Look at the lifestyles below and add your own ideas for an alternative lifestyle.

- living without any technological devices
- living without money
- living in a house truck
- living out of a suitcase
- living in an eco village



Listening

a Look at the photos below. What do you expect the audio to be about?



1



2



3

b Listen to the interview and discuss the reasons why Elif and Kerem have changed their lifestyles? *Track 39*

c Listen again and complete the sentences with one to three words.

- 1 Elif and Kerem have been living in Akçay _____ .
- 2 Before they came to Akçay, they had lived in Africa almost _____ .
- 3 First they stayed in a tent, and then they built a _____ house with thatched roof.
- 4 As they are vegans, they only eat _____ .
- 5 Since they have very few clothes, it is not too _____ to wash clothes by hand.
- 6 If they don't keep the house clean, insects make _____ the house.

d Listen again and answer the following questions.

- 1 What kind of a lifestyle do Elif and Kerem have in Akçay?

- 2 Why do they lead such a lifestyle?

- 3 What do they do without fridge and washing machine?

- 4 What does their typical day look like?

- 5 Why does Kerem think they have much more freedom there?

- 6 How do you think this lifestyle makes them happy?

e Discuss with your partner. Would you prefer to live such a lifestyle? Why/Why not? Give reasons.



Speaking

- a Read the following extracts about people who have unusual lifestyles. What do you think makes these lifestyles unusual?



Two years ago, because our landlord raised the rent by 20 per cent on our apartment in California, we decided to convert an old school bus into our own home. We did the building by ourselves and many of the pieces within the bus were custom-made as a present of Jane's father. We have been living in our cosy home with our pets for a little over a year now. We love this lifestyle for now and we are certainly much happier. The only thing that makes us think is that our tiny house may not be liveable or practical any more after having a baby. We'll see what the future holds for us.

Jane and Patrick Wood

After I graduated from the department of civil engineering, I headed the family company for eight years. But, it was not what I expected from life. I decided not to waste any more time and left the family business. Of course, it was a tough decision, however, I knew I couldn't stay any more. I told Lily, my wife, that I wanted to experience different cultures. She was also excited and we started to take this ultimate road trip. We have been travelling the world in our 60-year-old car. But, I have been in trouble with some health problems recently. I hope I can handle with them and enjoy the pleasure of living my dream.

Lily and Ted Cooper



- b Work in pairs and discuss the following questions about the extracts.

- 1 Would you like to live in a tiny converted bus like Jane and Patrick? Why/Why not?
- 2 If you were Ted, would you quit your job and pursue your dream? Why/Why not?
- 3 What do you think the reasons of these people for choosing such lifestyles are?
- 4 What are the other advantages and disadvantages of these people's lifestyles?

- c Work in pairs. What kind of an unusual lifestyle would you choose if you had a chance? Why/Why not?

Do you know?

TRT International Children's Festival has been held in Ankara with the participation of about 40 countries including also some tribes such as aborigines on April 23, National Sovereignty and Children's Day, since the declaration of 1979 as the 'Year of the Child' by the United Nations.

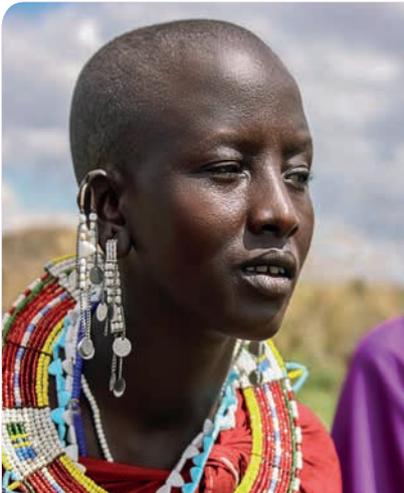




Reading

- a Discuss the following question with your friends.

Look at the photos and titles. Have you ever heard of these names before? What do you know about them?



Maasai

Because I had already gone on safari in Africa twice, I did not want to pay a third visit there, but I changed my mind after watching a documentary about the Maasai tribe: the most well-known **nomadic** tribe in the world. So, I took the first flight to Kenya.

Welcomed by the local people, first of all I paid attention to the bright red clothes and beaded jewellery that both men and women wore. The women also wore big, beaded collars. I learned that colour of each bead **represented** something different; for instance, red means bravery and blue symbolises energy. Shown around the village for a long time, I was tired and hungry. We ate vegetables, honey and butter and drank milk. Although they had cows, they said they never preferred eating meat as cows were sacred to them.

Invited to attend the festival 'Eunoto', a rite of passage when the teenage boys of the Maasai become men, I stayed with them a few more days. It was great to meet this **distinctive** tribe, determined to protect their unusual culture and lifestyle, despite the influences of the modern world and technology.



The Pirahã

Although exhausted after a long journey, I was glad to arrive in the Amazon Rainforest where I would visit **indigenous** people, the Pirahã (pronounced pee-da-han). I was both very enthusiastic and anxious about this visit at first. Greeted warmly by the locals, I saw that it was pointless to be worried. I spent two months in full with them.

The lifestyle of the Pirahã was very close to the way they would have lived thousands of years ago. They did not have a system of organised planting or farming, so they ate fish, monkeys and insects. In addition, they gathered manioc, a plant with large roots used as food. One of the interesting things that caught my attention about those people was that they did not sleep for a long time. But instead, they napped 20-30 minutes whenever they felt sleepy. Not more than that. They believed that sleeping leaves human beings weak and unable to protect themselves. However, the **weirdest** thing I noticed during my visit was the unique characteristics of their language. They hardly used any words associated with time and numbers! In addition, they only used present tense in their speech. When asked the reason, they said that they did **value** the current personal experience and living memory, not the past or the future. Maybe that's why they are the happiest **tribe** on earth.

After leaving the Pirahã people, I understood that, for some people, happiness is not to worry about the future or past, but it is to live the moment.

b Match the highlighted words in the texts to the definitions below.

- 1 _____ : very strange and unusual
- 2 _____ : a group of people of the same language, culture, and history, those who don't live in towns or cities
- 3 _____ : to be a sign or symbol of something
- 4 _____ : to originate or occur naturally in a particular place; native
- 5 _____ : characteristic of one person or thing, and so serving to distinguish it from others
- 6 _____ : to consider something/someone important
- 7 _____ : people moving from one place to another rather than living in one place all of the time

c Read again and answer the questions below.

- 1 What captured the writer's attention about the Maasai tribe?

- 2 How is the Maasai's diet?

- 3 What is 'Eunoto'?

- 4 Why didn't the Pirahã people prefer sleeping for a long time?

- 5 What was the strangest thing that the writer noticed of the Pirahã people?

- 6 What is the Pirahã's secret to happiness?

d Scan the texts to find phrases as in the example and write them below.

e.g. Welcomed by the local people, first of all I paid attention to the bright red clothes and beaded jewellery that both men and women wore.

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



KEEP IN MIND!

Past Participle phrases have a **passive** meaning. We can use them for different functions.

- They can express reason:
e.g. The school was destroyed by the flood, so it had to be rebuilt.
Destroyed by the flood, the school had to be rebuilt.
Shocked by the news, Angela burst into tears.
(=Because Angela was shocked...)
- They can express time:
e.g. (When) **painted** any light colours, the room looks bigger.
(=When it is painted any...)
- They can express contrast:
e.g. Although **eaten** by mosquitoes, we had a great time in campground.
(=Although we were eaten by...)
- They can express condition:
e.g. If **accepted** to the college, Jim will start this year.
(=If he is accepted to...)



Writing

a Read the sample letter below. Where is Tony and why is he there?

Dear Tim,

I got a chance to write to you at last after finding a hotel at an affordable price. Seen from the outside, it looks a mess, but the hotel is lovely inside. Anyway, although I've been meaning to write to you for a while, my journey has taken up a lot of my time. I'm getting quite homesick nowadays, but I must continue this journey to be an established photographer.

I've been in New Zealand for a week now and I started to explore the country immediately after setting foot on the island. I first visited Kaikoura, known as the marine capital of New Zealand, and I really enjoyed it. Impressed by amazing whales, seals and dolphins, I decided to stay there for two days. Then, on the third day of my trip, I set off to see White Island, the inner crater of New Zealand's most active volcano. You have to see that, Tim. Because of the consistent outflow of smoke, the island appeared as if covered in a white cloud. It was a once-in-a-lifetime trip. I also saw mountain vistas, ancient forests, volcanic landscapes and stunning coastlines here. Believe me, you cannot find such a wonderful wildlife anywhere else on earth.

For now, my plan is to travel the country till the end of February and then, go to Australia to take the pictures of different species found nowhere else in the world. I expect it'll be a great experience to photograph kangaroos, koalas and wombats. I feel excited already. Fascinated by the beauty of nature, I suggest you give a chance to these wonderful destinations. Anyway, how is your family? I hope all's well with you. Please give them all my love. I'll write again soon.

Best wishes,
Tony



b Imagine that Tony is your friend. Write a response letter to him by using past participle phrases. In your letter, make sure you mention:

- what you have done since your last meeting.
- how you felt after reading the letter.
- whether you would want to experience the same or not.



Pronunciation

- a Listen and practise the words below.

Track 40

/iə/	/eə/
beard	barely
fierce	airport
career	unbearable
experience	where
idea	aeroplane

- b Put the words in the correct column. Then, listen and check your answers.

Track 41

cheer	bear	pier
dear	hair	year
wear	dare	chair
here	stair	

/iə/	/eə/
e.g. cheer	

- c Work in pairs. Take turns to practise the following text message.



- d Listen to the audio and practise the text message in 'Exercise c' again. Track 42

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Ron: Have you seen Earl recently?

Brian: Haven't you heard he's been on the move to Alaska for a little over three months?

Ron: Really? I'm very surprised. Why on earth did he want to do such a thing?

Brian: He both longed to explore and to take the adventure of **getting completely back to nature**.

Ron: It's amazing, but also scary. I hope he'll never regret.

Quote of the day!



"Life isn't about finding yourself. Life is about creating yourself."

George Bernard Shaw



Lead in

Rank the followings according to their importance to you when deciding on a career and share your ideas with your partner.

- ___ personal satisfaction
- ___ chance to meet a lot of people
- ___ physical activity or danger
- ___ opportunity to travel
- ___ enthusiasm for nature
- ___ high salary



Reading

- a Read the title and the introduction of the article. What do you think the text is about?**

Offbeat Jobs!

There are a lot of career options in the world: teacher, police officer, dentist, soldier, astronaut, or banker; however, there are some extraordinary occupations that make people's lives unusual. Having both dangerous risks and flexible working hours or places, these jobs cause people to lead unusual lifestyles. Meet two people talking about their jobs.

Emily Weiner, Ski Patrol Leader

I'm a ski patrol leader at the Pico Ski Mountain in Vermont. I fly around in helicopters and throw dynamite out of the window to set off avalanches before somebody does it accidentally.

How did I get to do my job? Well, as my father was a ski instructor, I've always loved snow and skiing down the snow-covered mountains has always taken my breath away. One day, when I was 16, an unfortunate accident happened and two skiers passed away in an avalanche. If they hadn't been in a high-risk area, they would probably be alive today. Affected deeply by this incident, I decided to work as a ski patrol. My



life might be totally different now if this sad event hadn't happened.

Because I obtain great satisfaction out of helping other people, I do exactly what I love now. Even if my job involves high risk and I'm in constant danger, it makes me feel good keeping people away from danger. This job has eventually become my way of life.

Dylan Turner, Lighthouse Keeper

I used to be an administrative assistant. Getting bored of long working hours and being fed up with the stress in my life, I resigned. I wanted to do something new and meaningful for myself from then on. One day, I spotted a job advertisement for a lighthouse keeper position in a newspaper and I saw this as an opportunity for adventure.

Now, I'm a lighthouse keeper on the Maatsuyker Island, six miles of the coast of Tasmania. My job is to help ships stay away from rocky areas. So, I turn the light on every evening and off in the morning.

If I hadn't quit my job, I'd be very successful and rich now, but I'm sure I wouldn't be a happy person. However, being away from other people and the trappings of the modern business world makes me feel good in nature as a self-sufficient person. If I had a chance to go back in the past, I wouldn't have endured for many years to do what I really wanted.



b Read the text and write the main idea in one sentence.

c Underline the supporting sentences in the text as in the example.

e.g. Having both dangerous risks and flexible working hours or places, these jobs cause people to lead unusual lifestyles.

d Read again and find the appropriate words from the text for each.

- 1 **s**_____ : able to provide all the things you need without help from other people
- 2 **e**_____ : to suffer something difficult or unpleasant
- 3 **c**_____ : to occur continuously over a period of time
- 4 **r**_____ : voluntarily leave a job
- 5 **o**_____ : unconventional, unusual
- 6 **e**_____ : in the end, especially after a long time

e Read the sentences below and find and write the conditional sentences which give the same meaning in the text.

- 1 The two skiers chose to ski in a highly dangerous area and unfortunately that cost them their lives.

- 2 I quit my job and I'm not regretful despite being quite aware of missing a prosperous life.

- 3 It's a pity that I had to do the job I didn't like for many years. I wish I had chosen this lifestyle earlier.

- 4 I might not have witnessed that tragic accident and then I guess, I would be leading a totally different lifestyle now.

f According to the text, who...

- 1 has a dangerous job?

- 2 quit his/her job due to long working hours? _____
- 3 lives in an isolated place?

- 4 feels desire to help others?

- 5 witnessed an accident when he/she was a teenager?

- 6 is regretful for working in a job for many years?

g Discuss with your partner. Would you like to have a job like Dylan's or Emily's? Why/Why not?



KEEP IN MIND!

- We can use mixed conditional 1 to describe the past result of a present or continuing condition.

If + past simple, would have + past participle

e.g. If he **had** a degree, he **would have got** that job. (*But, he doesn't have a degree, so he didn't get the job.*)

- We can use mixed conditional 2 to describe the present result of a past condition.

If + past perfect, would + base form of the verb

e.g. If I **had finished** my work, I **would go** home earlier today. (*But, I didn't finish my work, so I can't go home earlier today.*)



© Andrew Kornylak/Flickr



Listening

a Discuss the following questions with your partner.

What do you think the people in the photo are doing? Does it look safe or dangerous? Why/Why not?

b Listen to Adam Torres's interview and answer the following questions. Track 43

1 Who is Adam Torres?

2 Why is his job unusual?

c Listen again. Write true (T), false (F) or not mentioned (NM) for the sentences given below. If the statement is false, correct it.

1 Adam Torres works at Blue Planet Aquarium, located in the United Kingdom. _____

2 Thanks to his friend, Adam got into diving and he started to practise it as a job. _____

3 If you want to become a shark tank cleaner, you must undergo an intense training to avoid the danger. _____

4 Wearing wetsuits protects shark tank cleaners from getting hypothermia and being scratched by the sharks. _____

5 The most important reason for Adam to choose this job is to be the hero of the young kids who are afraid of just the name of the shark. _____

6 Adam has been doing this job for three years and he feels lucky to find his dream job. _____



Speaking

a Read the speech bubbles below and match them to the jobs.

1 underwater archaeologist

4 orthoepist

2 chocolate engineer

5 hippotherapist

3 workamper

6 tornado chaser

A

I'm Salma and I work in the food industry. I'm responsible for developing new production equipment, creating delicious recipes and more than likely testing a few sweet treats for quality assurance.

B

I'm Cam and I make a living by travelling from place to place in a recreational vehicle for temporary work. I'm now in the Yellowstone National Park and I'm going to work in a gift and rock shop for three months.

C

I'm Brigitte and I work with horses in order to provide therapy for children with multiple sclerosis, autism, Down's syndrome, and other conditions.

D

I'm Nick and I devote my waking hours to researching pronunciation; I share my knowledge with audio book publishers who need the right pronunciation of people's names, places and foreign languages.

E

I'm Haruki and my job is to explore flooded underground areas known as cenotes. I dive to learn more about the Mayans, who lived in the Yucatán Peninsula of Mexico about 2,000 years ago. We have found several artefacts until now.

F

I'm Sean and I work for gathering scientific information to gain a solid understanding of how severe weather condition occurs. Because of this, I travel across numerous regions and states to follow storms.

- What is his/her profession?
- What is unusual about his/her job and what is his/her reason for choosing it?
- What is his/her typical day like?
- How does this job affect his/her life?
- What are the advantages/disadvantages of his/her job?

b **Make a five-minute presentation of the unusual job you have written in 'Exercise a'. Take a vote on the most interesting ones.**

Discussion time

Outside of the box

Discuss the following questions with class.

- 1 Why do you think some people prefer unusual jobs to make a living?
- 2 Do you think an unusual job makes a person's lifestyle unusual? Why/Why not?

b **Work in groups and discuss the following questions about the jobs above.**

- 1 Have you ever heard of these unusual jobs? Which one do you think is the most unusual job?
- 2 Why do you think it is the most unusual job?
- 3 Would you like to do any of these jobs? Why/Why not?

c **Discuss with your partner. Do you know anyone around you who has an offbeat job? Who is he/she? What makes his/her job unusual?**



Writing

a **Search the Net for people who have unusual jobs or lives and write an essay of 250 words to describe one of these people in detail. Make sure your essay have answers to the following questions.**

Project

Work in pairs. Imagine that you have an unusual lifestyle/job/hobby and your friend is an interviewer. Let your friend prepare a list of questions to interview with you. Record it with a cell phone or camera. Then, present it to your classmates.





THEME **10** **EDUCATION**

10A AS EASY AS ABC

10B WHAT DO YOU MEAN?

In this theme, you will be able to...

- talk about education.
- express reasons and results.
- talk about body language.





Lead in

Discuss the following questions with your partner.

- 1 What do you think makes a good school?
- 2 What kind of factors motivate students to learn new things?



Listening

a Look at the photos and use the phrases to describe them to your partner.

science lab line up get high grades
go to school garden do homework



1



2



3



4



5

b Listen to a student's description of his country's school life and answer the questions below. Track 44

- 1 What facilities do they have at their school?

- 2 When do the classes start? How long does each lesson last?

- 3 What rules do they have to obey at school?

- 4 Why are the students not allowed to go home early?

- 5 What educational problems do they have in their country?

c Listen to the interview with a teacher and complete the sentences below. Track 45

- 1 Many of the students fail in the exams because of _____
- 2 Some students can't get C, so _____
- 3 Most teachers focus on test scores because _____
- 4 Behaviour managing is necessary for kids because _____

d Work in pairs. Take turns to talk about the questions below.

- 1 What does your school look like?
- 2 What facilities are available for teachers and students?
- 3 Do you think your school is well resourced? Why/Why not?
- 4 What would your ideal school be like?
- 5 What improvements does your school need?

e Two new facilities will be built at your school. Look at some photos of the suggestions below. Decide which of these should be built and discuss the reasons and results of your choice in pairs.

e.g. A conference hall would be useful, because/since/as it would help students to ...
Students need a place to ..., so/therefore, they should build a conference hall.



Speaking

a Read and compare similarities and differences between two educational systems.



Yuko, Japan

Hello, going to school between 6-15 years is mandatory in my country. Students go to school five days a week and stay at school for 8 or more hours as they can participate in extracurricular activities like sports, music, theatre or academic clubs. The class size is around 35. All the students have to pass the high school entrance exam to study upper secondary education. After three years at high school, they must take the university entrance exam for a two-year college, or four-year university.

Mark, the USA

Hello, the whole children in America have to go to school between 6-15 years. We don't have a national curriculum. It changes from one district to another. The children stay almost 8 hours at schools per day. Our classes involve 25 or 30 students. All students can enjoy sports, video games, academic groups or clubs at school. Students don't have to take any admission examination; they just have to submit the required documents, such as application letters and school transcripts. After graduating from high school, students can go to a college according to their interests. The university education is of three types: two-year community college, four-year undergraduate programme and two-year technical school.



b Discuss the following questions with your partner.

- 1 Do you think schools provide a good education for students in your country? Why/Why not?
- 2 Do you learn real life skills at school? What are the subjects that you think should be in the curriculum?
- 3 How much do you think school grades are important? Do they guarantee a good career?
- 4 How can people educate themselves other than going to school?



Reading

a Discuss the following questions with your partner.

- 1 Do you remember your first teacher at school? What was he/she like?
- 2 What is your best learning experience so far?
- 3 What do you think makes a good teacher?
- 4 Why do you think people become teachers?

b Skim the text and choose the option which describes the main idea of the text best.

- 1 The qualities of goods
- 2 A great teacher makes an impressive influence on student's life.
- 3 The qualities for being good teacher vary on the country

What makes great teaching?

Teacher quality is an international issue and all the countries define it differently. Being a good teacher demands a wide-ranging knowledge of the subject, curriculum, enthusiasm, and a passion for learning, a caring role and a wish to make a difference in the lives of young people. Two of the nominee teachers from UK and Norway for the World Global Teacher Prize in March 2018 are mentioned in the article. Both teachers must be defined as 'exceptional teachers' who have caused outstanding changes in their students' lives, sometimes despite all the difficulties.

Andria Zafirakou, the UK

Andria works as an art and textile teacher at a college in Brent, where the most culturally diverse population lives in Britain. Students come from the poorest families which share one house with five other families. Andria thinks that modeling is a very useful technique in showing the students the required skill to be obtained. In her art classes Andria worked in collaboration



with an artist and the students studied under him to get some inspiration at technical level. Thanks to her efforts, the students have developed their skills and learnt to handle their complicated conditions at home. Due to the fact that many students have to work to help their family, they couldn't participate in test and have to make up it the next week. Also, they do not have time and equipment to read over their homework at home. Therefore, she prepared extracurricular activities, held extra lessons for the ones who fell behind in maths, and provided computers to do their homework. Moreover, she arranged the school timetable for the girls and as a result of this, the girls' cricket team got a cup. The school is one of the top schools in England and Wales now.



Barbara Zielonka, Norway

Barbara is an English teacher at a high school and she has heterogeneous classes. Some of her students have very low level of English

and would like to **drop out** of the school soon, and start working for their future profession. She asserts that addressing the needs of each student is very crucial. While many teachers hand out worksheets or textbooks to their students, Barbara has enabled her students to improve their learning skills with digital ways of teaching. Her classes involve a computer technology and are provided a personal computer. Accordingly, she has made 'Genius Hour' project that allow her students to **read up on** their own topics by collecting data via the Internet and create online questionnaires and **hand in** the results on the social media.

c Read the text and match the highlighted phrasal verbs in the text to the definitions below.

- 1 _____ : to fail to do something fast enough or on time
- 2 _____ : to stop doing something before you completely finished
- 3 _____ : to give your finished work to a teacher
- 4 _____ : to be taught by somebody
- 5 _____ : to study or learn something by reading
- 6 _____ : to read something thoroughly to find mistakes

d Read the text again and match the fact for each person below. Who...

- 1 works for the poorest members of the community? _____
- 2 uses modelling as an effective technique? _____
- 3 has taught students with different level of language? _____
- 4 uses digital techniques in the teaching process? _____
- 5 gives importance to the students' needs and interests? _____
- 6 redesigned the curriculum for her students? _____

Do you know?



On November 1, 1928, the new law on the Turkish alphabet was adopted by the Grand National Assembly of Turkey. After that, 'Nation Schools' were established countrywide in order to teach the citizens new letters and increase the literacy rate. On November 24, 1928, Atatürk introduced the new alphabet to the Turkish people in front of the blackboard and therefore was awarded the title 'Head Teacher of the Nation Schools' by the Council of Ministers. That makes Atatürk the only leader in the World attributed as the 'head teacher'.

Quote of the day!



"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela



Writing

a Read and discuss the questions below.

- 1 Why do you think it is important to write a letter of application?
- 2 What kind of information do you think employers want to know about their potential employees?

b Read the advertisement and the letter of application. Do you think Annabelle is suitable for the job?



Employer:	The Art Farm In The City
Location:	Oakland, the USA
Job position:	Assistant Teacher of Summer Camp

Candidates should be energetic, outgoing and will help children aged 3-9 year old.

They will help them in art, animal care, cooking, music and sports.

Fluency in English and basic knowledge of other languages are very crucial.

Candidates must be enrolled in college or have a bachelor's degree.

Applicant should resume a letter of application attaching their CV at staff@farmartcamp.co.us

Dear Sir/Madam,

A I'm writing to apply for the Assistant Teacher position as advertised online at summerjobs.co.us. I'm currently studying for a master's degree at Stanton College. I am interested in teaching the children at your summer camp.

B I have an experience in working at a pre-school and student's club that acquired communication and teaching skills with children. Besides, I have a bachelor's degree in art.

C Regarding the other requirements mentioned, I have an advanced level of English and I would be willing to learn a second language. I have also participated in a variety of sports activities during my school years. I consider myself as an outgoing, responsible and energetic person.

D For the above reasons, I believe that I have the necessary qualities and skills to meet the demands of the position. I have attached my CV for your consideration and I am available for an interview at your convenience. Thank you for your time and consideration.

Yours sincerely,
Annabelle

c Write the letter of the paragraphs that has a response for the following sentences.

In which paragraph the writer mentions

- 1 the previous experience details and skills? _____
- 2 her belief that she is suitable for the position as well as the hope that she'll receive a reply? _____
- 3 the reason she's writing this letter and explains her interest in the position? _____
- 4 the personal qualities she has and refers to criteria in the advert? _____

d Read the text again and tick (✓) the CV best for the job.

CV 1

Personal details	
Name:	ANNABELLE AKSON
Address:	12 th Marilyn Way Redwood WJ1 6TBB
Phone:	00034 554678
Mobile:	07747 333578
Email:	ttakkon@potdot.com
Education	
City Grammar school	
3 A- levels	
Carolina University	
BA (Hons) Psychology and Education	
Profile	
A highly motivated and enthusiastic graduate, with practical experience of working with children of all ages.	
Interests	
Dance, languages, athletics, volleyball, cinema	
References	
Prof Harold Wright	Mary Allen
Dept of Education	Head Teacher
Carolina University	Wilbur School

CV 2

Personal details	
Name:	WILL TYRANN
Address:	6 th Coach Way Redwood HJ1
Phone:	00337 897608
Mobile:	07557 344573
Email:	wikktn@potdot.com
Education	
Albert school	
2 A- levels	
Warwick University	
BA (Hons) Management and Business	
Profile	
An outgoing and enthusiastic graduate, with little practical experience of working with children of all ages.	
Interests	
Art, languages, chess, travel	
References	
Prof Andy Good	John Miles
Dept of Management	Accountant of School
Warwick University	Saxon School

e Write a CV with a job application letter to apply for the job advertisement in 'Exercise b'.

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom.

Martha: Good afternoon Mr Atkins. I would like to learn my daughter's English exam score.

Mr Atkins: Sure, let me check. She submitted some writing samples, but I am not quite sure these **make the grade**.

Martha: What should she perform well enough to succeed?

Mr Atkins: She needs to go over her notes before exams. She won't get a high score if she doesn't work regularly.





Lead in

Work in pairs. Discuss the following questions.

- 1 How do you use body language in your daily life?
- 2 Why do you think body language is important?



Reading

a Look at the photos and match the following phrases.

- 1 being undecided about something _____
- 2 feeling sorry for something _____
- 3 wishing, hoping for something _____
- 4 having regrets about something _____

a



b



Non-Verbal Communication

Communication plays a very important role in our daily lives. When we interact with other, we communicate information, thoughts, feelings and ideas either verbally or nonverbally. **Non-verbal** communication can be described as the silent form of communication by using the tools such as body language, hand movement, facial expressions, gestures, and eye contact instead of using any form of speech to gather the attention of the audience. Individuals usually prefer to use non-verbal communication to make their messages more interesting and engage their audiences. Especially, body language can give a strong message to the audience despite what you verbally say. The tone of your voice, **pitch**, volume, and speed can indicate your present feelings without describing them with words.

Non-verbal communication has a great **impact** on the entire communication process since it regulates and supports relationships in many situations. Although non-verbal communication tools are universal, different

genders and cultures use it differently. For example, men tend to prefer face-to-face communication, while women are usually equally comfortable side-by-side with their partner. While in many Asian cultures, avoiding eye contact is seen as a sign of respect, people in North America consider eye contact as important for conveying equality among individuals. These differences can affect the spirit of **interpersonal** communication, and could be a barrier to effective communication.

In these kinds of situations, non-verbal communication could be and could be .

Non-verbal communication has different forms. Physical communication is one of the most used forms of it. The simplest way you are standing or your position can be a part of your non-verbal communication in front of the audiences. For example, if you stand **side-to-side**, this can be a sign of cooperation, where a face-to-face posture can be a sign of competition. Another way of physical communication is your posture. Your postures



such as folding the arms, crossing the legs, or sitting and standing count a part of non-verbal communication. The last form of physical communication is actual touching such as shaking hands, **patting** the back, hugging, or pushing.

Other forms of non-verbal communication are facial expressions, gestures, and eye contact. Especially, eye contact is very important in interpersonal communication. When an individual talks, audiences observe changes in the facial expressions so they respond according to these changes. Facial expressions include gestures, and eye contact such as raising the eyebrows, yawning, rolling your eyes, gaping, and **nodding** the head.

Non-verbal communication is crucial tool for good communication, be it personal or professional. Everyone may not verbally communicate well, but at least everyone may learn how to translate the non-verbal communication of others.

b Read the text and match the highlighted words in the text to the meanings below.

- 1 _____ : a marked effect or influence
- 2 _____ : not involving or using words or speech
- 3 _____ : the degree of highness or lowness of a tone
- 4 _____ : relating to relationships or communication between people
- 5 _____ : to lower and raise one's head slightly and briefly, especially in greeting or understanding
- 6 _____ : to be close together and facing in the same direction
- 7 _____ : to touch quickly and gently with the flat of the hand

c Read the text and write True (T), False (F) or Not Mentioned (NM) for the statements below. Correct the false ones.

- 1 Using hand, gestures and facial expressions is the silent form of communication. _____
- 2 Non-verbal communication makes the messages more clear and effective when compared with the verbal one. _____
- 3 The way of non-verbal communication among cultures is same and universal. _____
- 4 Physical communication is the most effective way of all the forms. _____
- 5 People communicate with facial expressions, gestures and eye contact in crowded places. _____
- 6 Having an eye contact is not very crucial in people's speech. _____



Listening

a Listen to four different speakers talking about body language in English teaching. Match each title to the speakers. Track 46

- 1 Eye contact ____ 2 Gestures ____ 3 Facial expressions ____ 4 Body distance ____

b Listen again and complete the information about body language.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
<ul style="list-style-type: none"> Teachers must learn how to use them to _____ It creates a _____ and success. 	<ul style="list-style-type: none"> Teachers use gestures to _____ of the content. 	<ul style="list-style-type: none"> Having eye contact help teachers to understand their _____ Also, they can guess if student _____ 	<ul style="list-style-type: none"> If the teacher stands _____ he manages _____.



Speaking

a Look at the phrases below and tick the ones that give negative message in communication. Discuss their messages with your partner.

- Shaking hands
 Nodding head
 Frowning
 Crossing arms
 Biting nails
 Standing up straight
 Finger tapping
 Steepling of the fingers
 Yawning

b Read the tips below for a job interview and underline the conjunctions that shows the situation is unlikely or just a possibility.

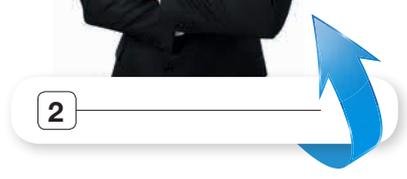
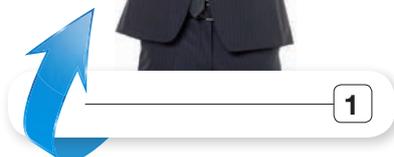
TIPS FOR A JOB INTERVIEW

- Keep your back straight as though you swallowed a rolling pin.
- Keep your chin parallel to the ground as if your chin was sitting on a level platform.
- Shake hands firmly with a smile.
- Lean forward slightly to indicate interest. Don't recline back as if you are bored.
- Avoid crossing your arms and legs or placing items in your lap as though you are defenceless.
- Don't make a constant eye contact or don't avoid eye contact entirely like you were hiding something or lying.

c Work in pairs. Look at the photos of some applicants for a job interview. Tell your partner how each person looks as in the example and discuss whether they have a good body language or not.

e.g.

The man in the first photo looks as if he is suspecting about something. I think he doesn't have a good body language.



3



4

d Discuss the following questions with your partner.

- 1 How does body language help people to communicate? How much do you think it directs or influence conversations?
- 2 How much do you use or care eye contact in conversations? Why do you think it is important/unimportant?
- 3 Do you use physical contact such as shaking hands or touching someone's arm in communication? Why/Why not?



KEEP IN MIND!

- We use 'as if' or 'as though' to talk about an unlikely situation or a situation that may not be true but that is likely or possible.

e.g. The taxi driver doesn't really sound **as if/though** he is French.

Ben behaves **as if/though** he was the only man in the world.

- If the situation is impossible or unreal, past form of the sentence follows 'as if' and 'as though'. If the situation is possible, we use the actual tense.

e.g. He is talking as if he **knows** the secrets. (He might know the secrets)

He is talking as if he **knew** the secrets. (He doesn't know the secrets)



Pronunciation

a Listen and practise the words below.

Track 47

/ʌ/	/ɑ:/
nut	start
fun	art
hut	charm
run	dark
bug	apart
rush	army
mud	card
sung	smart
cut	heart
cup	guard

b Listen to the words and write them in the correct table below. Track 48

<input type="text" value="much"/>	<input type="text" value="target"/>	<input type="text" value="hung"/>
<input type="text" value="crush"/>	<input type="text" value="mark"/>	<input type="text" value="truck"/>
<input type="text" value="charge"/>	<input type="text" value="chart"/>	<input type="text" value="brush"/>
<input type="text" value="large"/>	<input type="text" value="tongue"/>	<input type="text" value="march"/>

/ʌ/	/ɑ:/
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

c Work in pairs. Take turns to practise the following sentences.

- 1 They had an umbrella in the car, so he took it and worked hard to solve the problem.
- 2 The boy calmed down and enjoyed looking at the stars.
- 3 The father parked the car in the muddy car park and got out.



Writing

a Read the job advert below and answer the questions.

- 1 What position is the advertisement for?
- 2 What requirements are necessary for the job?



b Read the online application form and complete the following information.

https://www.wonderfuljob.com/job-advertisement/art-advertising-agency/advertising


Home About Us Why Wonderful Job Wonderful Job

We are looking for motivated and qualified Advertising Sales Assistants

- have great communication skills
- think those skills aren't being utilized to their fullest potential
- have experience in customer service, retail, sales, and other related fields
- work with our team of Customer Service and Sales Professionals!

QUALIFICATIONS

for Advertising Sales Assistant:

- ✓ excellent communication skills
- ✓ reliable time management
- ✓ bilingual a plus, but not at all necessary
- ✓ positive, energetic attitude
- ✓ commitment to honesty and integrity

If you want to work in friendly environment and with supportive staff, you will love this job. Experience is helpful, it's not required.

Wonderful Job **Job Application Form**

Personal Information:

Name :

Address:

Phone number:

Education:

Schools attended:

Degree/Diploma:

Graduation date:

Position Applied For Information:

Title of the job you are applying for:

Hours/days available to work:

When you can start work:

Employment Information:

Names, addresses, and phone numbers of previous employers:

Dates of employment:

Salary:

Reason for leaving :

References:

List of three references including names, job title or relationship, addresses, phone numbers:

 Discussion time

educational technology

Discuss the following questions with your classmates.

- 1 Which educational technology do you use in your classroom?
- 2 Do you think educational technology enhance your learning?

 Project

Make a research about the cultural differences in using body language and make a presentation about it in the class. Your presentation should include:

- 1 at least 10 slides.
- 2 detailed descriptions.
- 3 at least 10 photos about the topic.

PHONEMIC CHART

CONSONANTS

Unvoiced Consonants

/p/
part
help

/tʃ/
chain
butcher

/t/
tell
later

/k/
dark
chemist

/f/
fact
half

/s/
sad
focus

/θ/
thank
month

/ʃ/
show
dish

Voiced Consonants

/b/
black
web

/dʒ/
jump
gene

/d/
deer
child

/g/
grey
flag

/v/
visit
five

/z/
freeze
cheese

/ð/
these
although

/ʒ/
usual
television

Other Consonants

/h/
heal
ahead

/m/
market
team

/n/
need
own

/ŋ/
spring
tongue

/r/
right
tour

/l/
leave
till

/w/
warn
what

/j/
young
yellow

PHONEMIC CHART

VOWELS

DIPHTHONGS

Short Vowels

/e/

event
health

/ɒ/

watch
body

/ʌ/

lunch
blood

/æ/

happen
match

/ə/

common
soldier

/ʊ/

look
bull

/ɪ/

give
system

Long Vowels

/i:/

free
meat

/u:/

loose
flu

/ɜ:/

firm
worth

/ɑ:/

father
heart

/ɔ:/

thought
autumn

/ɪə/

hear
peer

/eɪ/

pay
gate

/ɔɪ/

oil
toy

/əʊ/

stone
below

/eə/

stair
where

/aɪ/

size
shy

/aʊ/

about
brown

IRREGULAR VERBS

Base Form	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bite	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

Base Form	Past Simple	Past Participle
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met

IRREGULAR VERBS

Base Form	Past Simple	Past Participle
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spoil	spoilt	spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
swing	swang	swung

Base Form	Past Simple	Past Participle
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withstand	withstood	withstood
write	wrote	written

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