

SECONDARY EDUCATION

# PROGRESS

10<sup>th</sup> Grade

B1+/B2

## TEACHER'S BOOK

### AUTHORS

Ahu ÖZSAVAŞ

Aynur YADİGAR ARTIRAN

Berrin KODALAK KORKUTAN

Esin ÖZEN

Gülay YENER

İlknur ERDEBİL

Nezaket BİRGÜL AKTAŞ

Suzan PIÇAKCI



T.C. MİLLÎ EĞİTİM BAKANLIĞI

## **PREPARED BY**

### **Editor**

Doç. Dr. Hatice Gülrü YÜKSEL

### **Programme Development Specialist**

Saniye ÇOBAN

### **Assessment and Evaluation Specialist**

Nevzat AKBABA

### **Guidance and Development Specialist**

Şebnem EMİL

### **Graphic Design Specialists**

Aylin HANAY

Ayşe YILMAZ

Hüseyin TURGUT

Oya BÜYÜKKARABACAK

Şebnem UZEL



## İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

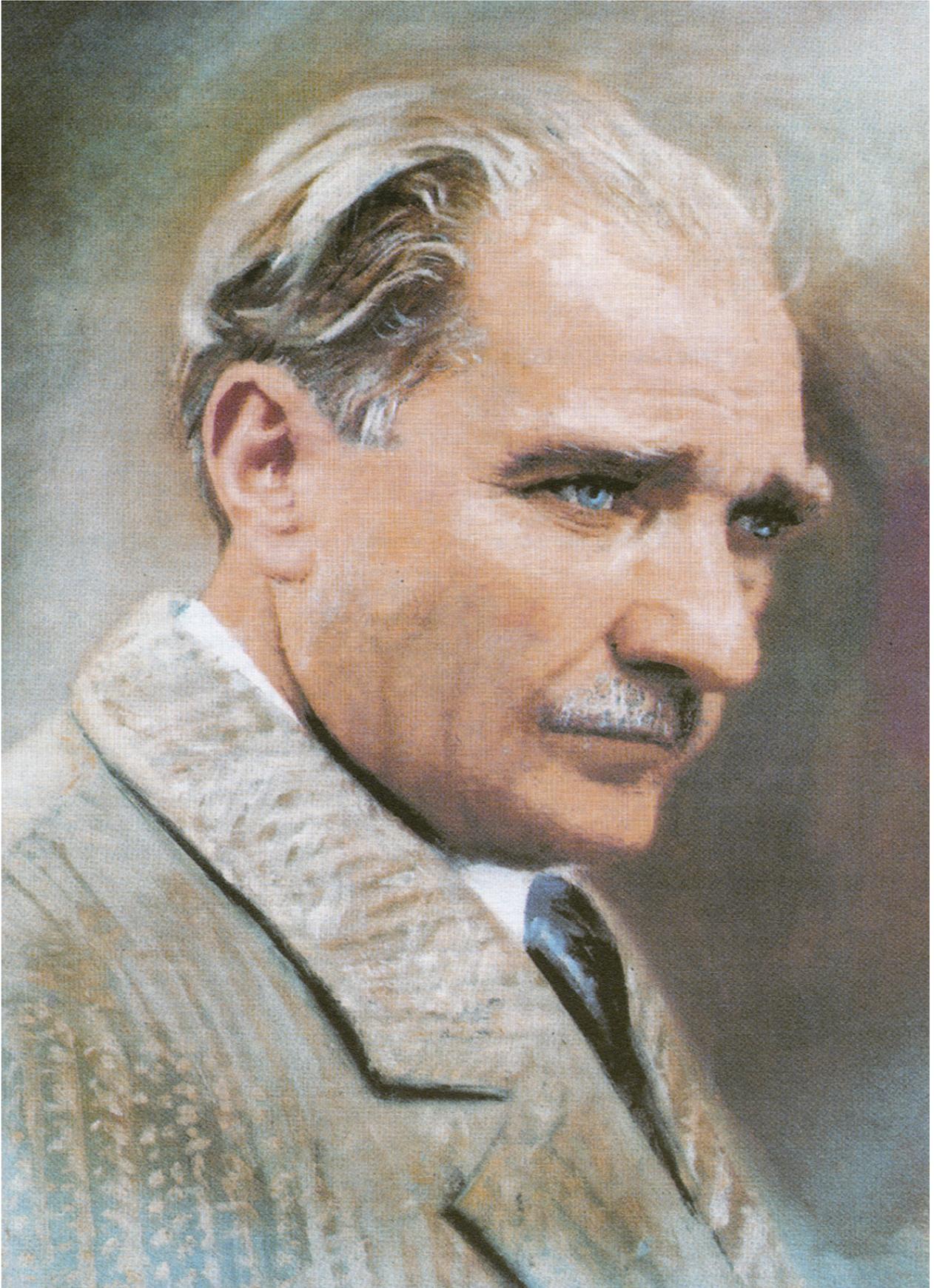
## GENÇLİĞE HİTABE

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 isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaıt 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**





# ICONS USED IN THE BOOK



Lead in



Listening



Reading



Speaking



Writing



Pronunciation



Project



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
<b>THEME 1 SPORTS</b>			
	<b>1A</b> <b>THRILLS AND SPILLS</b> <i>SB pp. 18-29</i> <i>WB pp. 44-45</i>	Talking about present activities and events Asking for and giving information Commenting on mistakes	* Expressions about commenting on mistakes * Transitive and intransitive phrasal verbs related to the topic
	<b>1B</b> <b>TRACING THE ROOTS</b> <i>SB pp. 30-41</i> <i>WB pp. 46-47</i>	Talking about national, moral and cultural values	
<b>THEME 2 CLASSICS</b>			
	<b>2A</b> <b>BEYOND THE TIMES</b> <i>SB pp. 48-59</i> <i>WB pp. 74-75</i>	Talking about events in the past Talking about movies, books, music Expressing preferences	* Words related to books and movies
	<b>2B</b> <b>THE SILVER SCREEN</b> <i>SB pp. 60-71</i> <i>WB pp. 76-77</i>		
<b>THEME 3 AMAZING STORIES</b>			
	<b>3A</b> <b>HARD WORK PAYS OFF</b> <i>SB pp. 78-85</i> <i>WB pp. 100-101</i>	Talking about past abilities Talking about something one is accustomed to or becoming accustomed to	* Degree modifiers * Vocabulary and language functions related to the topic
	<b>3B</b> <b>MAKE YOUR OWN LUCK</b> <i>SB pp. 86-97</i> <i>WB pp. 102-103</i>	Using expressions about persuasion	
<b>THEME 4 ADVERTISING</b>			
	<b>4A</b> <b>BEATING THE DRUM</b> <i>SB pp. 104-115</i> <i>WB pp. 130-131</i>	Expressing an opinion in a personal or impersonal way Showing annoyance, discomfort in conversations	* Phrasal verbs related to money * Words related to commercials/ advertisements
	<b>4B</b> <b>THE CUSTOMER IS ALWAYS RIGHT</b> <i>SB pp. 116-127</i> <i>WB pp. 132-133</i>	Expressing reluctance	
<b>THEME 5 LIFE IN FUTURE</b>			
	<b>5A</b> <b>THE PURSUIT OF DREAMS</b> <i>SB pp. 134-145</i> <i>WB pp. 160-161</i>	Talking about completed actions and continuous actions in the future Talking about life in the future	* Future expressions * Word phrases about time
	<b>5B</b> <b>TIME WILL TELL</b> <i>SB pp. 146-157</i> <i>WB pp. 162-163</i>	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>Intoning 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/, /ɔ/</p>

# STUDENT'S BOOK CONTENTS

THEMES	MODULES	FUNCTIONS	VOCABULARY
<b>THEME 6 GENERATION GAP</b>			
	<b>6A</b> <b>MINDING THE GAP</b> <i>SB pp. 164-175</i> <i>WB pp. 186-187</i>	Talking about having something done by another person/thing Talking about asking someone to do something for us Asking for and giving advice	* Confusing words * Phrasal verbs
	<b>6B</b> <b>BRIDGING THE GAP</b> <i>SB pp. 176-183</i> <i>WB pp. 188-189</i>	Talking about national, moral and cultural values	
<b>THEME 7 CONFLICT</b>			
	<b>7A</b> <b>COMING TO TERMS</b> <i>SB pp. 190-205</i> <i>WB pp. 216-217</i>	Talking about conflicts Giving crucial information Offering solutions	* Lexis and jargon related to conflict * Phrasal verbs
	<b>7B</b> <b>CHANGING PERSPECTIVES</b> <i>SB pp. 206-213</i> <i>WB pp. 218-219</i>		
<b>THEME 8 CRIME IN SOCIETY</b>			
	<b>8A</b> <b>CYBERSPACE: A BANDIT TERRITORY</b> <i>SB pp. 220-231</i> <i>WB pp. 242-243</i>	Expressing free choice Giving information briefly Disapproving of an action	* Disapproving expressions * Free choice expressions * Idiomatic collocations
	<b>8B</b> <b>POETIC JUSTICE</b> <i>SB pp. 232-239</i> <i>WB pp. 244-245</i>	Talking about national, moral and cultural values	
<b>THEME 9 UNUSUAL LIVES</b>			
	<b>9A</b> <b>OFF-THE-GRID</b> <i>SB pp. 246-257</i> <i>WB pp. 268-269</i>	Giving information briefly Referring to different times while talking about conditions Talking about living and working conditions	* Lexis and expressions related to unusual lives
	<b>9B</b> <b>STRANGE TO SAY</b> <i>SB pp. 258-2265</i> <i>WB pp. 270-271</i>		
<b>THEME 10 EDUCATION</b>			
	<b>10A</b> <b>AS EASY AS ABC</b> <i>SB pp. 272-283</i> <i>WB pp. 298-299</i>	Talking about education Expressing reasons and results Talking about body language	* Phrasal verbs
	<b>10B</b> <b>WHAT DO YOU MEAN?</b> <i>SB pp. 284-295</i> <i>WB pp. 300-301</i>		

# 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 /ɪə/ 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 /ɪ/ and /ɑ/</p>

## OUTLINE OF THE COURSE

### Objectives

This book offers a productive, communicative and dynamic language-learning environment. The main concern of the authors of this coursebook is to demonstrate how English is used in real-life situations by engaging learners of English in stimulating, motivating, and enjoyable learning environments so that they can become effective, fluent, and accurate communicators in English.

### Goals

This book has been prepared in line with the general goals of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education. '*Progress B1+/B2*' follows the requirements of the Common European Framework of Reference for Languages (CEFR). It aims at achieving the following goals:

- **Communicative:** To help learners use language actively, exchange information, express opinions and feelings.
- **Socio-cultural:** To help learners explore, interact with their peers and recognise their own needs.
- **Learning how to learn:** To help learners get involved in decision making process by supplementary learning materials and be reflective in their own learning as effective managers of their learning.
- **Language and cultural awareness:** To help learners acquire understanding the target language and cultural values.
- **Systematic development key competences:** To foster collaboration skills, problem solving skills, ICT skills critical thinking skills and research skills.

### Syllabus

An eclectic approach, in which different teaching techniques and learning tasks were adopted, has been followed in the design of the coursebook. The syllabus is mostly functional and skill-based while integrating aspects of language such as structures, pronunciation and vocabulary relevant to themes, functions and skills of the theme.

The syllabus is divided into 10 themes organised around interrelated themes for each grade. Thematic unit organisation helps students make thematic connections related to language, social issues and personal concern. Also, language functions, all four-language skills (reading, listening, writing and speaking), limited focus on structure and some focus on explicit pronunciation are included in each unit. In addition to this, national, moral and cultural values are added to the theme.

Moreover, many functions of language are recycled throughout the syllabus with the integration of four skills. To enable students to practise communication and real-life use of language, an emphasis is given to speaking and listening skills. To avoid the use of long word lists which are isolated from real life contexts, the number of new words to be learnt in each lesson is generally limited to seven and they are taught in context related to themes.

### Organisation and length of the course

The B1+/B2 course book includes new language functions that bring students to a level of linguistic ability at which they can communicate for their basic needs effectively.

The coursebook is designed for upper-intermediate level of students weekly four English lesson hours in 10<sup>th</sup> grade.

The book is organised in 10 themes, each of which is based on topics relevant to students' daily lives,

field of interests and age. Throughout the theme, students are given different aspects of the topic to make connections. The themes encourage progress in all dimensions by the end of the course. Each theme is sequenced to stimulate the natural process of first language acquisition. Students will systematically experience all the functions and structures that are outlined in the contents. It starts with listening. Then, it proceeds to reading, speaking and writing activities. Moreover, students will develop all four skills and have enough practice throughout the book. To complete the course, four hours a week is required. If different or additional hours are offered in different institutions, the teachers can make adaptations.

### **Key Features**

- **Motivating and contemporary topics** are familiar with students' daily lives, age and interests.
- **Task-based and project-based activities** are presented to increase students' self-esteem/language skills and become autonomous learners.
- **Personalisation activities** are presented to promote experiential learning and learning-by-doing, the materials are chosen in such a way that there is not too much controlled practice of language structure.
- **A variety of communicative tasks** are presented.
- Systematic development of **reading, listening skills and sub-skills** is followed.
- **Cross-curricular and cultural information** is presented.
- **The use of ICT (Information Technology)** is used in the book designed to be synch with online materials such as online posters/newspaper/blogs, interactive learning software working offline EBA, V-LOG.
- British English is used in the book.
- **Critical thinking skills** are promoted with the lead-in activities before presenting vocabulary and structure and students are encouraged to relate new information to prior knowledge by asking open-ended questions or explaining reasons.

### **COURSE COMPONENTS**

#### **Student's Book**

The Student's Book contains:

- A table of contents presenting themes, functions, structure, vocabulary, topics and language skills practised in each module.
- Two modules (A and B) and a cover page in each theme.
- Listening, reading, speaking, writing and pronunciation tasks.
- Keep in Mind parts where grammar is represented with examples and explanations of the structure.

#### **Workbook**

The Workbook is colourful and closely linked to the Student's Book. It provides students further practice of linguistic items and vocabulary presented in the Student's Book. Thus, students will be able to consolidate what they have learnt. It is recommended that some of the exercises in the book can be given as homework. The Workbook key is available in the Teacher's book.

#### **Teacher's Book**

The Teacher's Book provides detailed lesson plan and gives tips for teachers. It contains a table of contents, an introduction, Teacher's notes interleaved with micro teaching pages and transcripts. The key to all tasks in the Student's Book and Workbook is included.

## **STRUCTURE OF THE MODULES IN COURSE BOOK B1+/B2**

Each theme has three sections. Each module contains activities which are integrated with all four basic skills extensively, while at the same time, micro skills are developed.

### **Cover Page** (2 pages)

The cover page is the first two pages of each theme. Students are presented a set of learning objectives and functions that they will learn in each theme.

### **Modules 1-10**

Each theme is divided in modules A and B. In two parts, the target language is presented and practised extensively. All four skills (reading, speaking, listening and writing) are developed. Also, explicit pronunciation is included in each theme. Limited focus on the language structure is presented in 'Keep in Mind' in the book.

## **READING**

There are two reading sections in each theme. Students are exposed to 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.

### **Pre-reading**

Before the text is given, students are asked to deal with warm-up activities to introduce the topic. These activities are generally designed with expressing opinion questions or relating their own personal information.

### **Reading for gist**

In this task, students are expected to read the text quickly and understand the main idea and topic. At this stage, it is not necessary to spend too much time.

### **Reading for detail**

In this task, there are various activities such as context checking, matching, finding definitions, etc., which promote students to understand more details in text. Students do not need to worry about every unknown word. They are responsible for the limited key vocabulary which students are encouraged to guess the meaning from the context.

In pairs and groups, students are asked to discuss given questions and exchange their answers. Also, they are always asked to justify their opinions.

### **Post-reading**

Each reading section has a variety of post activities in which students expand the topic or paraphrase the related target vocabulary of the text. They will personalise the topic by using their own experiences in discussion parts.

## **PRONUNCIATION**

Each theme has 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.

## **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 the theme.

### **SPEAKING**

Students practise the functions, structures, and vocabulary throughout the speaking tasks. They communicate for meaningful 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 topic are provided to support student's courage.

### **WRITING**

Writing tasks are thematically related to each theme. 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 a guidance and tips to deal with different types of writing tasks.

They are also given as homework; thus, students will expand the topic and revise the language. Alternatively, students can write cooperatively after making research or discussion. It fosters students' motivation and peer evaluation.

### **KEEP IN MIND!**

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

### **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 learned throughout the whole theme in the classroom.

### **PROJECT**

These tasks focus on life skills. They develop key competences 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 activity or exercise 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 a teacher's intervention.

### **QUOTE OF THE DAY**

Famous saying is presented related to the theme in order to raise interest and promote students to make research.

### **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.

### **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.

# 1A THRILLS AND SPILLS

## 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*



- 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 |





1A THRILLS AND SPILLS

**Lead in**

Give students some time to discuss the given questions.

**Answer Key**

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

**Listening**

**a** Tell students to look at the photos which show equipment used in extreme sports. Then, ask them to make a guess about the content of the audio they are going to listen. Elicit their answers and then, play the audio. After listening, ask them if their guesses were correct or not. This activity enables students to use given pictures to predict the content. *Track 1*

**Answer Key**

*Students' own answers*

**b** Have students listen to the audio and match the phrases from the audio to the photos of extreme sports. Play the audio. Then, elicit the answers. This activity enables students to match the words with the pictures. *Track 2*

**Answer Key**

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

**TEACHER'S NOTES**



**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.

c Ask students to skim through the questions. Then, play 'Track 2' again. You can play it once again if needed. Then elicit the answers.

#### Answer Key

- 1 *It is the activity of travelling downhill inside a large plastic ball.*
- 2 *Special equipment and lights are needed to practise cave diving. / Lots of experience is needed to practise cave diving.*
- 3 *Ropes and picks are used in ice climbing.*
- 4 *Skydivers wear a special jumpsuit.*
- 5 *Volcano boarding is similar to snowboarding.*

#### Speaking

a Have students read the following quotes and give them some time to discuss the advantages and disadvantages of adventurous lifestyle.

#### Answer Key

- a *Danny Harf*
- b *Bruce Lee*
- c *Mat Hoffman*

b Give students some time to discuss the given questions.

#### Answer Key

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

c Tell students to choose an extreme sport of their choice and make a presentation giving answers to the questions in the box. Students can find photos and videos of the sport they choose. Ask students to present the information, photos and videos to their classmates. This activity enables students to make a presentation about extreme sports.

## TEACHER'S NOTES



## 1A THRILLS AND SPILLS

### 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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

18

## 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.

## Reading

**a** Tell students to read and discuss the questions in pairs. Then, ask them to share their ideas with class.

### Answer Key

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

**b** Ask students to scan the text to find the appropriate words and phrases for the blanks. Give them a few minutes to complete the exercise. Then, check the answers together. This activity enables students to skim and scan a newspaper article about extreme sports.

### Answer Key

- 1 *risky/challenges*
- 2 *thrilling/genetic*
- 3 *creative/self-confident*
- 4 *isolated/behaviours*
- 5 *visions/theories*

**c** Ask students to skim the text to find six more phrasal verbs. Tell them to write the phrasal verbs in the blanks. Then, check the answers together.

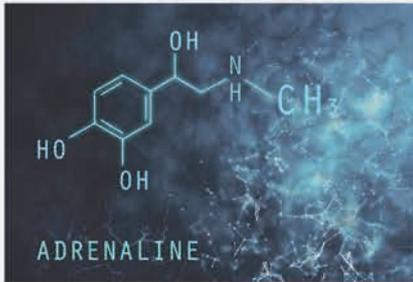
### Answer Key

- show off*  
*long for*  
*take up*  
*slow down*  
*give in*  
*turn into*

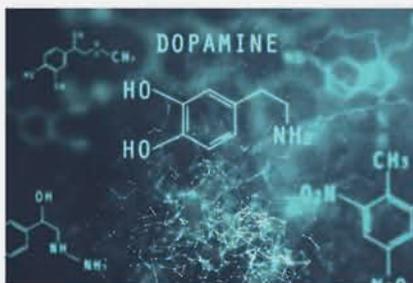
## TEACHER'S NOTES



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.

d First, tell students to study the chart and ask them to fill in the chart with the appropriate phrasal verbs they found in 'Exercise c'. Then, check the answers together. This activity enables students to identify transitive and intransitive phrasal verbs related to the topic.

**Answer Key**

**Transitive:** long for, take up, turn into

**Intransitive:** slow down, give in

**KEEP IN MIND!**

First, ask students to read the table. Then, go over each part and tell them to compare the example sentences. Ask about the differences between transitive and intransitive phrasal verbs. Help them to give a few more examples.

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 1A THRILLS AND SPILLS

### 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.

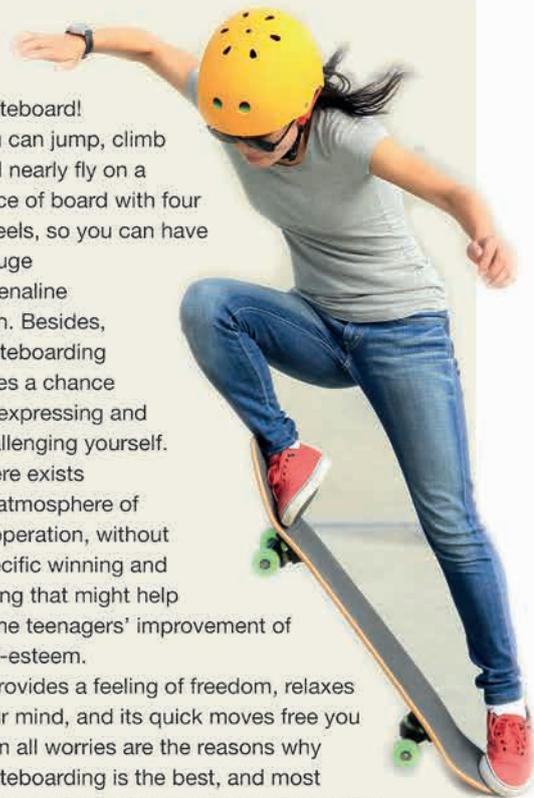
It provides a feeling of freedom, relaxes your mind, and its quick moves free you from all worries are the reasons why skateboarding is the best, and most popular activity to relieve your anxiety and stress.

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.**



## Writing

- a** Ask students to focus on the photo for a while. Then, encourage them to talk about it as much as possible.

### Answer Key

*Skateboarding*

- b** First, have students look at the topic sentences and then, tell them to read the magazine article. Ask them to choose the best topic sentence for the article. After the task is finished, elicit the answers.

### Answer Key

3

- c** Have students read the article again and underline the supporting sentences.

### Answer Key

*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.*

*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.*

*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.*

- d** Tell students to scan the article and highlight the concluding sentence which restates the main idea using different words.

### Answer Key

*All in all, when all these factors are considered, we can understand why the number of skateboarders is increasing enormously day by day.*

## TEACHER'S NOTES



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

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

- 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
<b>Topic Sentence</b>	It is strong and clearly states the main idea.	It doesn't clearly identify the main idea.	Topic sentence is missing.
<b>Supporting details</b>	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.
<b>Concluding sentence</b>	It restates the main idea effectively.	The writer draws a conclusion, but it is not satisfying.	There is no concluding sentence.
<b>Organisation/ Fluency</b>	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.

**e** Let students choose one of the extreme sports and make an outline. Give them some time to think and organise their thoughts. While they are making the outline, monitor and help them if necessary. You can remind them what the topic sentence, supporting sentences and concluding sentences are. After the outlines are finished, want students to write their articles. This activity enables students both to draft the topic and supporting sentences of their writings and to write about an extreme sport for their own sports magazine.

**Answer Key**

*Students' own answers*

**f** Want students to do peer check. Ask them to control each other's papers by taking into consideration the given criteria in the rubric.

**Answer Key**

*Students' own answers*

**g** Assign students to different teams. Then, read and explain the steps of preparing a magazine one by one. Tell students that they can prepare either a digital or handmade magazine. Finally, give a deadline for their projects. This activity enables them to design their own sports magazine in groups.

**Answer Key**

*Students' own answers*

**IDIOM OF THE DAY**

Tell students to read the short dialogue and try to guess the meaning of the idiom written in bold letters. Elicit their answers. The meaning of the idiom is 'in a way that is exciting and slightly dangerous'.

**TEACHER'S NOTES**



## 1B TRACING THE ROOTS

### 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 15<sup>th</sup> century, after the conquest of Istanbul, 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 Istanbul. 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

## 1B TRACING THE ROOTS

### Lead in

Make students read the questions and discuss in pairs.

#### Answer Key

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

### Reading

a Tell the students to read the questions and discuss in pairs.

#### Answer Key

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

b Encourage the students to read the text quickly and find the appropriate subtitle for each paragraph.

#### Answer Key

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

### TEACHER'S NOTES

### TEACHER'S NOTES



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?



c Let students read the text and match the highlighted words in the text to the definitions.

**Answer Key**

- 1 *puta*
- 2 *sheikh*
- 3 *bow*
- 4 *tournament*
- 5 *firearm*
- 6 *rawhide*
- 7 *archer*

d Make the students read the text and answer the questions. This activity aims to be able to answer the comprehension questions about sports and sports events in the text.

**Answer Key**

- 1 *It was built in the fifteenth century, after the conquest of Istanbul.*
- 2 *It has been held since 2013.*
- 3 *Bows and arrows made of organic materials must be used and traditional clothes representing any period in Turkish culture.*
- 4 *The sport of archery was first appeared in the Olympic Games in 1904.*
- 5 *During traditional contest, all the archers must dress in traditional and historical clothes and no modern accessories are allowed on bows.*

e Encourage the students to match the words with the pictures.

**Answer Key**

- c *Luge and Bobsledding*
- b *Archery on horses*
- d *Oil Wrestling*
- a *Javelin on horses*

f Encourage students read the questions and discuss with their partner in class. This activity enables them to talk about Turkish traditional/ national sports such as wrestling, javelin.

**Answer Key**

- 1 *Students' own answers*
- 2 *Students' own answers*
- 3 *Students' own answers*
- 4 *Students' own answers*
- 5 *Students' own answers*

**TEACHER'S NOTES**



# 1B TRACING THE ROOTS

## 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.

## Listening

**a** Tell students to have a look at the sporting events given. Ask them to match the events to the sports given. Elicit their answers and ask some more questions (i.e. Where does the event take place?, Have you ever been to or watched any of them?, Who were the last champions of these events?) to check if they have any knowledge of the organisations.

### Answer Key

1 d   2 c   3 a   4 f   5 b   6 e

**b** Tell students that they are going to listen to TV/ radio announcements about four sports events. Ask them to listen carefully and complete the table. Play the audio one more time if necessary. Then, check the answers with class. This exercise enables students to listen for details to complete the table. *Track 3*

### Answer Key

	SPORT	EVENT	CITY/PLACE	DATE/TIME	WEATHER
1	<i>e.g. tennis</i>	<i>Wimbledon Championship</i>	<i>UK London Centre Court</i>	<i>1 p.m.</i>	<i>rainy</i>
2	<i>American football</i>	<i>Super Bowl</i>	<i>Texas, USA</i>	<i>6.30 p.m.</i>	<i>warm with a light breeze</i>
3	<i>archery</i>	<i>Conquest Cup</i>	<i>Istanbul, Turkey</i>	<i>10.00 a.m.</i>	<i>nice and sunny</i>
4	<i>cricket</i>	<i>World Cup</i>	<i>Melbourne, Australia</i>	<i>2.30 p.m.</i>	<i>warm and clear</i>

**c** Before playing the audio again for this exercise, ask students to have a look at the statements. Explain that there is a mistake in each sentence and they are going to find it and write the correct information in the blanks. Tell them that they can take notes while listening. Then, have students listen to the audio. After finishing the exercise, let them share the answers with class.

### Answer Key

1 *British*  
 2 *rain*  
 3 *half-time show*  
 4 *three*  
 5 *first*  
 6 *New Zealand*

**d** Direct the question to students. Give them some time to think of their answers. Elicit the answers.

### Answer Key

*Students' own answers*

**e** Tell students to have a look at the schedule given and read the dialogue below. Ask them to choose a game and make a plan to attend it with a friend. Give them some time to think and then, let them talk about their plans in pairs. This exercise enables students to tell events that are fixed on a schedule or a calendar.

### Answer Key

*Students' own answers*

- 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?

**f** Tell students to look at the photos given and ask them which sports they are about. Elicit their answers. Explain that they are going to organise an imaginary tournament at their school for one of the sports they choose. Ask them to work in groups to prepare a schedule of the matches first. After preparing the schedules, let them ask and answer about the time and place of the matches.

**Answer Key**

*Students' own answers*

 **Speaking**

**a** Let students to read and talk about the given statements. Encourage them to tell which of the statements they agree with the most. Ask them to explain their reasons.

**Answer Key**

*Students' own answers*

**b** This activity enables students to talk about ethical values in sports. First, ask students to read the newspaper clippings. Then, have them discuss the questions that are related to the ethical and unethical behaviours in sports.

**Answer Key**

- 1** *Students' own answers.*
- 2** *The news are about faking injury, doping scandal, violence and match-fixing.*
- 3** *Fairness means treating everyone equally and impartially. Fair play means using tactics that are in accord with the spirit of the sport. It represents the positive benefits of playing by the rules, using common sense and respecting fellow players, referees, opponents and fans. Fair play is an attitude that can be applied to every aspect of a person's life.*
- 4** *Everyone from parents and teachers to coaches or officials have responsibilities in promoting fair play. They can be positive role models for the others.*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 1B TRACING THE ROOTS

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

**A:** Is this you in the photo? 1  
**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? 2  
**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? 3  
**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? 4  
**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?

**c** This activity enables students to use expressions about commenting on mistakes according to given situations. Let students read the dialogues and ask them to underline the phrases that state comments on mistakes.

**Answer Key**

*Dialogue 1: You really put your foot in it.*

*Dialogue 2: What a total disaster!*

*Dialogue 3: He made a mess of it.*

*Dialogue 4: That wasn't very clever of him, was it?*

**d** Ask students to create their own dialogues according to the situations given in the newspaper clippings in 'Exercise b' using the similar phrases given in dialogues in 'Exercise c'. Students will use the phrases while commenting on how they feel about the mistakes.

**Answer Key**

*Students' own answers*

 **Discussion time**

Let students read the text and have them discuss the questions with their partners after reading.

**Answer Key**

**1** *Students' own answers.*

**2** *Students' own answers.*

**TEACHER'S NOTES**

**TEACHER'S NOTES**





## 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.

## Pronunciation

- a** Draw students' attention to the phonemes /g/ and /dʒ/ and the words. Ask students to listen and practise the words in the table. Encourage them to imitate the sound they hear. This exercise enables students to practise /g/ and /dʒ/ sounds. *Track 4*
- b** Ask students to listen to the words and write them in the correct column. If necessary, play the audio again. Then, check the answers with class. *Track 5*

### Answer Key

/g/	/dʒ/
<i>glamorous</i>	<i>gym</i>
<i>cognitive</i>	<i>jeans</i>
<i>gallop</i>	<i>stage</i>
<i>negotiate</i>	<i>gesture</i>
<i>guess</i>	<i>giant</i>
<i>glasses</i>	<i>agency</i>

- c** Ask students to examine the words in the columns in 'Exercise a and b'. Tell them the letter 'g' before 'e and y' is usually pronounced as /dʒ/, and it is usually pronounced as g before other letters.
- d** Have students work with their partners and take turns to practise the sentences. While they are doing the exercise, walk around class to correct the mistakes you hear.
- e** Have students listen to the audio to practise the sentences in 'Exercise d'. If necessary, play the audio again. *Track 6*

## Writing

- a** Ask students to work in pairs and write Turkish traditional/national sports and extreme sports they have learned in this theme. Then, check the answers with class. Encourage students to talk about their favourite sport.

### Answer Key

Turkish traditional/ national sports	Extreme sports
<i>archery</i>	<i>skydiving</i>
<i>oil wrestling</i>	<i>cave diving</i>
<i>javelin</i>	<i>volcano boarding</i>
<i>luge and</i>	<i>ice climbing</i>
<i>bobsledding</i>	<i>paragliding</i>
	<i>skateboarding</i>

- b** Tell students that they will answer the questions in the exercise in their essays. Students do the exercise individually. While they are working, move around class and correct the mistakes you see.

### Answer Key

*Students' own answers*

- c** Have students change their papers with each other. Ask them to check their partner's writing papers if the questions in 'Exercise b' are answered or not.

## Project

Tell students to work in groups of four or five. Ask them to choose a traditional or an extreme sport and search the Net for the rules and history of it. After they have read the sources, they will prepare a presentation about it. The presentation will consist of at least 6 slides with images on them and the sources they've used.

## AUDIO SCRIPT 1

While some people prefer doing ordinary sports, some others would rather do more exciting and dangerous ones. But, why do they do so? Are they mad or something? The answer lies in their wish to feel adrenaline flowing through their veins. Today, I want to talk about some of these extreme sports. There are a number of...

## AUDIO SCRIPT 2

There are a number of extreme sports done all around the world, but we'll just mention some of them.

Let's begin with zorbing. It is, by definition, the activity of travelling downhill inside a large plastic ball. Some think it is just rolling down a hill in a giant hamster ball. However you define it, the activity must be fun, I guess. What do you think? Would you like to try your hand at it one day?

Another extreme sport on our list is cave diving, where adventure seekers dive into the ocean depths and reach the caves there. To practise it, you need special equipment and lights. However, you also need lots of experience. If you have no training, you shouldn't try it.

Let's continue with ice climbing. Its name is enough to make us chilled to the bones, but adventure junkies spend a very long time facing a glacier or a frozen waterfall to reach the top. They use ropes and picks to cling onto the icy surface. If you want to try it, be warned! You can get frostbite or fall into a crack.

By the way, have you ever dreamt of flying like a bird? Well, if you have, you aren't the only one. By flying, I don't mean flying in a hot-air balloon or an aeroplane. I'm talking about paragliding where you leap from an aircraft with a special parachute and float across the sky before you land. Wow! The view from there must be perfect. Speaking of flying, have you ever heard about skydiving? Enthusiasts jump out of a plane and fall through the air at 190 kilometres per hour.

Skydivers wear a special jumpsuit and a helmet with a camera during the freefall. Do you have the guts to give it a try?

The last sport is a new one and it's called volcano boarding. Born Nicaragua, it's the activity of moving down the ashy sides of a volcano on a board, as the name suggests. It's like snowboarding on the ashes instead of snow. Well, I wouldn't mind doing it if it's an extinct volcano, but if you think it'll be a thrilling experience to enjoy around an active one, you need your head examined.

## AUDIO SCRIPT 3

**1** The first match of day five at Wimbledon is a Ladies' Singles match between Victoria Azarenka and Britain's Heather Watson. So, we can say there will be a great number of enthusiastic spectators on Centre Court despite the rainy weather of London today. The match starts at 1 p.m., unless the rain causes a delay, which is typical of Wimbledon. Don't forget to take your umbrellas and get ready for good tennis!

**2** Good evening American football lovers! It's the time of the year we hold our breath! And I'm here in Houston, Texas, the fourth-largest city of the United States, to inform you about all the details of this season's Super Bowl battle! The game between New England Patriots and Atlanta Falcons will be held at NRG Stadium, in warm weather with a light breeze. The teams kick off at 6.30 p.m. which will be early in the morning for you people in Europe. Anyway, it will be worth staying up late as Lady Gaga is performing the famous half-time show this year.

**3** And, the next event news comes from Turkey. The Istanbul Archery Foundation is hosting the International Conquest Cup for the sixth time. It can be especially interesting to see the

traditional part of the event. The qualification rounds for traditional archery starts at 10 a.m. on the first day of the three-day competition. If you'd like to visit Turkey at this time of the year, you'll find nice sunny weather and you can enjoy the cup.

4 Hello everyone! We are live from Melbourne Cricket Ground. It's a warm and clear day in here and we are looking forward to seeing the final game of the Cricket World Cup at 2.30 p.m. You know cricket is a sport very popular in former British colonies. Australia, the host of the final, defeated India in the semi-final and the other party, New Zealand, won against South Africa and reached their first ever final.

#### AUDIO SCRIPT 4

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

#### AUDIO SCRIPT 5

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

#### AUDIO SCRIPT 6

- 1 Generally, she goes to the grocery in the mornings to buy fresh oranges.
- 2 My grandparents bought a large bungalow.
- 3 Japanese is a great language that has a very strange alphabet.
- 4 Nowadays, global agenda is to take urgent precautions to save endangered animals.

#### TEACHER'S NOTES



# 1A THRILLS AND SPILLS

**a** Fill in the blanks with the correct form of the phrasal verbs below.

- join in
- show off
- long for
- take up
- slow down
- give in
- turn into

- 1 Judie's trying to create a great impression on her new friends. That's why she is showing off.
- 2 Have you ever taken up a hobby enthusiastically, but then lost interest?
- 3 If you have lost the competition this year, don't give in. You can win it next year.
- 4 At first, people seemed totally uninterested in the activity. They, however, joined in the fun after a while.
- 5 While doing extreme sports, you need to be careful. Or else, things can turn into a nightmare.
- 6 If you are on a mountaineering expedition, you should slow down to rest a bit at regular intervals.
- 7 A great number of people long for the chance to have a go at doing an extreme sport.

**b** Match the words and phrases to make collocations.

- |   |  |   |             |   |                  |   |               |   |              |   |           |
|---|--|---|-------------|---|------------------|---|---------------|---|--------------|---|-----------|
| <ol style="list-style-type: none"> <li>1 gain</li> <li>2 make</li> <li>3 relieve</li> <li>4 break</li> <li>5 offer</li> </ol> | <table border="0" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">4</td> <td>a the rules</td> </tr> <tr> <td style="text-align: center;">5</td> <td>b an opportunity</td> </tr> <tr> <td style="text-align: center;">1</td> <td>c recognition</td> </tr> <tr> <td style="text-align: center;">2</td> <td>d a decision</td> </tr> <tr> <td style="text-align: center;">3</td> <td>e anxiety</td> </tr> </table> | 4 | a the rules | 5 | b an opportunity | 1 | c recognition | 2 | d a decision | 3 | e anxiety |
| 4   | a the rules  |   |             |   |                  |   |               |   |              |   |           |
| 5   | b an opportunity   |   |             |   |                  |   |               |   |              |   |           |
| 1   | c recognition  |   |             |   |                  |   |               |   |              |   |           |
| 2   | d a decision   |   |             |   |                  |   |               |   |              |   |           |
| 3   | e anxiety  |   |             |   |                  |   |               |   |              |   |           |

**c** Rewrite the underlined words or phrases correctly.

e.g. The event is usually taking place at the end of March in Madrid.  
The event usually takes place at the end of March in Madrid.

- 1 Many people are enjoying camping on mountain slopes in their free time.  
Many people enjoy camping on mountain slopes in their free time.
- 2 They have played basketball together when they were little kids.  
They played basketball together when they were little kids.
- 3 Does Joe watch the match on television, or is that the radio I can hear?  
Is Joe watching the match on television, or is that the radio I can hear?
- 4 Is Kathleen ever talking about her excursion to the deserted island?  
Does Kathleen ever talk about her excursion to the deserted island?

**d** Fill in the blanks with the correct form of the verbs in brackets.

- e.g. I guess Claire is a thrill seeker! She looks (look) very comfortable and confident while parachuting. She's amazing!
- 1 Nowadays, thrill-seeking snowboarders are looking for (look for) big snowy slopes to slide down very fast.
  - 2 Five female surfers have been struggling (struggle) against strong currents in the Half Moon Bay for three days.
  - 3 My sister takes (take) part in mountain boarding competitions almost every summer.
  - 4 In the USA, participation in skateboarding has increased (increase) 49 per cent since the 1990s.
  - 5 I have tried (try) wingsuit flying once and I have never felt (never/feel) so much excitement and adrenaline like this before.

e Read the headlines and match the news to the photos.



1 C



2 D



3 A



4 B

**A** Nick Griffiths of Bolton suffers frostbite in -40 C temperature during the world's coldest marathon, Arctic Race in Yukon.

He is one of few people who managed to finish this 300 mile ultramarathon in temperatures of about minus 40 and 50. This race is called as the coldest marathon ever. In addition to the cold weather, the humidity was also 80 per cent and this challenged the participants a lot. Mr Griffiths was diagnosed with third-degree frostbite at the checkpoint in the second day of the race, but he managed to finish the race. However, doctors say that he can lose his toes and some part of his foot now.

**B** Hats off to six female surfers who are set to compete in the Titans of Mavericks event in California.

America's most famous and perhaps dangerous 'Big Wave' surfing event takes place in Half Moon Bay near San Francisco. For many years, women surfers were not allowed to take place as the conditions were too dangerous for women at such breaks. Organisers were arguing it with the excuse that for the last 25 years, 2 surfers have died while surfing against the perilous breaks. This year, women will also take place in this event thanks to the women surfers' push for many years and state regulators' refusal to grant a permit if women are not included.

**C** A group of divers find the world's longest underwater cave system in Mexico.

According to the Gran Acuifero Maya, a team consisting of divers and archaeologists for pre-Hispanic studies, it's probable that this discovery will shed light to the history of Maya civilisation that was the settler of the area before the Spanish conquest. After months of exploration, they say that this 347 km cave will help people understand the way of lives, rituals and settlements in the past more clearly.

**D** Four daredevils enter a restaurant; have their drinks and leap from the balcony of Rialto Tower, Melbourne.

Thrill seekers found a new way to feel the adrenaline rush. Base Jumping, which is often confused with skydiving, is one of the most popular extreme sports nowadays. Last Tuesday, four men coming to the restaurant with hand luggage threw themselves off from 55th floor, made a free-fall and opened their parachutes before landing. The restaurant workers tried to catch them, but it's obvious that there was a get-away vehicle waiting for them. The restaurant owner, Mr Bennett, said that wasn't the first case at Rialto Tower and probably wouldn't be the last. So, they would increase the security measures.

f Answer the following questions.

- 1 What happened to Mr Griffiths during the marathon? How is he now?  
*He had a third-degree frostbite during the marathon. He is still at high risk of losing his toes and some part of his foot.*
- 2 How did women surfers manage to take part in the 'Big Wave' event?  
*They pushed for it for many years, so state regulators refused to grant a permit if women weren't included.*
- 3 Why is the discovery of the world's longest cave important according to the Gran Acuifero Maya?  
*The discovery will shed light to the history of Mayan civilisation by showing us the way of lives, rituals and settlements in the past more clearly.*
- 4 Why couldn't the restaurant workers catch the men?  
*Because, there was a get-away vehicle waiting for them.*

## 1B TRACING THE ROOTS

### JAVELIN GAME

Even though javelin, a traditional Turkish game, was rather popular all across Anatolia fifty-sixty years ago, today it has only been played in some cities like Kars, Erzurum, Uşak, Bayburt, Ankara and Manisa. The game is played by men in particular at weddings, on special days and at fairs.

In a javelin game, there are two teams, each consisting of ten people armed with long sticks which are usually 70-100 cm in length. The distance of players on the horse from each other is 100 metres. Riders throw the javelin at the players from the opposing team while approaching each other at the gallop. The player avoiding the javelin, and especially catching it in the air gets a point. The game goes on in this manner.



### KIRKPINAR OIL WRESTLING

Oil Wrestling is a type of wrestling that requires the wrestlers (pehlivan) to wear traditional black pants (kispet) made of cow or goat leather and oil their bodies with olive oil before competing on grass. Kirkpınar Oil Wrestling Competition, which has been held annually for over 641 years, is known one of the oldest wrestling festivals in the world.

Various stories are told to explain how Kirkpınar wrestling started. The one most widely told is that in 1346, Orhan Gazi's brother Süleyman Pasha marched with forty soldiers to conquer Domuzhisar. After they conquered Domuzhisar, these soldiers rested in Samona, and started to wrestle. Two brothers named Ali and Selim defeated all the soldiers after hours of wrestling. On May 6, these two brothers started wrestling again and it lasted the whole day. However, both of the brothers ran short of both breath and energy, and so they died. Their friends buried them under a fig tree at the spot they died. Many years later, when people came to visit the tree, they found a great river flowing. Then, the people of the region started calling the area 'Kirkpınar' (Forty Springs). Since 1924, Kirkpınar Oil Wrestling Competition has been held in Edirne's Sarayıçi area.

#### a Read the texts and answer the questions.

- 1 When was the javelin game much more popular in Anatolia?  
*It was much more popular in Anatolia fifty-sixty years ago.*
- 2 How does a javelin player get a point in the game?  
*When the player avoids the javelin, or catches it in air gets a point.*
- 3 How long has Kirkpınar Oil Wrestling Competition been held?  
*It has been held annually for over 641 years.*
- 4 Why did people call the area where two brothers died 'Kirkpınar'?  
*Many years later, when people came to visit the tree, they found a great river flowing.*
- 5 Which sports in the texts is more interesting for you? Why?  
*Students' own answers*

#### b Read the texts again and circle two subjects below that are not mentioned in the texts.

- 1 The ethical values of the javelin game.
- 2 The rules of the javelin game.
- 3 The costume of the wrestlers.
- 4 Starting point of Kirkpınar Oil Wrestling Competition.
- 5 What the wrestlers have been awarded.
- 6 Where Kirkpınar Oil Wrestling Competition has been held.

**C Read the sentences and write the appropriate word for each blank.**

puta tournament rawhide  
sheikh firearms archer bow

- 1 In those days, rawhide sandals were the most popular footwear in the past traditions and were available to all social classes.
- 2 Shooting sports are categorised by the type of firearms, target and distance at which the targets were shot.
- 3 The virtual reality platforms give the chance to the player to shoot a bow to test their archery skills.
- 4 All participants in the tournament have run for the championship for two days.
- 5 Hamdullah was a sportsman and a well-known archer. Due to his skills in archery, he was appointed the sheikh of Archers.
- 6 Putu shooting is one of the target archery disciplines which had its origins in Istanbul.

**d Read the texts below. Match the values in the box to the texts.**

integrity fairness responsibility

1 Fairness



Italian footballer Paolo Di Canio, striker of West Ham, was a good example of sportsmanship. In 2000, while playing against Everton, Everton's goalkeeper Paul Gerrard went down with a leg injury after a clash with West Ham player. Hammers played on and sent a cross over towards Di Canio. He would have scored a goal, but the striker stopped the game by holding up his hands and catching the ball. He was awarded by FIFA for his selfless act.

2 integrity



Churandy Martina received a call from the reception in his hotel room in Zurich, on 28 Aug 2008, saying there was a package for him at the front desk. When he opened the package, he discovered an Olympic silver medal, which he had won in the 200 metres final in Beijing and had lost on disqualification, with a note attached saying "Churandy I know this can't replace the moment, but I want you to have this because I believe it's rightfully yours!" – Shawn Crawford. After the race, Crawford learned his teammate Wallace Spearman, the bronze medallist, was disqualified, and an hour later, the silver medallist Martina was also disqualified for a lane violation. In the last result, Crawford got the silver medal in the awards ceremony. Crawford who had originally finished fourth but was then promoted to silver, felt uncomfortable and sent the medal to Martina because he thought he did not deserve the medal.

3 responsibility



An English sailor, Pete Goss, rescued his fellow competitor, a Frenchman Raphael Dinelli, while competing in the Vendee Globe non-stop round-the-world yacht race. He was in the middle of a fierce Southern Ocean hurricane when he had had a mayday call. He decided to turn round and go for him because he was the only one available to rescue him. Due to the huge waves and poor visibility, turning round was not so easy. He was able to find Raphael with the help of an Australian Air Force plane. The pilot flashed the lights of the plane and Pete got him into the boat. It was Raphael's first Vendee Race and he was very close to death. The French have awarded him the Legion d'Honneur for his brave behaviour.

## 2A BEYOND THE TIMES

### 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.



- 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?



2A BEYOND THE TIMES

**Lead in**

Ask students to discuss the questions with their partners.

**Answer Key**

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

**Listening**

a Tell the students look at the photos and guess what the story is about.

**Possible Answer**

*In the first photo, the writer of the short story, Tolstoy is writing something on the paper. In photo b, there is a woman standing in front of a house. In photo c, the justice is symbolised with a scale, probably there is something unfair in the story. In photo d, there are two men and they are talking about something, the young man is crying. In photo e, a well-dressed man is standing and he is about to leave that place.*

b Make students listen to the first part of the story and complete the facts about the story. *Track 7*

**Answer Key**

- 1 *a young merchant/small town*
- 2 *two shops/a house*
- 3 *for the Nizhny fair*
- 4 *an inn/a merchant*

c Encourage the students listen to the second part of the story and put the events in the correct order. The aim of this activity is to enable students to put the past events in the correct order by listening to recorded text. *Track 8*

**Answer Key**

- A *A new prisoner arrived at the prison. 5*
- B *Aksenoff was sent to the prison in Siberia camp. 4*
- C *Before Aksenoff released, he was dead. 7*
- D *Aksenoff left the place very early in the morning. 1*
- E *He was questioned by the police officer about the night. 3*
- F *A police officer and soldiers stopped him to search. 2*
- G *The prison was searched and the tunnel was discovered. 6*

d Enable the students answer the questions.

**Answer Key**

- 1 *Because she had a bad dream about him.*
- 2 *He found a knife.*
- 3 *He spent 26 years in prison.*

e Make students look at the timeline and encourage them to talk about their past life answering the questions.

**Answer Key**

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



## 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.

## Reading

**a** Let students work in pairs and think of the questions. Ask them to discuss the questions with their partners.

### Answer Key

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

**b** Ask students to read the text and match the highlighted words in the text to their meanings. Tell them that they will focus on the clues related to the words in the text. Then, have them make new sentences using the target words.

### Answer Key

- 1 *prolific*
- 2 *legislator*
- 3 *stanza*
- 4 *correspondence*
- 5 *reclusive*
- 6 *overshadow*
- 7 *compression*

**c** Ask students to read the text again and circle the correct sentences about Emily Dickinson according to the text. Then, check the answers with class.

### Answer Key

- 2 *lived in an isolation life from the outside world producing numerous poems and letters.*
- 4 *was publicly recognized after her death because Lavinia discovered her poems locked in the drawbacks.*

## TEACHER'S NOTES



## 2A BEYOND THE TIMES

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



32

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?

**d** Tell students to read the statements about what makes a poem good. Make sure that they understand the sentences. Then, let them discuss with their partners about which ones they agree and their reasons to agree. Ask if they would like to add any statements to the ones given.

**Answer Key**

*Students' own answers*

**e** Ask students to read the poem by Emily Dickinson. Tell them try to find what hope is described as in the poem.

**Answer Key**

*It is described as a bird.*

**f** Tell students read the poem again and choose the correct definitions of the words. Remind them that some of the words can have more than one meaning but they will consider the context of the poem. Check the answers with class.

**Answer Key**

**1 b 2 c 3 a 4 c 5 b 6 a 7 b**

**g** Ask students to answer and discuss the questions. Encourage them to make comments on the questions, justify their opinions and base their arguments on the poem. This exercise enables students to interpret a poem.

**Answer Key**

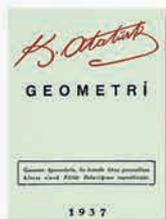
- 1** *It perches in the soul and sings the hopeful tune without stopping./It keeps people warm.*
- 2** *A sore storm.*
- 3** *Gale, storm, chilliest land, strangest sea.*
- 4** *Students' own answers*
- 5** *Students' own answers*

**TEACHER'S NOTES**



**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**



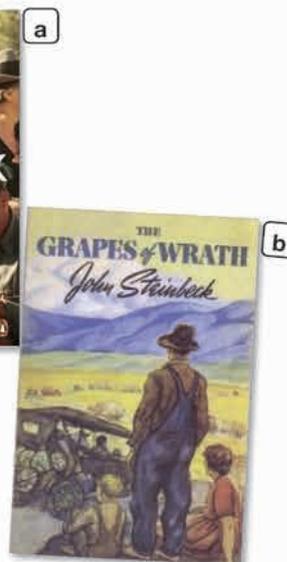
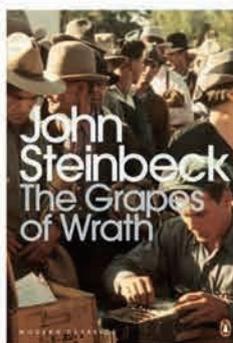
**Speaking**

**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?

## Speaking

**a** Ask students about the reasons why publishers use different book covers for the same novel and have them discuss with their classmates if they think posters or covers influence their personal preferences while choosing a book.

### Answer Key

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

**b** Ask students to answer the questions according to the book covers which are different in design.

### Answer Key

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

**c** Tell students to work in pairs and answer the questions according to the covers.

### Answer Key

- 1 *The genre of the book is realistic fiction.*
- 2 *The Grapes of Wrath takes place during the Dust Bowl era, a time of severe drought which caused dust storms in the United States. During the 1930s, Dust Bowl conditions left farm families unable to pay their mortgages, forcing them to move to new lands in the west in search of jobs.*
- 3 *The novel is about one of the families leaving their home in Oklahoma as drought has made it impossible to farm there.*
- 4 *Students' own answers*

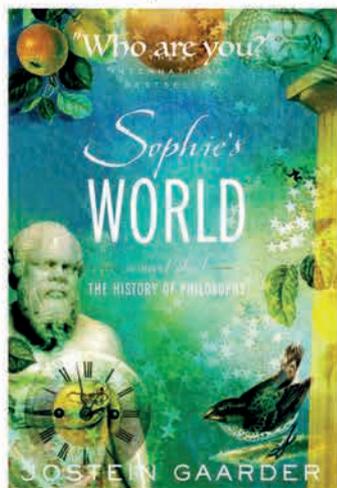
## TEACHER'S NOTES



## 2A BEYOND THE TIMES

### 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:

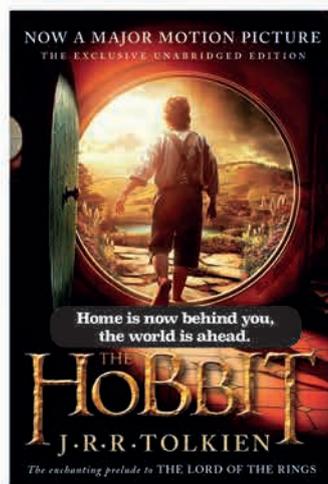
The purpose of the poster is to create a desire to visit Sophie's World and to give us clues about the theme of the novel through the symbolic images. The poster provides us with information that the book became the international bestseller

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.**



## Writing

**a** Ask students to work in pairs. Let them look at the poster and answer the questions related to the Sophie's World's poster.

### Answer Key

- 1 *The target audience are teenagers and adults.*
- 2 *Students' own answers*

**b** Ask students to read the text and find out which details are given to describe the poster.

### Answer Key

- Purpose*
- Colour*
- Key image*
- Text font*
- Background*
- Tagline*
- Layout*
- Reaction*
- Target audience*

**c** Students will look at the Hobbit's poster and they will write a descriptive paragraph for it using the text in 'Exercise b' as a model.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES

## TEACHER'S NOTES



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

	Yes	No
1 All of the sentences are related to the subject.	<input type="checkbox"/>	<input type="checkbox"/>
2 Sentences are ordered logically and flow smoothly.	<input type="checkbox"/>	<input type="checkbox"/>
3 Explanations are clear enough.	<input type="checkbox"/>	<input type="checkbox"/>
4 The main idea is clear.	<input type="checkbox"/>	<input type="checkbox"/>
5 Descriptions are detailed and rich enough.	<input type="checkbox"/>	<input type="checkbox"/>

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

## 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.

## 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**.



**d** Ask students to swap their paragraphs with their partners' and check their friends' paragraph to see if they have the elements in the given rubric.

### Answer Key

*Students' own answers*

### Pronunciation

**a** Ask students to listen to the dialogue and pay attention to the bold syllables. Tell them that the stressed words carry the meaning in sentences and questions. *Track 9*

**b** Have students pay attention to the stressed words and decide what types of the words in the dialogue in 'Exercise b' are stressed and unstressed. Tell them that the verb be, positive auxiliaries, prepositions, articles, connecting words, relative pronouns (who, which, that) are usually unstressed. However, the stress sometimes can change depending on the intention of the speaker.

### Answer Key

**1 main verbs:** *think, unrecognized, found*

**2 articles & prepositions:** *the, about, an, over*

**3 question words:** *What*

**4 adjectives/adverbs:** *interesting, extremely, publicly*

**5 nouns:** *information, Emily Dickinson, poet, Lavinia Dickinson, poems, drawbacks, years*

**6 auxiliaries:** *do, is, was*

**7 subject/object pronouns:** *you, she*

**c** Ask students to work in pairs and practise the sentences in turns. While they are practising the sentences, walk around the class and correct the mistakes you hear. This exercise enables students to practise sentence stress correctly.

### Answer Key

**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 **İstanbul** is **getting colder** and **colder**.

**d** Have students listen to the sentences in 'Exercise d' and check their answers. If needed, play the audio again. *Track 10*

### TEACHER'S NOTES



## 2B THE SILVER SCREEN

### 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*



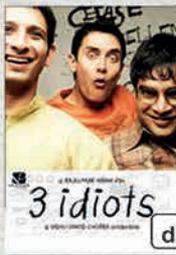
a



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.*

## 2B THE SILVER SCREEN

### Lead in

Tell students to work with their partners. Give them some time to discuss the given questions.

#### Answer Key

- 1 Students' own answers
- 2 Students' own answers

### Listening

**a** Have students look at the film posters. Ask them to listen to the soundtracks and try to guess which film they belong to. Tell them to write the numbers of the soundtracks in the boxes. Play the audio and elicit the answers. *Track 11*

#### Answer Key

- a 4
- b 5
- c 2
- d 1
- e 3

**b** Tell students to match the films to their genres and write them in the blanks. Elicit the answers.

#### Answer Key

- 1 *Pirates of the Caribbean*
- 2 3 *Idiots*
- 3 *Titanic*
- 4 *The Lord of the Rings*
- 5 *Gone with the Wind*

**c** Have students listen to the soundtracks once again and write the feelings they arouse in them. Then, encourage them to share their ideas with their classmates as shown in the example sentence. This activity enables students to express their feelings after listening to a variety of classic film soundtracks.

#### Possible Answers

- 1 *This soundtrack has made me feel happy and joyful.*
- 2 *This soundtrack has made me feel animated and excited.*
- 3 *This soundtrack has made me feel energetic and thrilled.*
- 4 *This soundtrack has made me feel hopeful and optimistic.*
- 5 *This soundtrack has made me feel heartbroken and tearful.*

#### TEACHER'S NOTES





## 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 rasion 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?



## Speaking

**a** Draw students' attention to the picture and ask them to examine the film types. Then, have them read the given dialogue and make a similar dialogue with their partners. This activity enables students to express their preferences about films and their reasons.

### Answer Key

*Students' own answers*

**b** Ask students to read the given dialogue and make a similar dialogue with their partners. Doing this activity, students will be able to share their thoughts about a classic film they've watched.

### Answer Key

*Students' own answers*

**c** Have students read the second part of the dialogue and ask them to share their opinions about the characters in the film they've talked about before. This activity enables students to analyse character traits in a film they've watched.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES

## TEACHER'S NOTES



## 2B THE SILVER SCREEN

### 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?

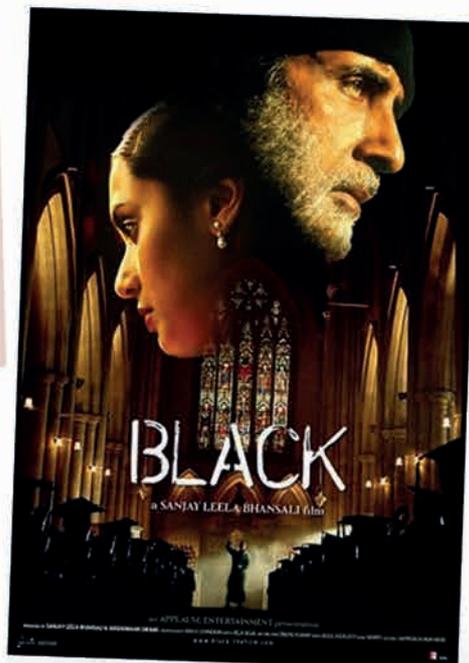
### BLACK

*Black* is based on a true story of Hellen Keller who was born blind and deaf in 1980. 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.

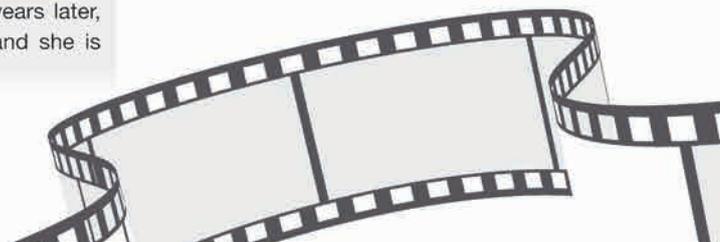
A few months later, she is able to recognise her mother and father, and can **vocalise** the first syllables of some words. Many years later, Michelle becomes more expressive and she is



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".



## Reading

**a** Tell students to read the questions and discuss them in pairs. Then, ask them to share their ideas with class.

### Answer Key

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

### TEACHER'S NOTES

### TEACHER'S NOTES



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

**b** Ask students to read the summary of *Black* and fill in the chart on their own. Give them a few minutes to complete the chart. Then, check the answers together. This activity enables students to analyse the short story or movie finding out its plot, setting, characters, and climax.

### Answer Key

**Plot:** A blind and deaf girl's progress and success in life after meeting a teacher, Debraj Sahai.

**Characters:** Michelle McNally, Paul McNally, Catherine McNally, Debraj Sahai, Mrs Nair

**Setting:** The story begins in the 1980s and continues for about twenty years.

**Climax:** 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.

**Resolution:** The voice-over of Michelle's letter.

**c** Ask students to focus on the highlighted words in the text and guess their meanings. Tell them to match the words to the definitions. Then, check the answers together. This activity enables students to determine the meaning of new vocabulary using context clues.

### Answer Key

1 *asylum*

2 *pursue*

3 *consequence*

4 *voice-over*

5 *disrespectful*

6 *flashback*

7 *vocalise*

### KEEP IN MIND!

First, ask students to scan the information given in the box. Then, go over each part and tell them to give examples from different movies.

## TEACHER'S NOTES



## 2B THE SILVER SCREEN



### Writing

a Discuss the following questions with your partner.

- 1 Where do you usually read film reviews?
  - a on the Internet
  - b in newspapers
  - c in magazines
- 2 What do you think is the main purpose of a film review?
  - a to give a brief synopsis of the film
  - b to give factual information about the film
  - c 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

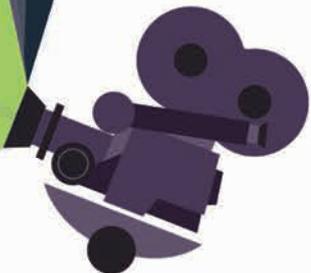
The story begins with the main character, a seven-year-old orphan, Pip's visiting the graves of his parents in the village churchyard. He encounters an escaped convict, Magwitch when he returns home. He threatens Pip to steal food and a file. Pip is scared too much and helps him; however, Magwitch is 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!



40



## Writing

**a** Give opportunity to each student to express their ideas. Ask for their reasons. Encourage them to talk about reviews in general.

### Answer Key

- 1 *Students' own answers*
- 2 *to give an idea if people want to watch the film or not*

**b** Tell students that they are supposed to put the paragraphs into the correct order writing numbers in the boxes. If necessary, they can read the review twice. After having finished, you can ask them the function of each paragraph. Elicit the answers.

### Answer Key

- A 3
- B 4
- C 2
- D 1

## TEACHER'S NOTES

## TEACHER'S NOTES





*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.

c Encourage students to express their opinions about the question. Ask for their reasons.

**Answer Key**

*Students' own answers*

d Ask students to remember the last film they have recently seen. Then, tell them to think about it and take notes for each headline. Give them enough time to focus on the film and help if necessary. This activity enables students to make an outline of their writings.

**Answer Key**

*Students' own answers*

e Tell students that they are going to write a review about the film they have taken notes in 'Exercise d'. This activity enables students to write a film or book review.

**Answer Key**

*Students' own answers*

f Have students swap their papers with their friends and answer the questions after reading them.

**Answer Key**

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

**TEACHER'S NOTES**

**Discussion time**

Give students some time to read the given paragraph about the word 'classic'. Then, tell them to discuss the given questions in pairs.

**Possible answers**

- 1 *It means a literary work or film which is judged to be of the highest quality and outstanding of its kind. These artworks are timeless and very typical. They also have a universal appeal...*
- 2 *Their artistic quality, standing the test of time and being connected to modern day and universal values are the reasons for their appealing to modern-day readers.*
- 3 *Students' own answers*

**Project**

Tell students to work in groups of four or five. Ask them to think about their favourite scenes from films they've watched or books they've read. Tell them to choose a scene and act it. Remind them to record and share it with their classmates. Other students will try to guess which film/book the scene is from. Tell them to share the original scene (if possible), as well.

**TEACHER'S NOTES**



## AUDIO SCRIPT 7

### Part 1

#### Presenter:

It's five to midnight. And, tonight, we begin our bedtime story. It's by the famous writer Leo Tolstoy.

#### Narrator:

A wealthy young merchant whose name was Ivan Aksenoff lived in a small town, Vladimir, Russia. He was married with children, and had two shops and a house. One summer afternoon, while he was getting ready for the Nizhny fair to sell his goods, his wife told him not to go because she had a bad dream about him. Despite her warning, he kissed his wife and said goodbye. Before he arrived in Nizhny, he stopped at an inn along the way. He met a merchant that he had known before. They chatted and drank tea together late night and went to their rooms to sleep.

## AUDIO SCRIPT 8

### Part 2

The next day, Aksenoff woke up very early and left the inn to go on his journey. After twenty-five miles, a police officer and two soldiers stopped him. Later, the officer started questioning him about last night. He asked him where he had stayed and then if he had talked to any merchant. Aksenoff described the things he had done last night. Just then, Aksenoff began to wonder why he was questioned. The police told him that the merchant with whom he had met last night was found dead in his room. He was the last man that was seen with him. While the soldiers were searching his luggage, they found a knife in one of his bags. At first, he got shocked and swore that he hadn't committed the crime, but he couldn't prove it. Then, soldiers took him to the jail. After the trial, he was found guilty and was sentenced to be in a prison camp

in Siberia for 26 years. Years later, a man, Makar Semyonich, from Aksenoff's hometown was brought to the prison. Aksenoff began to suspect him that he could be the one who murdered his acquaintance. Later, he saw him digging a tunnel to escape from the prison. As soon as the warden realised the tunnel, he questioned every prisoner. The warden knew that Aksenoff was a truthful old man and asked him, but he said nothing, so they couldn't find the prisoner. Finally, Semyonich confessed his guilt at the court and he begged him for forgiveness for ruining his life. But, he no longer wished to go home because he lost his hope after spending long years in prison. Until Aksenoff was released, he died there.

## AUDIO SCRIPT 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 unrecognized during her lifetime. After her sister's death, Lavinia Dickinson found about 1800 poems that Emily had locked in her drawbacks over the years.

## AUDIO SCRIPT 10

- 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.

## AUDIO SCRIPT 11

**Soundtrack 1:** 3 Idiots

**Soundtrack 2:** Gone with the Wind

**Soundtrack 3:** The Lord of the Rings

**Soundtrack 4:** Pirates of the Caribbean

**Soundtrack 5:** Titanic

**TEACHER'S NOTES**

**TEACHER'S NOTES**



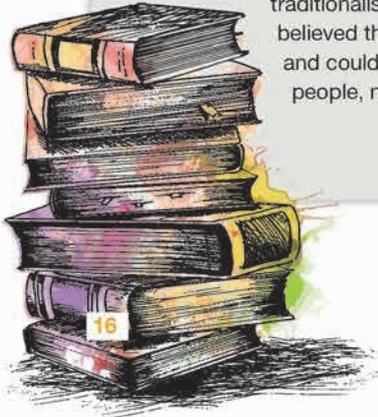
## 2A BEYOND THE TIMES

### A 'STRANGE' POET: ORHAN VELİ

Orhan Veli Kanık, a great poet of his time, not only changed the course of Turkish poetry but influenced poetry all around the world. In his dramatically short life, he initiated one of the most innovative movements in Turkish literature. He brought the poetic language closer to the spoken language and introduced themes of daily life into poetry, perhaps, that is why his poems have been read and loved by most.

He was born in Istanbul on April 13, 1914, given the name Ahmet Orhan. When his father, Mehmet Veli, a clarinetist, became the conductor of the Presidential Symphony Orchestra, the family moved to Ankara in 1923. Orhan's interest in literature arose at high school, provided with guidance and advice of his teacher Ahmet Hamdi Tanpınar, he started writing poems. In 1932, he enrolled in the Philosophy Department of Istanbul University, yet he dropped out in 1935 without getting his degree. He moved back to Ankara and got a job as a civil servant at national mail and telegraph service, PTT, later worked as a translator at the Ministry of Education. He kept writing and being published in renowned literary journals. Eventually, in 1941, the 'Garip' collection including poems of his fellow poets Melih Cevdet Anday, Oktay Rifat Horozcu and his own was published. Orhan Veli had also penned the historic preface bringing about the new movement known as 'The First New' or 'Garip'. After he resigned from the job at the Ministry, he started writing reviews for newspapers and adapted Nasreddin Hodja tales into verse. He published his sixth and the last volume of poetry in 1949 before his early death on November 14, 1950.

Orhan Veli was the pioneer of anti-traditionalist, playful poetry. He believed that poetry belonged to and could be appreciated by all people, not only the privileged



ones. That is why he rejected the elaborate poetic language and conventional styles, aimed to free poetic diction by writing in casual everyday language, describing the dreams and hopes of ordinary people as you can read in his poem *Separation*:

*I stand staring after the departing ship:  
I can't jump in the sea, life is beautiful,  
And being a man I'm not supposed to cry.*

He and his friends opened the door for Turkish poets to value the beauty of simplicity over the idea of complexity. Today, Garip's influence is still widely visible and Orhan Veli's poems are as fresh as they were at the time they had been written.

### 3 Replace the underlined words with appropriate words from the text.

e.g. It is believed that poetry is the first form of literature that humankind created. verse

- 1 The introduction of her book reveals why she is seen as one of the brightest novelists of her generation. preface
- 2 It is an achievement for young poets to be published by famous literary magazines. renowned
- 3 The articles he wrote for the periodicals had a significant impact on literary circles. penned
- 4 The writers who challenged the usual forms of literature weren't always able to make a difference. conventional
- 5 The book's complicated plot might make it slow going for many readers, yet it will be an interesting subject for academics. elaborate

**b Read the text and write True (T), False (F) or Not Mentioned (NM) for the statements below. Correct the false ones.**

- Orhan Veli couldn't graduate from the university because he had to leave school to earn his life. (NM)
- His poems hadn't been published before the first edition of 'Garip' collection. (F)  
*No, he kept writing and being published in renowned journals.*
- The introduction of 'Garip' caused great contravention in the literary circles of Turkey. (NM)
- Orhan Veli was an advocate of simple and clear language in poetry. (T)
- Traditional poetic language was complex and difficult to understand for ordinary people. (T)
- Orhan Veli didn't create any works other than poetry. (F)  
*No, he wrote journals, reviews, tales in verse, etc.*

**c Answer the questions according to the text.**

- Why did Orhan Veli's family move to Ankara?  
*Because his father got a position in Presidential Symphony Orchestra.*
- How did 'Garip' movement start?  
*It started with the publication of 'Garip'.*
- Why did Orhan Veli aim to simplify poetic language?  
*He believed that poetry was for everyone not for privileged ones only.*
- What were the themes he used in his poems?  
*Themes from daily lives of ordinary people.*
- Why are his poems still widely read and loved?  
*Because the language he used is closer to the spoken language and the themes he used are familiar to everyone.*

**d Cross out the italic word that doesn't match the bold word.**

- e.g. The man standing there is an extremely **prolific** author/*rich man*/poet.
- My mother has been working as a state/*talented*/**law maker**/legislator.
  - Her poems usually includes *eight* (**verse**)/emotional/**stanzas**.

- I have been in *diplomatic* (**difference**)/*personal* **correspondence** with them for two years.
- She prefers to be a **reclusive** *millionaire*/**socialised** *writer*.
- Generally, people's weird behaviours **overshadow** their *success* (**successful**)/happiness.
- The **compression** of *air* (**people**)/*story* made me feel glad.

**e The jumbled statements below are taken from a story. Put them in a logical sequence (a-m).**

e.g. Long time ago, there was a boy who lived in a farm in Japan. **a**

- Until the morning sun shone, he waited without moving. **l**
- During his stay in the temple, the boy could only draw cats but nothing. **d**
- He used to like to draw while his family were working hard in the farm. **b**
- Suddenly, in the middle of night, he was awakened by the horrible noise. **k**
- Finally, he realised the cats he had drawn before he slept killed a rat. **m**
- He was so tired that he fell asleep in a small closet. **j**
- Then, he found the temple, pushed the door and got into the place. **g**
- One day, his father took him to the temple to get some writing lessons. **c**
- As soon as he was inside, he understood the place had been left long ago. **h**
- The people at the temple told him he wasn't suitable for them and asked him to leave. **e**
- Later, he started drawing cats on the walls of the place. **i**
- That is why, he decided to go another temple in the next village. **f**

## 2B THE SILVER SCREEN

**a** Circle the correct option to complete the sentences appropriately.

- Comedies are films** \_\_\_\_\_.
  - about real facts, people and events, not invented stories
  - intended to be funny, usually with a happy ending
  - whose plots revolve around the solving of a crime
- Thrillers are** \_\_\_\_\_.
  - exciting films about crime or spying
  - especially designed to frighten people
  - an account of someone's life
- A documentary is a film** \_\_\_\_\_.
  - about people in the west of the US in the 19<sup>th</sup> century
  - which gives facts and information about something
  - that employs shocking, irrational, or absurd imagery
- A musical is a type of film** \_\_\_\_\_.
  - including exciting and sometimes dangerous experience
  - about various magical creatures and imaginary places
  - in which singing and dancing tell part of the story
- Animations are** \_\_\_\_\_.
  - films in which drawings or models of people and animals seem to be really moving
  - filmic works which integrate elements of horror with fantasy
  - about an imagined future, especially about space travel or other planets
- Mysteries are films** \_\_\_\_\_.
  - about battles or wars which can either be fictional or historical
  - that deal with love in a light, humorous way
  - where crimes and strange events aren't explained till the end

**b** Complete the sentences with 'would prefer' or 'would rather'.

- e.g. I would rather wait outside the foyer than have to bear that awful noise.
- Alicia would prefer her children not to watch action films due to their violent content.
  - To be honest, I would prefer a much more suspenseful thriller than this one.
  - They would rather watch the film at the cinema, but I would prefer to watch it at home.
  - My brother would rather see live performances than watch their TV broadcasts.
  - I would prefer to read the *Harry Potter* series rather than watch the films first.
  - We would rather meet the director in person than contact him by e-mail.

**c** Fill in the blanks with the appropriate words.

flashbacks    consequence    asylum  
disrespectful    vocalise    voice-over

- Without doubt, the hardest thing while learning French is to vocalise the sounds that you are not familiar with.
- In ancient Greece and Rome, asylum was a religious place such as temples where mentally ill people can have the chance to be cured.
- The film which was inspired by his autobiography was narrated by a(n) voice-over after his death in 1965.
- As a(n) consequence of his negative behaviours, all the workers of the company decided not to talk to him any more.
- The footballer received a red card because of his disrespectful manners.
- A person with Alzheimer's disease may experience a(n) flashback in which s/he feels or acts as if an event is happening again.

## THE HISTORY OF CINEMA



In the late 19<sup>th</sup> century, Thomas Edison invented a device named kinetoscope. This invention nourished the idea of creating the illusion of motion with pictures and other images. Kinetoscope gained popularity among people and turned to be a new kind of entertainment soon. In 1895, inspired by this device, the French brothers Auguste and Louis Lumière, whose father was a photographer, invented a lightweight film projector and camera. They called it as cinématographe, from which we coined the term 'cinema'.

The Lumière brothers shot many films which were mainly documentary views or real life moments, actualities. These films were usually shot outdoors and they had little or no narrative content. For instance, they shot a 50-second film in which a train enters a station and a few passengers got out of it. Lumière films were so professional and realistic that when this film was screened for the first time, the audience got panicked and ran away thinking that the train would really crash into them.

After the world met with this new technology, the first thing many entrepreneurs did was to invest in it by building film companies in many countries like France, the USA and Japan. These first film-makers adapted theatrical plays and novels to the cinema and people watched them with great enthusiasm.



The idea that the older films were just in black and white is a misconception as the history of colour film is as old as the beginning of cinema itself. Still, we don't see a standardised colour film until the 1930s as a result of either artistic choice of film-makers or its being expensive. On the other hand, because of lack of technology, early films were silent and the actors were conveying their feelings with their facial expressions and the titles on the screen. With the development of combining sound and films in sync, Hollywood film companies didn't wait too long to take action. However, it wasn't until the 1920s that the first sound film, *Don Juan* appeared. Since then, thanks to the 20<sup>th</sup> century scientific endeavour, cinema has gone through many transformations and developments. After all, it has become a medium of mass entertainment and a great industry employing thousands of people.

**d** Read the passage and write True (T), False (F) or Not Mentioned (NM) for the statements below. Correct the false ones.

- 1 The term cinema is derived from the invention of the Lumière Brothers. (T)
- 2 Lumière films were mainly actualities, short fictions adapted from novels of the time. (F)  
*They were mainly documentaries or actualities.*
- 3 The American companies were more successful than the French companies because of the war in France. (NM)
- 4 The early films were just in black and white as a result of artistic choice of film-makers. (F)  
*It can also be because of its being expensive.*
- 5 The first sound film, *Don Juan* appeared in the 1920s. (T)

**e** Read the passage again and answer the following questions.

- 1 Which invention led to the idea of illusion of motion with pictures?  
*Kinetoscope led to the idea of illusion of motion with pictures.*
- 2 What were the advantages of cinématographe compared to kinetoscope?  
*It was lightweight, letting to shoot films outdoors.*
- 3 What kinds of films were shot by the Lumière brothers?  
*Their films were mostly short documentaries or actualities.*
- 4 Why don't we see a standardised colour film industry in the early 20<sup>th</sup> century?  
*It's either because of artistic choice of film makers or its cost.*
- 5 Why were the first films silent and how did they convey their messages to the audience?  
*Early films were silent because of lack of technology. They conveyed their messages with the actor's facial expressions and the titles on the screen.*

## 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.

## THEME 3 AMAZING STORIES



### 3A HARD WORK PAYS OFF

#### Lead in

Give students some time to discuss the given questions. Encourage them to express their opinions.

#### Answer Key

- 1 Students' own answers
- 2 Students' own answers

#### Listening

a Give opportunity to each student to answer the questions. Elicit their answers and have them give details of their opinions.

#### Answer Key

##### 1 Possible Answers

- He is a famous composer who lived in the 18th century.
- His full name is Wolfgang Amadeus Mozart.
- He started composing at a very young age.
- The Marriage of Figaro and Turkish March are two of his well-known compositions.

2 Students' own answers

b Let students read the sentences before listening. Ask them to listen to the audio and write 'true', 'false' or 'not mentioned' in the blanks while listening. Remind students to correct the false statements. Play the audio twice if necessary. Then, check the answers with class. *Track 12*

#### Answer Key

- 1 T
- 2 NM
- 3 F (Mozart resigned from his position as a court musician in 1773.)
- 4 T
- 5 F (Mozart faced a lot of rejections during his lifetime.)

c Ask students to read the sentences quickly.

Tell them to listen to the audio again and fill in the blanks with the missing words and phrases about Mozart's life. After listening, ask and elicit the answers. This activity enables students to fill in the missing information about life experiences and stories while listening.

#### Answer Key

- 1 father
- 2 sister
- 3 wonder child
- 4 eleven
- 5 musician
- 6 Marriage
- 7 encouraged
- 8 success
- 9 thirty-five
- 10 genius

#### TEACHER'S NOTES



## 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.**

## Speaking

- a** Before the lesson, tell students to search the Net to find an amazing life story. Ask them to prepare a presentation. They can either work with their partners or in groups of 4-6.
- b** Ask students to evaluate themselves according to the given list. Give them a few minutes to get ready before the presentation. Tell them to make their presentations in turns. Encourage them to get the attention of their classmates. This activity enables students to share amazing stories they have found on the Net.
- c** Encourage students to share their ideas and discuss their opinions with their classmates. Ask them the provided questions to have them express their opinions easily. You can vote for the best presentation or topic. This activity enables students to express their opinions on stories.

### Answer Key

*Students' own answers*

## PROVERB OF THE DAY

Tell students to read the dialogue and ask them what the meaning of the proverb can be. Have them infer the meaning from the dialogue. The meaning of the proverb is 'Success leads to opportunities for further and greater successes'.

### TEACHER'S NOTES

### TEACHER'S NOTES



## 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.

## Reading

- a** Tell students to focus on the title and the photos. Ask them to try to make a guess about the topic of the text.

### Answer Key

*Students' own answers*

- b** Tell students to read the text quickly and find answers to the questions. Then, check the answers with class. This activity enables students to skim and scan for main idea and details.

### Answer Key

- 1 She started drawing pictures at the age of 4.*
- 2 First Gold Medal Winner Lady Swimmer in the History of Turkish Republic.*
- 3 Her hobbies are painting, paper marbling, designing, sewing and cooking.*
- 4 Nothing can be an obstacle to reach your goals.*

## TEACHER'S NOTES

## TEACHER'S NOTES





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.

c Tell students to focus on the words in bold the text and try to guess the meanings. Give them some time to complete the exercise. Then, check the answers together. This activity enables students to identify the vocabulary related to the topic.

#### Answer Key

- 1 *reward*
- 2 *objective*
- 3 *compete*
- 4 *achieve*
- 5 *manage*
- 6 *qualified*
- 7 *proud*

d Tell students to read the text in details. Ask them to find the activities that Sümeyye is used to, got used to or is getting used to. Give them some time to complete the exercise. Then, check the answers with class. This activity enables students to highlight the actions people are accustomed to do in the text or dialogue.

#### Answer Key

- 1 *drawing pictures (was accustomed to)*
- 2 *swimming (got accustomed to)*
- 3 *designing and sewing (is getting accustomed to)*

### KEEP IN MIND!

First, ask students to read the table. Then, go over each part and tell them to compare the example sentences. Help them give a few more examples.

#### TEACHER'S NOTES

### Writing

a Ask students to work in groups. Tell them to think of an imaginary character that has an amazing success story. Then, have them take a sheet of paper and introduce their character briefly without giving many details. When they have introduced the character, ask them to pass their paper to the next group. Tell them to read the paper they have been given and add at least two more sentences. Have students pass their uncompleted papers to different groups till each group contribute to all stories. When groups get back the story they have started, tell them to finish it.

b Have one person from each group read out the stories in class. Encourage students to discuss which story is the most interesting.

#### Answer Key

*Students' own answers*

#### TEACHER'S NOTES



## 3B MAKE YOUR OWN LUCK

### 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.'

### 3B MAKE YOUR OWN LUCK

#### Lead in

Give students some time to discuss the given questions. Encourage them to express their opinions.

#### Answer Key

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

#### Reading

a Tell students to read and discuss the questions in pairs. Tell them to share their ideas with class.

#### Answer Key

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

#### TEACHER'S NOTES

#### TEACHER'S NOTES



**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 \_\_\_\_\_

\_\_\_\_\_

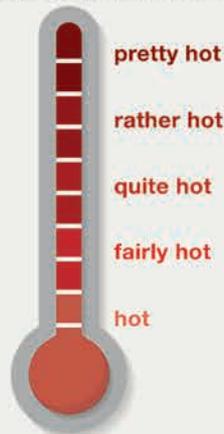
3 \_\_\_\_\_

\_\_\_\_\_



**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.

**b** Have students read the text and answer the questions. Give them some time to complete the exercise. Then, check the answers with class.

**Answer Key**

- 1 *He is suffering from short-term memory loss.*
- 2 *He was diagnosed at the age of 11.*
- 3 *He sets alarm for each activity.*
- 4 *He is carrying a card in case of getting lost.*
- 5 *The worst thing is missing appointments with friends and forgetting good things.*
- 6 *No, he doesn't have a future plan.*

**c** Ask students to read the text to find degree modifiers. Then, check the answers with class. This activity enables students to identify degree modifiers in the text or dialogue.

**Answer Key**

- 1 *pretty*
- 2 *quite*
- 3 *rather*
- 4 *fairly*

**d** Tell students to read the text quickly to find three more sentences in which Ricky's past abilities and disabilities are mentioned. Give them some time to complete the exercise. Then, check the answers with class. This activity enables students to identify language functions related to the topic.

**Answer Key**

- 1 *He was able to produce sounds in a year.*
- 2 *He could communicate with others quite well.*
- 3 *He also managed to read and write in two years.*

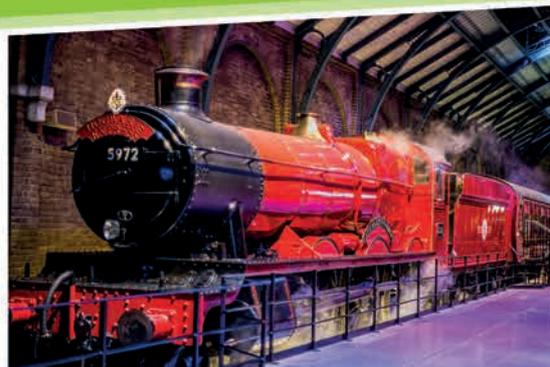
**KEEP IN MIND!**

Ask students to read the table and focus on the visual. Then, go over each part and tell them to compare the example sentences. Ask questions about degree modifiers to check their understanding. Help them give a few more examples.

**TEACHER'S NOTES**



## 3B MAKE YOUR OWN LUCK



### 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?  
\_\_\_\_\_

## Listening

**a** Give opportunity to each student to answer the questions. Elicit their answers and have them give details of their opinions.

### Answer Key

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

**b** Let students read the incomplete sentences before playing the audio. Ask them to listen to the audio and find the correct phrases used in the text. Ask them to circle the correct options. Then, check the answers with class. *Track 13*

### Answer Key

- 1 *B*
- 2 *A*
- 3 *B*
- 4 *B*
- 5 *B*
- 6 *A*
- 7 *A*

**c** Ask students to read the questions before listening to the audio again. Remind them that they can take notes while listening. Give students enough time to write their answers. Then, check the answers with class. This activity enables students to obtain detailed information in the text to answer questions.

### Answer Key

- 1 *She moved to Portugal after she lost her mother.*
- 2 *He was a journalist.*
- 3 *She moved back to England after the divorce.*
- 4 *She rented her flat out to get by.*
- 5 *She had to rewrite it fifteen times.*
- 6 *It was published in the USA in 1998.*

## TEACHER'S NOTES





## Pronunciation

a Listen and repeat the words below.

Track 14

/k/		
<b>c</b>	comic	security
<b>cc</b>	account	occur
<b>ck</b>	black	pocket
<b>k</b>	king	speaker
<b>qu</b> /kw/	queen	request
<b>x</b> /ks/	fix	galaxy

/ʃ/ (sh)		
<b>sh</b>	fashion	wash
<b>c</b>	ocean	efficient
<b>s</b>	sugary	surely
<b>sc</b>	conscience	conscious
<b>ss</b>	mission	Russia
<b>ti</b>	function	initial

/tʃ/ (ch)		
<b>ch</b>	chain	lunch
<b>t</b>	adventure	question
<b>tch</b>	butcher	catch

b Listen and repeat the words below.

Track 15

/k/	chaos	archive	matriarch
/ʃ/*	Chicago	cliché	moustache
/tʃ/	cheek	achieve	speech

\* 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.

## Pronunciation

- a** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity and the following two enable students to produce consonant sounds: /f/, /tʃ/, /k/. *Track 14*
- b** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. After listening to the audio, have them read the information in the box. *Track 15*
- c** Ask students to read out each word and cross the odd one out. Elicit their answers. Then, play the audio and check the answers with class. *Track 16*

### Answer Key

- 1 *chef*
- 2 *church*
- 3 *chemist*
- 4 *chivalry*
- 5 *chic*
- 6 *chief*
- 7 *chips*
- 8 *parachute*

## Speaking

- a** Tell students to make a list of their real and fake past abilities. Remind them to be as convincing as possible while creating the fake ones.
- b** Tell students to talk about their past abilities with their partners. Make sure that they try to convince each other by using persuasion expressions. You can ask them to act out a dialogue before their classmates. This activity enables students to use persuasion expressions in a conversation and talk about their past abilities.

- c** Tell students to share their real past abilities with their partners and ask them if they are convinced of the fake ones or not. Encourage them to share the results with class. This activity enables students to talk about their past abilities.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES



## 3B MAKE YOUR OWN LUCK

### 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.

## Writing

- a** Ask students to read the text about Stephen Hawking. The first discourse marker in the text is highlighted to provide students with an example. Tell them to highlight eight more discourse markers in the text.

### Answer Key

- 1 *After that*
- 2 *Then*
- 3 *Even though*
- 4 *After all*
- 5 *however*
- 6 *By the way*
- 7 *In the end*
- 8 *although*

### TEACHER'S NOTES

### TEACHER'S NOTES



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

1	... his/her childhood
2	... his/her family
3	... his/her education and profession
4	... his/her successes or what makes his/her life amazing
5	... his/her later years
6	... the morale of his/her story

### 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.

**b** Tell students to match the coloured prepositional phrases in the text to their definitions.

### Answer Key

- 1 *out of control*
- 2 *by chance*
- 3 *at random*
- 4 *at a glance*
- 5 *in advance*

**c** Have students write a biography of a person that they think he/she has an amazing life or a success story. Tell them to follow the steps in the given chart. Ask students to use at least seven discourse markers and four prepositional phrases. Apart from the prepositional phrases given in the text, you can also provide them with the following ones:

- for a change
- from experience
- in vain
- on purpose
- to some extent
- under pressure
- without exception

This activity enables students to write a biography of a person that they think they have an amazing life or a success story by using prepositional phrases such as *by chance ...*, *at a glance...*, *at random...*, etc and discourse markers such as *then*, *after that*, *in the end*, *by the way*, etc in their writings.

### TEACHER'S NOTES

### Discussion time

Have students read the text. Then, ask them to discuss the given questions by working in pairs.

### Answer Key

- 1 *Students' own answers*
- 2 *Students' own answers (The meaning of the proverb: If you work carefully and constantly, you will be far more likely to be successful, as if luck had come your way.)*
- 3 *Students' own answers*

### Project

Have students work in groups of five or six. Ask them to prepare a booklet which is supposed to contain the biographies they have written before. Tell them that they should find some photos/pictures related to the biographies. Then, ask students to read the steps they need to follow. After students have prepared their booklet, let them introduce it to their classmates.

### TEACHER'S NOTES



## AUDIO SCRIPT 12

The musical genius, Wolfgang Amadeus Mozart was born in 1756 in Austria. Mozart's early talent for music was remarkable. His father, Leopold, taught Mozart to play the piano at age three. At four, he started playing short pieces and a year later, he managed to compose his first concerto. Just before he was six, he and his sister, Anna, were able to perform for the royalty in Vienna. In this period, he was called the 'wonder child'. When he was eight, he managed to write his first symphony and his first opera at the age of eleven. By the time he turned eighteen, Mozart was a fluent composer. In the year 1773, he was forced to resign from his position as an Imperial court musician. The premiere of *the Marriage of Figaro* in Vienna in 1786 didn't go down well and Archduke Franz Ferdinand thought the music was too noisy. However, the premiere in Prague became a hit. His last three compositions were regarded as complete flops at his time. Mozart faced a lot of rejections during his lifetime. All of the obstacles he came across encouraged him to create more and more. However, he couldn't live long enough to see that his compositions led to remarkable success. He tragically died at the young age of thirty-five. Even so, Mozart left us a large legacy full of musical genius that nobody can dispute.

## AUDIO SCRIPT 13

J. K. Rowling is considered one of the most famous authors of all time. However, it was not easy for her to become what she is now. Rowling ran into many problems on her journey to success. When she was 25, she lost her mother, which was devastating for her. After her mother's death, she moved to Portugal to work as an English teacher, and married a journalist there. She gave birth to a baby girl, but her marriage didn't last long. After getting a divorce,

she moved back to England. With no money and no job, she had to look after her baby in a tiny flat. In order to get by, she rented her flat out. Rowling experienced depression, but she didn't give up on her dreams. When her daughter was asleep, she spent her time writing in a café. All tough situations she faced made her stronger. After endless patience and hard work, she was able to complete her first novel. She was rejected many times by publishers and had to rewrite its first chapter fifteen times. Finally, a publishing house in London bought the copyright just for \$4000. When the book was published in 1997, it became a big hit and Rowling won the British Book Award for Children's Book. After the first book was published in the US in 1998, the whole world fell in love with *Harry Potter*. Since then, her series of seven books has been translated into 80 different languages with more to come and sold more than half a million copies. That made her the wealthiest author of the world and changed her life completely.

## AUDIO SCRIPT 14

/k/	/ʃ/ (sh)	/tʃ/ (ch)
comic	fashion	chain
security	wash	lunch
account	ocean	adventure
occur	efficient	question
black	sugary	butcher
pocket	surely	catch
king	conscience	
speaker	conscious	
queen	mission	
request	Russia	
fix	function	
galaxy	initial	

## AUDIO SCRIPT 15

/k/	/ʃ/ (sh)	/tʃ/ (ch)
chaos	Chicago	cheek
archive	cliché	achieve
matriarch	moustache	speech

## AUDIO SCRIPT 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 |

### TEACHER'S NOTES

### TEACHER'S NOTES



## 3A HARD WORK PAYS OFF

### a Fill in the blanks with the words below.

objective

compete

qualified

proud

manage

achieve

reward

- How did those families manage to get by on very little money during the war?
- I don't think Isabella is qualified enough to be a mentor for younger students.
- Our company's main objective is to make sure that customers are happy with our products.
- We are really proud of our organisation's extraordinary achievements.
- Athletes will perform on Sunday to compete for the gold medal in the championship final.
- Children deserve a(n) reward for all their great efforts to afforest the neighbourhood.
- You should set yourself a series of realistic goals to achieve throughout your career.
- Clara was used to giving a speech on stage as she was a senior lecturer at university.
- It took me quite a long time to get used to wearing contact lenses.
- It was a weird feeling for her to have a pet in the house at first, but she is used to it now.
- John got totally exhausted; however, he was used to hard aerobic exercises.
- Despite living in Mexico for thirteen years, Darren hasn't got used to eating spicy food.

### c Circle the correct option to replace the underlined phrases in the sentences.

- Leila was becoming accustomed to waking up early in the morning.
  - was used to waking up
  - used to wake up
  - was getting used to waking up
- I didn't go skating on the frozen river in the past.
  - wasn't used to going
  - didn't use to go
  - didn't become used to going
- Benjamin regularly spent his summer holidays doing farm work.
  - was getting used to spending
  - used to spend
  - got used to spending
- My brother and sister are accustomed to drinking dark coffee at breakfast.
  - are used to drinking
  - are becoming used to drinking
  - used to drink

### b Complete the sentences with the correct forms of 'be used to' or 'get used to'.

e.g. Don't worry, please. I am used to working in a noisy office.

- I think I'll never get used to living in such a big city; I'll move out of London.
- I found it really hard to get used to the hot weather in Şanlıurfa.
- While driving in the UK, you have to get used to driving on the left.
- I didn't like working with small children at first, but now I am used to it.



## ABRAHAM LINCOLN

Abraham Lincoln encountered such a great number of failures that they never seemed to come to an end. He might have given up on his dreams, but he didn't. As a result, he reaped the fruits of his determination and became one of the greatest presidents of the USA.

Before he became a president, he experienced major difficulties and failures. The following are some of them: His mother passed away when he was nine; his business collapsed; he tried to be elected to Parliament; he got sacked from his job; he was rejected by the faculty of law; he wanted to build up a new business and borrowed some money from his friends, but he failed to pay his debts and therefore faced bankruptcy. We can only imagine how difficult all those things were for him. However, he chose not to quit.

Around 1834, he tried to become a parliamentarian again and he won. In 1835, he got engaged and was going to get married.

Unfortunately, his fiancée died and Lincoln suffered a nervous breakdown, bedridden for six months. After his recovery, he attempted to go into politics a couple of times and failed. Yet, he did not abandon hope. In 1860, he was finally elected the sixteenth President of the US.

He left people a large legacy which is full of determination and dedication. In spite of the hardships he had to bear, he was able to revolutionise a whole nation by abolishing slavery.

The moral of his story is that your stepping stone to success can be your failures. Don't let them make you powerless. That is what Lincoln did.

### d Read the text and answer the following questions.

- 1 How old was Lincoln when his mother died?  
He was nine years old.
- 2 From whom did he lend money before starting his business?  
He lent money from his friends before starting his business.
- 3 When was he elected to Parliament?  
He was elected to Parliament around 1834.
- 4 How long did it take him to recover from nervous breakdown?  
It took him six months to recover from nervous breakdown.
- 5 In which year was he elected the President of the US?  
He was elected the President of the US in 1860.
- 6 What did he do to revolutionise the American nation?  
He revolutionised the American nation by abolishing slavery.

### e Put a tick (✓) to the sentences which are true according to the text.

- 1 Lincoln faced many great hardships prior to his presidency.
- 2 The reason why Lincoln went bankrupt is that he couldn't pay the bank loan.
- 3 Lincoln had to spend half a year lying in bed due to a mental condition.
- 4 Before his recovery, Lincoln was able to enter politics as a parliamentarian.
- 5 The abolition of slavery was the greatest revolution in the history of the USA.



## 3B MAKE YOUR OWN LUCK

**a** Complete the sentences with the correct form of 'could' or 'was / were able to' and the words in parentheses.

e.g. When I was given the injection, I wasn't able to walk / couldn't walk (not/walk) for at least ten minutes.

- Since the fog came down, the climbers weren't able to reach / couldn't reach (not/reach) the top of the mountain.
- Fortunately, we were able to arrive (arrive) in time, and therefore didn't miss the train.
- Delilah was always an excellent runner and she could beat (beat) anyone at her school.
- Were you able to kick (you/kick) the bad habit of biting your nails after that long therapy?
- We weren't able to submit / couldn't submit (not/submit) the documents because we lacked factual information.
- Could Elizabeth play (Elizabeth/play) the trombone that well when she was a little child?
- Because the robbers triggered the alarm system, they weren't able to steal / couldn't steal (not/steal) anything.
- The search and rescue team was / were able to save (save) the child who fell into the lake yesterday.

**b** Match the words and phrases to make collocations.

1 set <u>c</u>	3 produce <u>b</u>
2 miss <u>d</u>	4 receive <u>a</u>

a education
b a sound
c an alarm
d an appointment



**c** Circle the correct words in the sentences below.

- Hamza is a perfect host. We rather **pretty** enjoyed his pleasant company.
- Their marketing technique is quite **fairly** good, but they should improve it.
- It was fairly **rather** a surprise to find an Indian restaurant there.
- We do quite **pretty** agree with their point. They're absolutely right.
- I'm pretty **rather** sure I've seen you before. Were you at the cinema yesterday?
- The maths exam was fairly **rather** difficult; I think I won't be able to pass.
- We all admired the mountain scenery. It was quite **fairly** fantastic!
- Joseph got pretty **rather** tired after studying for five hours, but it wasn't too bad.

**d** Fill in the blanks with the phrases below.

at random    out of control    in advance  
by chance    at a glance

- As the firefighters were very late, the fire got out of control and the building was burnt to the ground.
- It was simply by chance that my mother met my father at university. Mum accidentally spilled her coffee on dad's shirt at the canteen.
- While writing a biography, you can't describe incidents at random; you need to follow a chronological order.
- My father can distinguish between real and fake gold at a glance; he is a really skilled jeweller.
- Please, let us know in advance if you would like to come. We want to be well-prepared for your visit.

Everyone has dreams that they want to fulfil. Maybe you want to score high in your exams, or you wish to become one of the most well-known artists and create things with your imagination. Whatever you aim at, always keep in mind that you must develop new ways of improving yourself on your path to success. Unfortunately, there may be some obstacles on the way, and you might feel discouraged while dealing with them and lack motivation. You should never let this happen; actually, every obstacle you encounter will take you a step closer towards self-improvement. If you ever feel like giving up, the following motivational tips may be of help:

### 1 Care for yourself

At times, we devote a great deal of time to reaching our goals and may feel overwhelmed. That can be quite exhausting.

Whereas working hard is of great importance, it is vital to care for yourself at the same time. Sleeping enough, spending time with your loved ones and pursuing satisfying hobbies are a must.

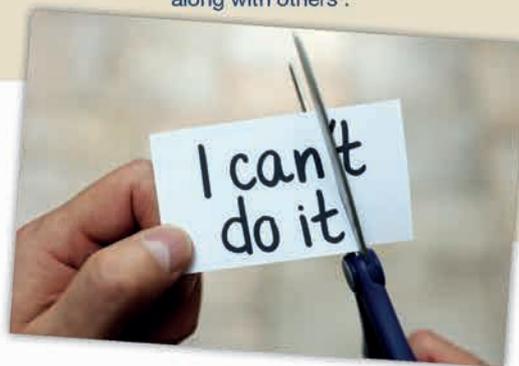
### 2 Avoid negative people

Toxic people are those who are always looking for faults and trying to put their own blames on others. They absorb your positive energy without even noticing.

If you have such people around you who keep sapping your emotional energy, do your best to spend little time with them. You will realise how easily you get and stay motivated towards your goals.

### 3 Spread positive energy

When energy is concerned, what you give is really what you get. When others talk about their own aims they want to achieve, do whatever you can to encourage them. Never complain and don't be a downer. If you do so, you will be bursting with positive energy and that improves your spiritual and mental condition along with others'.



e Replace the highlighted words in the following sentences with one of the underlined words in the text. Change the form if necessary.

- 1 Clearing your mind regularly is extremely important and necessary for your overall well-being.  
vital
- 2 On your way to success, fear of failure can be the biggest thing that makes it difficult to achieve.  
obstacle
- 3 Do not spend your time with a person that prevents you from feeling happy.  
downer
- 4 Jonathan and his family were deeply affected by a feeling of disappointment.  
overwhelmed
- 5 You should never let failures or hardships weaken your confidence.  
sap

f Find the following sentences in the text. Write who/what the underlined words refer to in the blanks.

- 1 ...you might feel discouraged while dealing with them...  
obstacles
- 2 That can be quite exhausting.  
devoting a great deal of time to reaching our goals
- 3 They absorb your positive energy without even noticing.  
toxic people
- 4 ...do whatever you can to encourage them.  
others talking about their own aims

## 4A BEATING THE DRUM

### 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



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?

## THEME 4 ADVERTISING



### 4A BEATING THE DRUM

#### Lead in

Draw students' attention to the questions and give them some time to discuss the questions with their partners.

#### Answer Key

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

#### Listening

a Ask students to read and match the definitions with the given words. Make sure that they know the difference between the given words.

#### Answer Key

- 1 *b*
- 2 *c*
- 3 *a*

b Draw students' attention to the pictures for a few seconds. Then, tell them to match the commercials to the related pictures while listening. Play the audio. Ask and elicit the answers. This activity enables students to match the advertisements/commercials they listen with the related pictures. *Track 17*

#### Answer Key

- a 5
- b 1
- c 3
- d 4
- e 2

#### TEACHER'S NOTES

c Students will be able to listen for specific information in the context. Ask students to read the sentences and tell them to catch the words missing in the sentences. Elicit the answers.

#### Answer Key

- 1 *forty*
- 2 *nutrition*
- 3 *competitive*
- 4 *luxury*
- 5 *refund*

d Ask students to discuss with their partners about the most interesting one of the commercials they've listened. Give them some time to talk about their favourite radio or TV commercials. Remind them to explain their reasons. This activity enables students to talk about their favourite commercials on TV.

#### Answer Key

*Students' own answers*

#### TEACHER'S NOTES



## 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	Harms of Advertising
e.g. Introduction of a new product	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?



## Speaking

**a** Draw students' attention to the phrases in the box. Tell them to examine and think of the phrases whether they are harms or benefits of advertising. Give them some time to decide and write in the given tables.

### Answer Key

#### Benefits of Advertising

- *Expansion of the market*
- *Education of customers*
- *Better quality*
- *Increase in sales*
- *Reduction in the prices of the mediums they are served*
- *More employment*

#### Harms of Advertising

- *Misleading promises*
- *High prices*
- *Small businesses*
- *Promotion of consumerism*
- *Distraction*
- *Unrequited desires and unhappiness*
- *Corruption of values*

**b** Give students some time to read the statistics and ask them to discuss the positive and negative effects of advertising based on the given facts. This activity enables students to participate in a discussion about the effects of advertisement.

### Answer Key

*Students' own answers*

**c** Draw students' attention to the given questions and pictures. Give them some time to discuss their ideas with their partners. This activity enables students to talk about the relation between the increasing population of consumers in society and advertising.

### Answer Key

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

### TEACHER'S NOTES

### TEACHER'S NOTES



## 4A BEATING THE DRUM

### 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

## Reading

**a** Ask students to discuss the questions with their partners. Give them some time to think about and discuss the given arguments.

### Answer Key

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

**b** Ask students to read the text to find the main idea of each paragraph. Elicit the answers. This activity enables students to use the context clues to get the main ideas.

### Answer Key

- 1<sup>st</sup> paragraph: 4  
2<sup>nd</sup> paragraph: 3  
3<sup>rd</sup> paragraph: 1  
4<sup>th</sup> paragraph: 2

## TEACHER'S NOTES

## TEACHER'S NOTES



**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 care 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.

c Ask students to read the definitions and choose the word from among the highlighted words in the text. Give them some time. Elicit the answers.

#### Answer Key

- 1 *acquire*
- 2 *turnaround*
- 3 *profit*
- 4 *consumer*
- 5 *reputation*
- 6 *persuasive*
- 7 *manufacturer*

d Ask students to answer the questions according to the text. Give them some time and elicit the answers.

#### Answer Key

- 1 *Because almost everything we see in our daily lives has a brand name printed on it.*
- 2 *It means if people make the right kind of advertising, they can acquire a good market value.*
- 3 *Companies need to advertise to acquire a good reputation and market value.*
- 4 *It has been revealed that they spend on advertising twice as much as they do on research.*
- 5 *It is beneficial for both sides, because manufacturers get more customers and increase their business turnaround and customers have options to get the best possible ones.*

#### TEACHER'S NOTES

e Draw students' attention to the table. Ask them to read the text again in order to find two more examples of the given structures. Give them some time. Elicit the answers. This activity enables students to identify an impersonal style and personal style of passive while reading.

#### Answer Key

##### **Personal Passive**

- 1 *So, is it really necessary, important or effective as it is said to be?*
- 2 *Advertising is thought to be crucial for the business on the whole.*

##### **Impersonal Passive**

- 1 *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.*
- 2 *It is said that the art of advertising dates back to cave paintings in the prehistoric ages.*

f Ask students to read the given sentences. Tell them to tick the ones that they can infer from the text. They are going to check their understanding and also practise the personal and impersonal passive structures. Give them some time and elicit the answers.

#### Answer Key

1, 2, 5, 6, 8

#### TEACHER'S NOTES



## 4A BEATING THE DRUM



### 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.

## **KEEP IN MIND!**

Draw students' attention to the box. Tell them to examine the structure of the sentences. Make sure that they've learned the difference between personal and impersonal passive structures.

## **IDIOM OF THE DAY**

Ask students to read the dialogue and try to guess the meaning of the idiom in bold. Ask them whether they have a similar saying in their own language. The meaning of the idiom is 'to make someone or something famous'.

### **TEACHER'S NOTES**

### **TEACHER'S NOTES**



## 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



## Writing

**a** Ask students whether they remember logos or slogans of famous brands. Tell them to discuss the importance of logos and slogans in advertising.

### Answer Key

*Students' own answers*

**b** Ask students to imagine themselves to create a brand new product. Give them some time and tell them to take notes about the name, use, price of the product. Also, remind them to create a slogan and a logo.

### Answer Key

*Students' own answers*

**c** Draw students' attention to the template and advertisement poster. Ask them to create a poster for the product they've imagined to create in 'Exercise b'. This activity enables students to prepare an advertisement poster of a product.

### Suggested Template

#### **Essential parts of an advertising poster**

**Headline:** *This is the part that should grab the reader's attention. It is usually at the top of the poster and is in the biggest font. It should be short- less than 15 words.*

**Body:** *One or two sentences that advertise your message. They can be longer than the headline, but again short enough to keep the reader interested.*

**Signature:** *Place your company, store, group, or whatever you're advertising here. Include all relevant contact information.*

## TEACHER'S NOTES



## 4B THE CUSTOMER IS ALWAYS RIGHT

### 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.

## 4B THE CUSTOMER IS ALWAYS RIGHT

### Lead in

Give students some time to discuss the given questions with their partners.

#### Answer Key

- 1 Students' own answers
- 2 Students' own answers

### Listening

**a** Draw students' attention to the pictures. Ask them to think about the messages the pictures convey. Ask them the awareness of consumer rights in the society. Encourage them to share their personal experiences about the topic.

#### Answer Key

Students' own answers

**b** Tell students that they are going to listen to a conversation between a sales assistant and a customer. Ask them to skim the sentences and fill in the missing parts while listening. Play the audio. Elicit the answers. This activity enables students to listen for specific information in the context. *Track 18*

#### Answer Key

- 1 return
- 2 non-faulty
- 3 receipt
- 4 refund
- 5 exchange

### TEACHER'S NOTES

**c** Tell students that they are going to listen to the audio again to find about the feelings of the customer and sales assistant. Ask and elicit the answers. This activity enables students to comment on the speaker's feelings.

#### Answer Key

*The customer is self-confident and angry in the beginning, but then he loses his anger and confidence when he finds the truth. The sales assistant, on the other hand is calm and self-confident from beginning to the end.*

### Speaking

**a** Draw students' attention to the photos and ask them to guess the problems in each of them. Have them discuss the feelings of the people. Ask their answers.

#### Answer Key

Students' own answers

**b** Have students read the dialogues and match them with the photos. Give them some time and elicit the answers.

#### Answer Key

- 1 Dialogue 3
- 2 Dialogue 1
- 3 Dialogue 2

### TEACHER'S NOTES



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

- 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. You kindly listen to the customer and explain him/her Sashimi is always served raw.
- B:** 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. 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 you booked two weeks ago. The clerk says it is sold to someone else. You get angry. 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.

c Draw students' attention to the table. Let them examine the expressions of discomfort, annoyance and reluctance. Ask them to find more examples in the dialogue expressing these feelings and underline them. Elicit the answers.

**Answer Key**

DISCOMFORT	ANNOYANCE	RELUCTANCE
<ul style="list-style-type: none"> <li>• <i>Shame on me!</i></li> <li>• <i>I feel quite uncomfortable about...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I'm extremely unhappy about this.</i></li> <li>• <i>Why on earth do you do this job?</i></li> <li>• <i>What is this?</i></li> <li>• <i>I had enough with it.</i></li> <li>• <i>You made me annoyed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No, thanks.</i></li> <li>• <i>I'm not really in the mood for...</i></li> <li>• <i>Do I have to?</i></li> <li>• <i>I don't know...</i></li> <li>• <i>I don't particularly want to...</i></li> </ul>

d Have students read the scenarios and make dialogues using the expressions they've learned. Give them some time. Ask them to act out the situations in the class. This activity enables students to show their discomfort and annoyance in their conversations and express reluctance in their speech.

**Answer Key**

*Students' own answers*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 4B THE CUSTOMER IS ALWAYS RIGHT

### 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

## Reading

a Encourage students to discuss the given questions.

### Answer Key

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

b Draw students' attention to the pictures. Give them some time to scan the text and match the pictures with the subtitles.

### Answer Key

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

c Tell students to read the text and find the verbs, phrasal verbs and collocations related to money. Remind them that they are going to write them in the provided space in the table. Give them some time and elicit the answers. This activity enables students to highlight the verbs and phrasal verbs related to money.

### Answer Key

Verbs	Phrasal verbs and Collocations
<i>vend</i>	<i>get your money's worth</i>
<i>cost</i>	<i>get/receive/offer a discount</i>
<i>save</i>	<i>cash in on</i>
<i>spend money</i>	<i>splash out on</i>
	<i>be on sale</i>
	<i>make a profit</i>

## TEACHER'S NOTES



**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.

d Ask students to read the definitions and write the correct phrasal verb or collocation from the table.

**Answer Key**

- 1 *be on sale*
- 2 *make a profit*
- 3 *cash in on*
- 4 *get your money's worth*
- 5 *splash out on*
- 6 *get a discount*
- 7 *blow on*

e Draw students' attention to the example sentences. Explain them the difference between a base and strong adjective and ask them to find and write the strong versions of the given adjectives in the text. Give them some time. Elicit the answers. This activity enables students to identify words that give gradually strong meaning.

**Answer Key**

Base adjective	Strong adjective
1 <i>interesting</i>	<i>captivating</i>
2 <i>small</i>	<i>tiny</i>
3 <i>excited</i>	<i>thrilled</i>
4 <i>glad</i>	<i>overjoyed</i>
5 <i>good</i>	<i>excellent</i>
6 <i>annoying</i>	<i>exasperating</i>
7 <i>expensive</i>	<i>exorbitant</i>

**KEEP IN MIND!**

Draw students' attention to the box. Ask them to examine the instructions and sentences. Make sure that they've learned the difference between a base and a strong adjective and intensifiers used with them.

**TEACHER'S NOTES**



## 4B THE CUSTOMER IS ALWAYS RIGHT



### 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

## Writing

- a** Ask students to read the application letter for an exchange programme and underline the prepositional phrases as in the given example. Give them some time and elicit the answers.

### Answer Key

*By means of, on exchange, in all fields, at all costs, for hire, for sale, in demand, in this field, on behalf of me, in fashion.*

- b** Ask students to examine the draft for an application letter and tell them to write a similar letter using the prepositional phrases. This activity enables students to write a letter to apply for an exchange programme using prepositional phrases such as for hire/sale, in demand, in fashion.

### Suggested Template

*Date*

**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*

## TEACHER'S NOTES

## TEACHER'S NOTES



## 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. <b>It's my toothbrush!</b>	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. <b>How dare you to tell me I have to pay it!</b>	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.**

## Pronunciation

Give students some time to read and understand the information box.

- a** Ask students to listen to the audio and decide on the feelings of the speaker. Elicit the answers.

*Track 19*

### Answer Key

- 1 *discomfort*
- 2 *annoyance*
- 3 *anger*
- 4 *discomfort*
- 5 *sarcasm*

- b** Ask students to listen to the audio again to decide on the intonation of the speaker. Play the audio and elicit the answers.

### Answer Key

- 1 *rising (↗)*
- 2 *rising (↗)*
- 3 *flat and rising (→) (↗)*
- 4 *rising (↗)*
- 5 *falling (↘)*

- c** Ask students to listen to the sentences carefully and practise the sentences. Have them write the feelings and upward, downward or flat arrows for each sentence. Play the audio and elicit the answers. This activity enables students to intonate sentences correctly so as to show annoyance and discomfort. *Track 20*

### Answer Key

- 1 *sarcasm, falling (↘)*
- 2 *annoyance, rising (↗)*
- 3 *anger, flat and rising (→) (↗)*
- 4 *discomfort, rising (↗)*
- 5 *annoyance, rising (↗)*

## Discussion time

Give students some time to read the extract and think about it. Encourage them to work in groups of four and discuss the given questions.

### Answer Key

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

## Project

- a** Ask students to choose three adverts and find the techniques the brands use and their reliabilities, popularities etc. Tell them to make a presentation to their friends.
- b** Ask students to visit three markets, retailers or stores and take notes about the strategies they follow to promote their products or services. Encourage them to share their observations as a class presentation.

## TEACHER'S NOTES



## AUDIO SCRIPT 17

### Track 1

We all love. We all share. We all create. And we all get dirty. Try new and approved 'ALLES' with more cleaning ingredients. ALLES's trusted powerful stain lifters help get your whole wash incredibly clean and it costs up to forty per cent less than a leading brand. For all your laundry, it's all good.

### Track 2

Nutry oatmeal... Nutry oatmeal has got a 100 per cent 12 vitamins and minerals. It has got ten times of vitamin and mineral nutrition than a regular brand. When you thought it was in here, it was really in here. Nutry oatmeal, now in brown maple sugar... If it's Nutry oatmeal, it's total nutrition.

### Track 3

With its unmistakable taste, best quality and professional service, Tianz is goodness. Every tomato in every bottle has been grown with ultimate love. Only we serve the perfect accompaniments for your delicacies... Haven't you tried it yet? Celebrate the taste of life with its competitive price.

### Track 4

You... You're different. You do things your way. That's what makes you one of a kind. You don't need things. You're happy with who you are. You don't care about money. You have everything you have ever wanted. And this... this is not a car. This is you, a lifestyle, a choice. Introducing you a perfect car for people who have lived just to find new ways to get somewhere... Luxury is a state of mind.

### Track 5

Introducing the Youth age-defying system... This patented two part system was developed by a team of biochemists to deliver instant results by visibly lifting and firming skin. The Youth system retails in stores for just \$130, but during this special TV offer you can experience it for just

\$39.99. If you don't absolutely love the Youth system, simply return it for a full refund.

## AUDIO SCRIPT 18

**Customer:** Excuse me!

**Sales assistant:** Yes, sir. How can I help you?

**Customer:** I ordered a pair of shoes online two weeks ago from this store, but they didn't fit me well. So, I wanted to return them.

**Sales assistant:** Yes, as long as the items are unused and in perfect condition, we accept non-faulty returns in 14 days time.

**Customer:** I know. Anyway, I clicked on the 'Return Product' link, filled in the remaining info and submitted before sending them back. According to the Consumer Rights Act, you have to grant me a full refund, right? It has been a week now and I'm neither paid nor informed yet!

**Sales assistant:** Are you sure that you have sent them in the original packaging with all the receipt and certificates?

**Customer:** Sure.

**Sales assistant:** I'm checking...

**Customer:** Oh, wait! I may have forgotten to put the receipt into the box.

**Sales assistant:** It must have been that. We can't accept returns without the receipt, sir. If you have it with you, I can help you now.

**Customer:** What? I don't keep the receipt! Who keeps receipts!

**Sales assistant:** I see, but I'm sorry I won't be able to help you then. If you find and bring it within 30 days, I can help you for a full refund. Otherwise, I'm sorry but you don't have a legal right for a return. We can still help you for an exchange if you want to have another size or colour of the same product.

**Customer:** Oh great!! I guess there is no other choice. Well, thank you.

**Sales assistant:** You're welcome.

### **AUDIO SCRIPT 19**

*e.g.* It's my toothbrush!

- 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!

### **AUDIO SCRIPT 20**

*e.g.* How dare you to tell me I have to pay it!

- 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!

#### **TEACHER'S NOTES**

#### **TEACHER'S NOTES**



## 4A BEATING THE DRUM

**a Match the names of advertising methods and techniques to their meanings.**

- |                          |                              |
|--------------------------|------------------------------|
| a leaflet                | e banner advert              |
| b viral advertising      | f sponsorship                |
| c subliminal advertising | g public service advertising |
| d celebrity endorsement  | h hoarding                   |

- c** 1 advertising that uses images, sounds and messages which the recipient is not aware of
- e** 2 adverts that appear across the top of a page on the Internet or in a newspaper
- h** 3 a very large board on which advertisements are shown especially at the side of a road
- g** 4 adverts designed to inform and educate people rather than sell a product or service
- b** 5 a direct marketing technique in which a company persuades the Internet users to forward its publicity material in e-mails
- a** 6 a piece of paper that gives you information or advertises something
- d** 7 involving a well-known person using their fame to help promote a product or service
- f** 8 providing money for a TV or radio programme, website, sports event, or other activity in exchange for advertising

**b Match the pictures below with the types and methods of advertising in Exercise a. Think of an example for each from your own country and write the name of the product brand in the blanks.**



**c Complete the sentences with the given words.**

reputation manufacturers turnaround  
consumer acquire persuasive profit

- 1 In order to make a success, an advert should be strategic, influential and persuasive.
- 2 Retailers must advertise to lead the change in the beginning and gain a reputation. Otherwise, they can be led by the change.
- 3 An increasing number of companies are choosing online marketing such as social media advertising to acquire new customers.
- 4 Manufacturers usually promote their products and services constantly to retain existing customers and also get new ones.
- 5 A strong content is the meat and potatoes of advertising and accelerate the company's profit.
- 6 That famous advertorial is the reason for the turnaround of this brand. It suddenly caught the audience and doubled the sales.
- 7 Recently, a research team studied the change in consumer behaviour in the last decade and reported that people are being inclined to more and more material possession day by day.



## ADVERTISING FACTS

- Before the invention of printing press, advertising was done by standing in front of the shop and yelling into the street, just like in Turkish local markets. Along with the usage of printed materials, billboards appeared in the 1900s. It was 1940s when radio overtook the magazines as a more effective medium of advertising.
- Food stylists work on all kinds of food adverts to make them look more delicious and mouth-watering. They sometimes use inedible materials, too. For instance, acrylic cubes are used instead of ice cubes in beverage ads to ensure that it doesn't melt during shooting or some detergent is used for bubbles.
- In the UK, there is a limit of 12 minutes of commercials per one hour broadcast. In the USA, one quarter of all programs are advertising. It is estimated that we take in as many as 5,000 adverts per day. This means by the time an approximate person is 65, he/she will have seen about 2 million adverts.
- For a positive subconscious message, colours are carefully selected in advertising. For instance, red is used to evoke strong emotions such as excitement, love and passion. Blue is preferred by banks and financial firms since it creates a sense of security and trust. While orange and yellow are associated with dynamism and energy, blacks, whites and greys are used to convey the message of seriousness.
- Adverts usually appeal to your emotions, not your sense. The most commonly abused emotions are self-esteem, self-preservation and fear. Other than that, all those happy families and smiling faces are about making you feel positive and buy that product. In watch advertisements, watches are always set to 10.10, not only to frame the brand name on it but also to create a subliminal smiley face message.

**d** Read the text and circle the topic that is not found in it.

- a use of colours in advertisements
- b inedible materials used in advertorials
- c advertising mediums in the past
- d** advertisers' problems in the last century

**e** Answer the following questions according to the text.

- 1 What happened in the advertising industry in the 1940s?  
In the 1940s, radio became a more effective medium of advertising than magazines.
- 2 Why do food stylists work in advertisements?  
Food stylists work on advertisements to make them look more delicious and mouth-watering.
- 3 What is the limit of commercials per hour in the UK and the USA?  
In the UK, it is twelve minutes per one hour broadcast, in the USA, it is 15 minutes.
- 4 Which products or services use blue colours in their advertisements? Why?  
Blue is preferred by banks and financial firms to evoke security and trust.
- 5 Which feelings are most frequently abused by the advertisers?  
Self-esteem, self-preservation and fear are the most commonly abused emotions in adverts.

**f** Rewrite the following sentences in personal and impersonal style of passive as in the example.

e.g. They say Rice Krispies boost immune system.

Rice Krispies are said to boost immune system.

It is said that Rice Krispies boost immune system.

- 1 They say their fruits grow naturally.  
Their fruits are said to grow naturally.  
It is said that their fruits grow naturally.
- 2 The car brand claims that their cars protect the environment.  
Their cars are claimed to protect the environment.  
It is claimed that their cars protect the environment.
- 3 Experts think that advertising to children is illegal.  
Advertising to children is thought to be illegal.  
It is thought that advertising to children is illegal.
- 4 They argue that advertising promotes consumerism in society.  
Advertising is argued to promote consumerism in society.  
It is argued that advertising promotes consumerism in society.
- 5 They predict the billboard advert will advocate the sales.  
The billboard advert is predicted to advocate the sales.  
It is predicted that the billboard advert will advocate the sales.

## 4B THE CUSTOMER IS ALWAYS RIGHT

**a** Read the dialogue and complete it with the given phrases and sentences.

- a I'm not really in the mood for...
- b No, thanks!
- c I'm extremely unhappy about this.
- d You are making me annoyed!
- e so irritating!
- f I don't know...
- g Do I have to...

### At a restaurant...

**Customer:** Excuse me! This soup is cold.

**Waiter:** Really? c (1)  
Please, allow me to change it.

**Customer:** b (2) I guess I'll go on with my main course. By the way, I won't pay for the soup, will I?

**Waiter:** I'm sorry, sir. We can't cut it out from the bill.

**Customer:** g (3) pay for it? I couldn't eat even a spoon of it.

**Waiter:** Well... actually it was warm when I served it sir, and it is usually served warm.

**Customer:** No, it wasn't. I know what I was eating. d (4) Can I talk to your manager please?

**Waiter:** Sure.

### A few minutes later... The manager comes to the table.

**Manager:** Excuse me, sir! Do you have any problem with the meal?

**Customer:** Yes, my soup has been served cold and I know that I won't pay for it.

**Manager:** Er... Are you sure?

**Customer:** Of course I'm. Do you think I'm lying here? This is e (5).

**Manager:** OK, then. Sorry for the inconvenience. It's not a big problem if you don't pay for the soup.

**Customer:** Thank you!

**Manager:** Please, accept our treats and apologies.

**Customer:** f (6)  
a (7) anything.

**Manager:** Sorry to hear that. Ok, then. Hope to see you again. Good evening!

**Customer:** Good evening!

**b** Read the dialogue again and write True (T), False (F) and Not Mentioned (NM) near the statements below. Correct the false ones.

- 1 The customer offers the waiter to change his soup with a hot one. (F)  
*The waiter offers to change the soup.*
- 2 The waiter answers him politely in the beginning. (T)
- 3 The customer is in a hurry, so he wants to go on with his main course. (NM)
- 4 The waiter comes with the idea of not paying for the soup. (F)  
*The customer offers it.*
- 5 The customer feels annoyed when the waiter claims bringing a warm soup. (T)
- 6 The manager accuses the man with lying and ignores his complaint. (F)  
*The manager behaves politely and solves the problem.*



**C Complete the sentences with a suitable verb, phrasal verb or collocation related to money.**

e.g. The new company produces and sells/vends moderately priced shoes.

- I paid a fortune for this vacuum cleaner, but I can't get my money's worth, because it doesn't work well.
- Many big supermarkets and retailers cash in on us keeping the change in charm pricing.
- All drying machines were on sale in all shops two years ago, because a new technology washing machine was ready to take place in the market.
- I don't know why I can't put some of my money aside! Whenever I am paid, I spend/blow it on clothes!
- Many retailers offer discounts to boost their sales on special days.
- If the customer is found right and win the case, then the company will have to shell out millions of dollars.
- If you really want to buy/purchase a new brand car, you have to wait for a while till the taxes fall or else you won't make a profit.
- The holiday I went on last year cost me a fortune. I regret going on such an expensive cruise.

3 I really regret buying this car. It doesn't work properly and I can't get my money's \_\_\_\_\_.

- a cost                      **b** worth                      c discount  
d cash                      e sale

4 I always tell him not to \_\_\_\_\_ his money, but he keeps spending it extravagantly.

- a shell out                      b pay                      **c** blow on  
d save                      e put aside

5 I want to buy these shoes while they are still \_\_\_\_\_.

- a profit                      **b** on sale                      c for sale  
d discount                      e change

6 This latest technology vending machine is \_\_\_\_\_ all over the world.

- a for hire                      b at all costs                      **c** in demand  
d on exchange                      e receive a discount

7 I paid \$70 for this dress two weeks ago. Now, they are sold only for \$35. This is extremely \_\_\_\_\_!

- a** exasperating                      b captivating                      c thrilled  
d tiny                      e overjoyed

8 In today's world, consumerism manifests itself with more and more people who have really low incomes and still buying quite luxurious products \_\_\_\_\_.

- a in all fields                      b sale                      **c** at all costs  
d purchase                      e by means

**d Circle the correct options to complete the sentences.**

1 I'm afraid that getting the car fixed will \_\_\_\_\_ me a fortune.

- a spend                      b sell                      c vend  
d purchase                      **e** cost

2 The insurance company accused their customer of trying to \_\_\_\_\_ the car accident.

- a make a profit                      b blow on                      c buy  
**d** cash in on                      e get a discount



## 5A THE PURSUIT OF DREAMS

### 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.

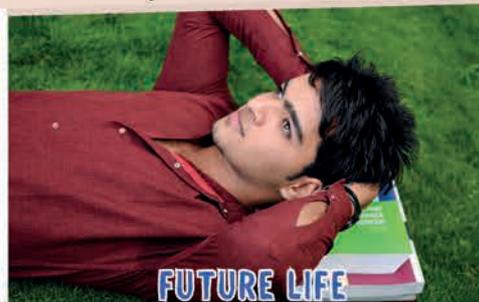
- 1 What will affect the future jobs and shape the skills of workforce in the future?  
\_\_\_\_\_
- 2 Why does Mrs Chester think we should prepare ourselves for the future jobs?  
\_\_\_\_\_
- 3 What do soft skills include?  
\_\_\_\_\_
- 4 According to Mrs Chester, why should students develop their 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



5A THE PURSUIT OF DREAMS

**Lead in**

Ask students to think about the questions. Then, have students discuss the questions with their partners. Let them share their opinions with class.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers

**Listening**

**a** Have students think of the given questions. Ask them to discuss the impacts of technology on future jobs with their partners. Then, let them share their ideas with class.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers

**b** Ask students to pay close attention to the audio, which is of a career coach's point of views about future skills and jobs. Tell students that they will focus on the main idea of the interview. If necessary, play the audio one more time. Check the correct answer with class. This exercise enables students to find out main idea of the audio. *Track 21*

**Answer Key**

- ③ *It is about why and how students can prepare themselves for the future jobs.*

**c** Before listening to the audio again, let students read the questions to be familiar with the sentences and vocabulary so that they can focus on the answers. Remind students that they can take notes while listening to the audio, and the short answers are accepted. If necessary, play the audio again. Check the answers with class.

**Answer Key**

- 1 *Advances in technology, increasing globalisation and international mobility will affect the future jobs and shape the skills of workforce in the future.*
- 2 *In order to perform the new jobs, we will need various skills and qualifications.*
- 3 *Leadership, effective oral and written communication, being a good team player, building strong networking, critical thinking and problem-solving skills.*
- 4 *In order to adapt quickly to new cultures and take the international opportunities.*

**d** Have students work in pairs. Ask them to take notes about the given question and organise their ideas before they speak. Then, let them share their ideas with class.

**Answer Key**

*Students' own answers*

**Reading**

**a** Draw students' attention to the photo and questions. Ask them to work in pairs and take turns to talk about their hopes, dreams and expectations for the future and where they see themselves in ten, twenty and fifty years from now.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers

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



**b** Have students work in pairs or groups. Ask them to have a look at the words before matching them to the definitions. Students guess the meaning of the target words from the text. Then, check the answers with class. You can also ask students to make sentences with the target words. Students take turns to share their sentences with class. This exercise enables students to match the words in the text to their definitions.

#### Answer Key

- 1 *specialty*
- 2 *inevitably*
- 3 *instructional*
- 4 *qualification*
- 5 *curiosity*
- 6 *executive*
- 7 *profound*

**c** Ask students to read the text again in detail to respond to the given questions. Students do the exercise individually. While they are doing the exercise, walk around class to correct any mistakes you see. Check the answers with class.

#### Answer Key

- 1 *He 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.*
- 2 *The main reason of this change is the profound impact of advancements in technology on the global industries.*
- 3 *He hopes he will be attending Electrical and Electronics Engineering Department of Boğaziçi University this time next year.*
- 4 *Because the instructional language of the department is English.*
- 5 *By age 65, he'll have retired and written books about engineering for the next generation, living in a cottage by the Aegean Sea.*

**d** Ask students to underline the phrases about time in the text as in the example. If they have difficulties with the target phrases, you can give a few more examples. This exercise enables students to highlight phrases about time.

#### Answer Key

*in the future, this time next year, before I graduate from university, five years from now, by the time I am 23, by then, by age 65*

**e** Ask students to work in pairs. Remind them that they can take notes and organise their ideas before speaking. Have them talk for two minutes about each of the given topics about themselves in 20 years' time. This exercise enables students to talk to each other on their future life fluently and spontaneously.

#### Answer Key

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

### TEACHER'S NOTES



## 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
e.g. Would you be available tomorrow? _____ _____ _____	e.g. We are happy to accept this agreement. _____ _____ _____	e.g. That would be very difficult for us because... _____ _____ _____

## KEEP IN MIND!

Draw students' attention to the box. Have students examine the sentences with completed actions and continuous actions in the future. Ask them to find out the differences between meaning and tense in the sentences.

## Speaking

**a** Ask students to examine the sentences given and put them into the correct column. Tell students that in a negotiation, a discussion where people are trying to reach an agreement, some effective sentences and phrases as given examples have been used. Then, check the answers with class.

### Answer Key

#### Making proposals

- 2** *Would it be possible...?*
- 8** *We'll reduce the price by 5% if you increase the order by 5%.*
- 9** *As long as you pay regularly we will...*

#### Accepting proposals

- 3** *This agreement is acceptable to us.*
- 6** *That sounds reasonable.*
- 10** *I am willing to work with that.*

#### Refusing proposals

- 1** *I'm afraid your offer doesn't go far enough.*
- 4** *That's totally unacceptable.*
- 5** *I'm sorry, we can't accept that.*
- 7** *No, that's out of question.*

### TEACHER'S NOTES

### TEACHER'S NOTES



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)

**b** Ask students to work in pairs or individually. Have them read the dialogues and put the given sentences in the correct place. Then, check the answers with class.

**Answer Key**

- 1 C
- 2 E
- 3 A
- 4 D
- 5 B

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 5A THE PURSUIT OF DREAMS

- 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
economy	common	daughter

/b/	/ɔ:/

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

e.g. perform      order      robot

- colleague      caught      knowledge
- prosecutor      what      course
- curiosity      floor      sport
- chocolate      passport      electronic

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

c Have students work in pairs to create dialogues based on the situations in the exercise, using the sentences in 'Exercise a'. Then, let them practise the dialogues with their partners. This exercise enables students to accept and refuse proposal.

**Answer Key**

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

**🗣️ Pronunciation**

a Ask students to pay close attention to the phonemes /ɒ/, /ɔ:/, and the words in the table. Have them repeat each sound and word. If they have difficulties with producing the sounds, help them with the mouth position for each sound.

*Track 22*

b Ask students to listen to the audio and write the words under the correct sound. Encourage them to say the words and help them decide to put the words into the correct table. Then, check the answers with class. This exercise enables students to identify and produce these vowel sounds: /ɒ/, /ɔ:/. *Track 23*

**Answer Key**

/ɒ/	/ɔ:/
<i>common</i>	<i>horse</i>
<i>job</i>	<i>four</i>
<i>follow</i>	<i>ball</i>
<i>doctor</i>	<i>daughter</i>
<i>economy</i>	<i>law</i>

**TEACHER'S NOTES**

c Ask students to practise each word and choose the odd one out. Remind them if they have difficulties with the pronunciation of the words, they can use their dictionaries.

**Answer Key**

- 1 *caught*
- 2 *course*
- 3 *curiosity*
- 4 *passport*

d Ask students to listen to the audio and check their answers. *Track 24*

**TEACHER'S NOTES**





## 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.

### Quote of the day!



"The future depends on what you do today."

**Mahatma Gandhi**

### 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.

## Writing

- a** Give enough time to the students to think and take notes about their interests and skills that will help them to achieve their goals in the future.

### Answer Key

*Students' own answers*

- b** Ask students to write an essay of 250-300 words to describe what kind of a future they would like to have and what they will do for it. If the time is limited, you can give them this exercise as homework and ask them to bring it to class for next day.

### Answer Key

*Students' own answers*

- c** Have students change their papers with each other for peer correction. Ask them to check their partner's writing papers concerning the given criteria in the rubric. Ask students to share their opinions and thoughts with class.

### Answer Key

*Students' own answers*

## IDIOM OF THE DAY

Have students read the dialogue and encourage them to guess the meaning of the idiom used from the context. The meaning of the idiom is 'to become very famous or successful'.

### TEACHER'S NOTES

### TEACHER'S NOTES



## 5B TIME WILL TELL



### 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

## 5B TIME WILL TELL

### Lead in

Have students focus on the photos. Ask them what subject they will probably have engaged in this module. Give enough time to the students to think about the questions. Ask them to discuss the questions with their partners.

#### Answer Key

1 *Students' own answers*

2 *Students' own answers*

### Reading

a Ask students to work in pairs to express their opinions about the question. Then, let them share their ideas with class.

#### Answer Key

*Students' own answers*

### TEACHER'S NOTES

### TEACHER'S NOTES





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?



**b** Have students read the text and focus on the highlighted words in the text. Ask them to guess the meaning of the words from the context. Students will match the words to their definitions. Then, check the answers with class. This exercise enables students to guess the meaning of the vocabulary in the text.

#### Answer Key

- 1 *cyborg*
- 2 *promoting*
- 3 *achievement*
- 4 *augment*
- 5 *launch*
- 6 *function*
- 7 *infallible*

**c** Have students read the text again in detail and complete the sentences according to the text. Remind students that they will try to infer the required information from the sentences in the text. This exercise enables students to read a passage or a dialogue to find out main idea and details.

#### Answer Key

- 1 *speech recognition, learning, planning, problem-solving as well as working and reacting like humans.*
- 2 *machines to process information for themselves on a very sophisticated level.*
- 3 *human brains will be connected to computers.*
- 4 *for disease treatment and prevention.*
- 5 *expected to help transportation problems such as accidents, and human errors that result from some unpredictable factors.*
- 6 *artificial intelligence and its impacts have been changing constantly and it is expected that they will be progressed much more in the future.*

**d** Ask students to write the sentences in the text that can be alternative ways to talk about the future as in the example. If they have difficulties with the target grammar structure, you can explain it with a few examples.

#### Answer Key

- 1 *...they expect that is bound to happen within a few years.*
- 2 *... the doctors and researchers are about to predict...*
- 3 *...10 million self-driving cars are due to be on the road by 2020...*

**e** Ask students to discuss the questions with their partners using the future expressions in 'Exercise d'. While they are doing the exercise, walk around the class and correct the mistakes you hear. Then, let them share ideas with class. This exercise enables students to use future expressions, such as be about to, be bound to, etc. in their speech.

#### Answer Key

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

### TEACHER'S NOTES



## 5B TIME WILL TELL



### 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		

## KEEP IN MIND!

Draw students' attention to the box. Ask them to examine the structures and read the examples of alternative ways to talk about the future. Encourage them to make sentences related to the target grammar structure.

## Listening

a Draw students' attention to the warm up questions. Ask them to discuss the questions with their partners, and share their ideas with class. Do not interrupt them to correct their mistakes.

### Answer Key

- 1 Students' own answers
- 2 Students' own answers

## TEACHER'S NOTES



b Tell students that they will take notes while they are listening to the audio to complete the table in the exercise and they will benefit from their notes to do the next exercises. Have them listen to the audio carefully. If necessary, play the audio again. Then, check the answers with class. This exercise enables students to take notes on details for given activities. *Track 25*

### Answer Key

Experts	Profession	Points of view about AI
<b>Stephen Hawking</b>	<i>Theoretical physicist, and the greatest genius scientist of the century</i>	<i>If we don't prepare for, and avoid the potential risks of AI, it brings many dangerous like powerful autonomous weapons. It could bring great disruption to our economy.</i>
<b>Elon Musk</b>	<i>An engineer, entrepreneur and a businessman</i>	<i>AI is our biggest existential danger; we need to be very careful with it.</i>
<b>Bill Gates</b>	<i>The owner of the world's largest software business</i>	<i>AI will take over a lot of jobs and will be a good thing. There is no need to panic about it. AI allows us to produce a lot more goods and services with less labour. And, it has been great for society.</i>
<b>Mark Zuckerberg</b>	<i>Co-founder of a social-networking website</i>	<i>AI makes human life better.</i>

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'.

**c** Ask students to listen to the audio again and take notes to complete the sentences. Students do exercise individually. Check the answers with class.

#### Answer Key

- 1 The most interesting event that will capture our life is human level artificial intelligence.*
- 2 These super-intelligent machines will not have human emotions like love or hate.*
- 3 Stephen Hawking believes that Artificial Intelligence may bring dangers like powerful autonomous weapons.*
- 4 Bill Gates says "There is no need to panic about it."*
- 5 Mark Zuckerberg is much more optimistic about this technology.*

**d** Have students read the questions before listening to the audio in order to be familiar with the words and questions so that they can focus on the required information. Ask them to listen to the audio again and answer the questions. Then, check the answers with class.

#### Answer Key

- 1 The most interesting event that will capture our life is human level artificial intelligence.*
- 2 Because they fear that Artificial Intelligence may control the world in the future.*
- 3 Because he believes that it brings many dangers if it isn't used properly.*
- 4 Bill Gates and Mark Zuckerberg think more optimistic about this technology.*
- 5 There is no clear answer. Some says that human-level Artificial Intelligence is centuries away, some predict that it will happen before 2060.*

**e** Have students work in pairs to discuss the experts' points of view about Artificial Intelligence that they have listened to. Let them share their ideas about if they agree with the experts or not.

#### Answer Key

*Students' own answers*

#### Speaking

**a** Ask students to work in pairs. Have students read the predictions given about the future life and discuss with their partners justifying their opinions.

#### Answer Key

*Students' own answers*

**b** Let students think of the predictions. Ask them to discuss with their partners about the given predictions justifying their opinions.

#### Answer Key

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

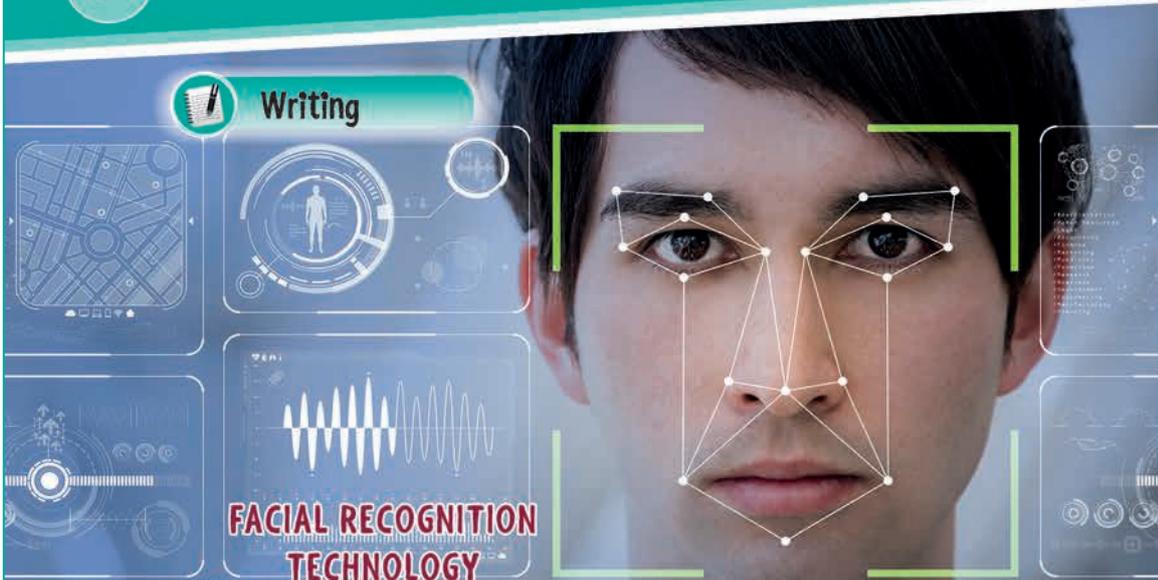
**c** Have students work in groups. They will talk about the conditions people will have been living a hundred years later justifying their opinions as in 'Exercise a'. This exercise enables students to talk about conditions people will have been living a hundred years later.

#### Answer Key

*Students' own answers*

## 5B TIME WILL TELL

### Writing



**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.

**TEACHER'S NOTES**

**TEACHER'S NOTES**



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

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.

## Writing

**a** Ask students to read the essay and match the titles to the paragraphs of the essay. Then, check the answers with class.

### Answer Key

- 1 Conclusion:D
- 2 Introduction:A
- 3 Body:B-C arguments for:B arguments against:C

**b** Have students read the essay and write the related sentences in the essay to each topic. This exercise enables students to draw an outline (e.g. introduction, developing and conclusion paragraphs) to write an essay.

### Answer Key

#### 1 Introduction

- *Introducing the topic*

*Facial recognition is a kind of software that can identify or verify a person from a digital image...*

- *Thesis statement (both views about the topic)*

*Facial recognition technology can bring many...*

#### 2 Body

##### Paragraph 1 Arguments for the subject

- *Topic sentence (advantages)*

*Firstly, it has already been used in various...*

- *Supporting statement/arguments/examples*

*For example, this year Welsh police used it to...*

##### Paragraph 2 Arguments against the subject

- *Topic sentence (disadvantages)*

*On the other hand, many people and experts...*

- *Supporting statement/arguments/examples*

*For instance, a smartphone app in Russia can...*

#### 3 Conclusion

- *Summary of the subject*

*In conclusion, face recognition technology is able to contribute a lot to many aspects of life...*

*However, many people are of the opinion that...*

- *Stating your opinion*

*Personally, I think that governments should have very strict regulations related to when...*

**c** Have students read the essay again and underline the addition and contrast words or phrases in the text.

### Answer Key

- 1 *list/add points: firstly, also, another advantage of, in addition*
- 2 *express contrast: however, on the other hand*
- 3 *introduce examples: for example, for instance*
- 4 *introduce a conclusion: in conclusion*

**d** Students work individually to write an essay on their notebooks. Tell them that they will consider the structure of the essay they have read. This exercise enables students to write a short essay about life in the future using linkers of addition or contrast using the words and phrases previously mentioned.

### Answer Key

*Students' own answers*

**e** Ask students to swap their papers with their partners' in order to check if the structure of the essay is considered or not.

## Discussion time

Have students discuss the questions with their classmates. Remind them that they can take notes and organise their ideas before speaking.

### Answer Key

*Students' own answers*

## Project

Students will prepare a poster that describes their future lives including personal, educational, career goals and the way they would like to be living.

### Answer Key

*Students' own answers*

## AUDIO SCRIPT 21

**Interviewer:** Today, we will talk to a career coach, Maggie Chester, about future skills and jobs. Mrs Chester, what do you think our roles and our jobs will be in the future?

**Mrs Chester:** Indeed, for many of us it is hard to predict what future, careers and jobs we will have and what our roles will be. Especially, advances in technology, increasing globalisation and international mobility will affect the future jobs and shape the skills of workforce in the future. We should prepare both ourselves and our students for the future jobs.

**Interviewer:** Why do you think we should prepare ourselves for the future jobs?

**Mrs Chester:** As you know, it has been predicted that, in the coming years, robots or some software will take over many daily tasks that people do previously. In this case, many jobs will disappear and many jobs don't even exist yet will be in the future. In order to perform the new jobs, we will need various skills and qualifications.

**Interviewer:** How can students prepare for jobs that don't even exist yet?

**Mrs Chester:** Maybe, instead of aiming at a particular profession, students today should be equipped with many different skills in order to adapt easily to the future world of work. For example, students can improve their computer and certain soft skills which include leadership, effective oral and written communication, being a good team

player, building strong networking, critical thinking and problem-solving skills. Especially, critical thinking and problem-solving skills that will probably be a must to perform these jobs. That's to say, before solving a problem, they must be able to critically analyse and question what causes it.

**Interviewer:** What other skills do you think students should focus on?

**Mrs Chester:** They should always keep staying inquisitive and be willing to learn new things about the professions and skills they would like to have. In addition, organisations, companies and governments across the globe will have much more contact and business with each other. So, students should also develop their cultural intelligence in order to adapt quickly to new cultures and take the international opportunities.

## AUDIO SCRIPT 22

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

## AUDIO SCRIPT 23

horse, four, economy, ball, common, job, daughter, follow, law, doctor

## AUDIO SCRIPT 24

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

## AUDIO SCRIPT 25

**Interviewer:** We will talk to Henry Adam, a researcher, about the latest significant advancements in the history of humanity. Mr Adam, what do you think the most important change will be in the history of life on Earth in the next years?

**Mr Adam:** The most interesting event that will capture our life is human level artificial intelligence. Of course, most scientists think that these super-intelligent machines will not have human emotions like love or hate. However, they are concerned about the risks they carry. The issue is still controversial among the scientists.

**Interviewer:** In what ways do the scientists have different points of view?

**Mr Adam:** Some claim that although it is a product of human's intelligence, the thinking machines may be more intelligent than human. Some fear that they may control the world in the future. For example, Prof. Stephen Hawking, theoretical physicist, and the greatest genius scientist of the century, says the primitive forms of artificial intelligence developed so far have been very useful, but he fears the results of creating something that can surpass humans. He says "Unless we learn how to prepare for, and avoid, the potential risks,

Artificial Intelligence could be the worst event in the history of our civilization. It brings dangers like powerful autonomous weapons... It could bring great disruption to our economy."

Similarly, Elon Musk, an engineer, entrepreneur and a businessman has warned that "If I were to guess what our biggest existential threat is, it's probably that. So we need to be very careful with the artificial intelligence."

**Interviewer:** And what about the opponents? What do they say?

**Mr Adam:** Well, some others are quite optimistic actually. For instance, the owner of the world's largest software business, Bill Gates thinks that artificial intelligence will take over a lot of jobs and will be a good thing. There is no need to panic about it. "Artificial Intelligence is just the latest in technologies that allow us to produce a lot more goods and services with less labour. And overwhelmingly, over the last several hundred years, that has been great for society."

Co-founder of a social-networking website, Mark Zuckerberg is much more optimistic about this technology. He thinks Artificial Intelligence makes human life better.

**Interviewer:** When do you think we will probably live with these super-intelligent machines?

**Mr Adam:** In fact, there is no clear answer about it. While some experts still guess that human-level Artificial Intelligence is centuries away, some researchers predict that it will happen before 2060.

## 5A THE PURSUIT OF DREAMS



### DREAMS

I am Jason, a high school student. I am a type of person who is really interested in space and galaxies. Therefore, I would like to be an astronaut and answer all the questions about the space that human beings have been curious about for centuries.

As far as the requirements to be an astronaut are concerned, a bachelor's degree in engineering, biological science, physical science, computer science or mathematics will be needed according to International Space Station (NASA). Thus, I will be studying computer science at a leading university this time next year in order to make my dreams come true. In 2024, I will have been studying this department for five years. It's likely that in five years' time, I will have achieved many required skills.

After I graduate from university, I am sure that I will have been equipped with great knowledge related to computing, coding and software programmes. Another requirement

to be an astronaut is at least three years of related professional experience obtained after degree completion or at least 1,000 hours pilot-in-command time on jet aircraft. For this reason, I will have been working for at least three years in an international company to have a job experience before applying to an international space company by the year 2028.

Astronaut candidates must also have skills in leadership, teamwork and communications. For this requirement, I will be taking some private classes in the evenings as well as reading books, articles and magazines about effective communication, leadership and try to apply what I have learned to my life. I also believe that I will have passed the second exam that has been taken as an interview by the International Space Station's (NASA) scientists. After I am selected as an astronaut, I will complete a two-year training period. Maybe, by 2040, I will have found answers to the questions that human beings have been looking for being answered for centuries.

**a** Read the text. Write the sentences with the completed actions and continuous actions in the future below.

completed actions in the future	
1	I will have achieved many.
2	I will have been equipped with.
3	I will have passed the second exam.
4	I will have found answers.

continuous actions in the future	
1	I will be studying computer science.
2	I will have been studying this department.
3	I will have been working.
4	I will be taking some private classes.

**b** Circle two subjects below that are not mentioned in the text.

- ① What kind of questions about space are not answered.
- 2 How long he will work before applying to the International Space Company.
- ③ His social life in university and at work.
- 4 The requirements for being an astronaut.
- 5 What he will do to make his dream come true.

**c** Read the text again and answer the following questions.

- 1 Why does Jason want to be an astronaut?  
He is a type of person who is really interested in space and galaxies.
- 2 How long will he have been studying at university in 2024?  
In 2024, he will have been studying at university for five years.
- 3 What is the second requirement to be an astronaut?  
It is at least three years of related professional experience or at least 1,000 hours pilot-in-command time on jet aircraft.
- 4 What will he have been doing by the year 2028?  
He will have been working for at least three years in an international company.
- 5 Based on the text, do you think being an astronaut is easy or difficult? Why?  
Students' own answers

**d** Complete the sentences with the words below.

inevitably      specialty  
 executive      qualification  
 instructional      profound  
 curiosity

- 1 In our classes, we usually watch online instructional videos about how to speak English naturally.
- 2 Last week, I met a well-known doctor with a specialty in internal medicine.
- 3 In order to get a well-paid job in the future, you should have an academic qualification.
- 4 The executive of the company decided to hire her because she is very good at speaking three foreign languages.
- 5 His great curiosity about animals caused him to be a vet.
- 6 The latest profound technological advancements in education make learning atmosphere much more interesting and enjoyable.
- 7 Her getting a promotion at work is inevitably the result of working hard.

## 5B TIME WILL TELL



### SPACE JOURNEY

The advancements in the science and technology have been increasing rapidly since human beings have been very curious about everything. Now, not only are the experts curious about the earth, stars, planets, and satellites but also ordinary people. The latest technological developments make people feel hopeful to discover the solar system and the space.

For decades, the well-known space station NASA (National Aeronautics and Space Administration) has been increasing our knowledge about the Red Planet, Mars, and paving the way for future human explorers. It has been on a journey to Mars recently, with a goal of sending humans to the Red Planet in the 2030s. In order to achieve this goal, they have been working on the most advanced rocket and spacecraft (without astronauts) that will discover the thousands of miles beyond the moon, travelling farther than humans have ever travelled before.

In the 2020s, they'll send astronauts on a year-long mission into this deep space to study the availability of Martian resources as well as to test peoples' readiness for Mars. Nevertheless,

all these achievements are promising advancements for space journey; they say there are still a lot of questions to be answered about the solar system: Was Mars once home to microbial life or is it today? Can it be a safe home for humans? What can the Red Planet teach us about our own planet's past, present and future? If these questions are answered, the space journey will fulfil sooner or later.

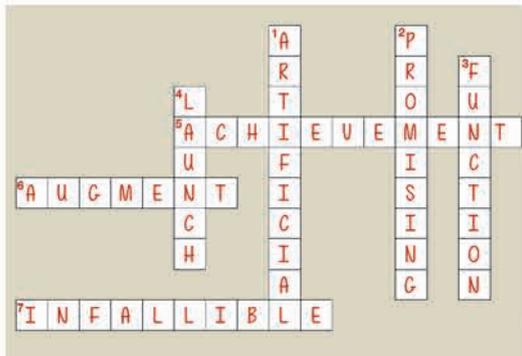
It is possible to predict that technology is headed to the deeper space exploration with wider opportunity to space travel. Space travel could be reality in the nearest future thanks to the great efforts of the scientists, programmers and engineers who believe in this dream.



**a Read the text and answer the questions.**

- Why have the advancements in the science and technology been increasing rapidly?  
*Because human beings have been very curious about everything.*
- Why do people feel hopeful about the latest technological advancements?  
*To discover the solar system and the space.*
- What issue has NASA been working on recently?  
*It has been working on the most advanced rocket and spacecraft to have a journey to Mars.*
- How will NASA get information about the availability of Martian resources?  
*In the 2020s, they'll send astronauts on a year-long mission into this deep space to study the availability of Martian resources.*
- What if all questions about Mars are answered?  
*If all questions about Mars are answered, the space journey will be sooner or later.*

**b Find the words in criss-cross puzzle below.**



**Across**

- a thing that somebody has done successfully
- to increase the amount, value, size, etc. of something
- never wrong; never making mistakes

**Down**

- created by people; not happening naturally
- showing signs of being good or successful
- a special activity or purpose of a person or thing
- to start an activity, especially an organised one

**c Complete the sentences with the future expressions below.**

be to

be sure/bound to

be about to

be due to

be on the verge of/on the brink of

- I am sure the journey to Mars is sure/bound to fulfil in the coming years.
- Negotiations about the global warming is due to start next week.
- Researchers are on the verge of/on the brink of finding cure for cancer.
- A: Do you have time to help me with my homework?  
B: Sorry, I am just about to leave.
- The Prime Minister is to visit a few European countries next month.



## 6A MINDING THE GAP



### 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	<u>Michael</u>
<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	_____





6A MINDING THE GAP

**Lead in**

Have students discuss the questions with class.  
Let them share their opinions with class.

**Answer Key**

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

**Listening**

a Draw students' attention to the photos and ask them to talk about the photos with their partners. Ask them to guess the problems between the people.

**Answer Key**

*Students' own answers*

b Let students listen to the audio and tick the subjects of conflict which are mentioned in the audio. Ask them to write the names of the speakers in the blanks. This activity enables students to identify the conflicts between different generations. *Track 26*

**Answer Key**

<input checked="" type="checkbox"/>	1 <i>spending pocket money</i>	Efe
<input type="checkbox"/>	2 <i>friends unapproved by parents</i>	
<input type="checkbox"/>	3 <i>choosing occupation</i>	
<input checked="" type="checkbox"/>	4 <i>freedom of going out in the evening</i>	Pilar, Michael
<input checked="" type="checkbox"/>	5 <i>pressure about school matters</i>	Michael
<input type="checkbox"/>	6 <i>bad habits</i>	
<input checked="" type="checkbox"/>	7 <i>deciding one's own style</i>	Hannah

TEACHER'S NOTES



**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		
Obedying 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.

c Ask students to listen to the audio again and answer the related questions.

**Answer Key**

- 1 *Because he wants to make time for his hobbies or friends.*
- 2 *Because when she was young, she wasn't allowed to wear a bit of make-up and couldn't wear clothes her mother didn't approve of.*
- 3 *Because she thinks she is old enough to make her own decisions and she is a sensible girl who knows what's wrong or right.*
- 4 *When he wants to go out with his friends, he has to ask his parents for extra money and they find the amount too much. In order not to ask for extra money, he decided not to go out and stay at home.*
- 5 *Students' own answers*

d Have students listen to the audio and inform them that they will take notes and complete the given table. This activity enables students to take notes about the topic and details such as different experiences, opinions, habits and behaviours to find out the missing information.  
Track 27

**Answer Key**

Topic	Details (experiences/opinions/behaviours)	
	in the past	today
<b>Experiences with the parenting</b>	<i>It was easier before.</i>	<i>Parenting is harder today.</i>
<b>Obeying the rules</b>	<i>They would refuse to obey some rules, but there was an understanding in the end.</i>	<i>The new generation resist any decision made by their parents.</i>
<b>Accepting the authority</b>	<i>They had accepted the parents' authority.</i>	<i>It is really hard to get them to do what should be done.</i>
<b>Speaker's thought</b>	<i>Maybe it wasn't so good when he thinks of it now.</i>	<i>It's not good how the kids of today behave, either.</i>

**TEACHER'S NOTES**



e Ask students to discuss the questions with their partners. This activity enables students to talk about the difference in values and attitudes between one generation and another.

**Answer Key**

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

## 6A MINDING THE GAP

### 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.

 **Reading**

**a** Have students discuss the question and share their opinions with class.

**Answer Key**

*Students' own answers*

**b** Ask students to scan the text and find what the major problem caused by generation gap is according to the text.

**Answer Key**

*Losing mutual respect.*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



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*

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

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

- 1 **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.
- 2 **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.

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



c Ask students to work in pairs or groups and guess the meaning of the target vocabulary from the text. Check the answers with class. This activity enables students to match the phrasal verbs related to the topic with their meanings.

**Answer Key**

- 1 drift apart
- 2 talk back
- 3 fall out
- 4 go against
- 5 forge ahead
- 6 lag behind

d Let students read the text. Ask them to find the problems mentioned in the text and fill in the chart with the correct information. This activity enables students to analyse what the problems are about generation gap in the text.

**Answer Key**

Problem	Area	Between	Reason
Polarisation	Family	Parents-Children	Being unable to build a channel for communication
Using technology	School	Teachers – Students	Difference of approaches to technology
Resistance to change	Workplace	Senior employees – younger employees	Different attitudes towards work

e Let students think about a problem caused by generation gap in an area of social life. Have them discuss about that problem using the key words. This activity enables students to use lexis and jargon in the text.

**Answer Key**

Students' own answers

 **Pronunciation**

a Ask students to read the sentences aloud stressing the underlined words in each sentence. Then, let them discuss how the meaning of each sentence changes.

b Ask students to pay close attention to the audio and underline the stressed words. *Track 28*

**Answer Key**

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

c Have students listen to the audio again and choose the correct meaning of each sentence. Remind them that in spoken language, intonation determines the mood or intention of the speaker.

**Answer Key**

- 1 B
- 2 B
- 3 A
- 4 B

d Encourage students to practise the sentences using intonations to give the specified meanings in parentheses. Then, let them underline the words they put the emphasis. This exercise enables students to use different ways of intonation to express different ideas.

**Answer Key**

- 1 Jason will drive me **home**.
- 2 She didn't **say** she had seen the thief.
- 3 **We** can stop them to sell the house.
- 4 I've bought **the dress** for her.

## 6A MINDING THE GAP



### 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.

## Speaking

- a** Give students enough time to think of the questions and have them discuss the questions with class. Elicit the answers. Encourage them to give examples to justify their opinions.

### Answer Key

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

- b** Ask students to read the dialogues and put the given phrases into the correct blanks. Check answers with class.

### Answer Key

- 1 *C*
- 2 *A*
- 3 *D*
- 4 *B*

- c** Ask students to work in pairs. Let them think of something that someone did for them. Draw their attention to the dialogues given in 'Exercise b'. Encourage students to make similar dialogues as shown in the previous exercise. This activity enables students to talk about something that their friends, teachers or parents did for them or someone else.

### Answer Key

*Students' own answers*

## KEEP IN MIND!

Draw students' attention to the box. Give them a few minutes to examine the structure and sentences. Explain that the causative form is used when arranging for someone to do something for us or when someone does something to us. To make sure that they've learned the form, ask them to give examples as many as they can.

## TEACHER'S NOTES



## 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**.

”

## Writing

**a** Ask students to discuss the questions with their partners. Then, ask them to share their answers with class.

### Answer Key

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

**b** Let students read the notes. Ask them to guess who may have written the notes addressing to whom. Give them enough time to think and elicit the answers.

### Suggested Answers

- 1 *wife to husband/child to mother*
- 2 *professor to assistant*
- 3 *boss to secretary*
- 4 *wife to husband/mother to child*

**c** Ask students to write a similar note asking someone in their family or a friend to do something for them. This activity enables students to write a note asking someone to have something done.

### Answer Key

*Students' own answers*

## IDIOM OF THE DAY

Tell students to read the dialogue and ask them what the meaning of the idiom can be. Have them infer the meaning from the dialogue. The meaning of the idiom is 'thinking and behaving as if you are younger than you really are'.

### TEACHER'S NOTES

### TEACHER'S NOTES



## 6B BRIDGING THE GAP



### 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.

## 6B BRIDGING THE GAP

### Lead in

Ask students to read the given quote and discuss it with their partners.

#### Answer Key

*Students' own answers*

### Reading

a Let students discuss the questions with class.

#### Answer Key

- 1 *It is an online discussion site.*
- 2 *Students' own answers*

b Have students read the forum page and ask them to find an appropriate topic for the page.

#### Suggested Answer

*How to deal with family issues/problems*

c Ask students to choose the correct words to complete the sentences. This activity enables students to differentiate confusing words in appropriate situations.

#### Suggested Answers

- 1 *excess*
- 2 *confident*
- 3 *personal*
- 4 *advise*
- 5 *principle*

### TEACHER'S NOTES

d Let students read the given advice and ask them to find the correct advice for each teenager on the forum page and write their names in the blanks. This activity enables students to find the correct advice for the given problems.

#### Answer Key

- 1 *Novak*
- 2 *Rita*
- 3 *Maryam*
- 4 *Larry*

e Have students to think of a problem that they had between their parents or grandparents. Ask them to talk about that problem with their partners as shown in the example. This activity enables students to ask for and give advice about problems between generations.

#### Answer Key

*Students' own answers*

### TEACHER'S NOTES





**FORUM** MESSAGES NEW PRODUCTS MEMBERS SOCIAL NEWS FORUM RULES   

---

 **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

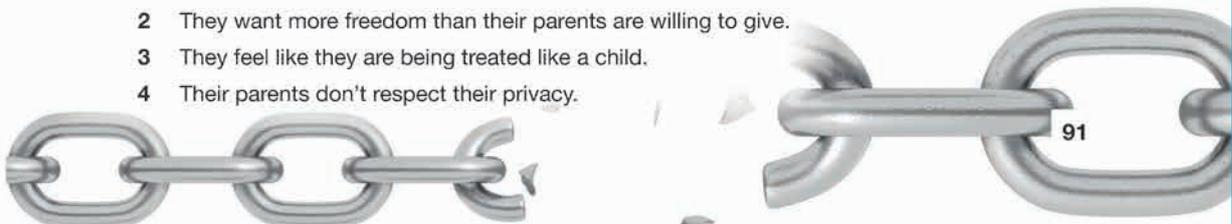
17.05.2019 #4

"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.



f Ask students to imagine that they are the admin of a forum page and there are teenagers writing about the given situations asking for advice on the site. Let students choose one of the topics and write an advice for that situation. This activity enables students to write an advice page about the conflicts between different generations.

### Answer Key

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

### TEACHER'S NOTES

### TEACHER'S NOTES



## 6B BRIDGING THE GAP

### 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?

## Listening

**a** Ask students to discuss the questions with their partners.

### Answer Key

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

**b** Let students listen to the podcast and ask them to take notes and answer the questions while listening to the audio. This activity enables students to respond to questions about the topic in the text. *Track 29*

### Answer Key

- 1 *They are simply ignored or dismissed.*
- 2 *They are placed in nursing homes by their families.*
- 3 *We can learn a great deal about handling life.*
- 4 *Asking for their advice on family matters or listening to their opinions about everyday issues are good and tangible ways of showing respect.*
- 5 *They brighten up when they feel that they are useful and their contribution is valued.*

**c** Ask students to complete the quote extracted from the podcast. Check the answers with class. Let them discuss the quote and share their ideas with class.

### Answer Key

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

## TEACHER'S NOTES

## Speaking

**a** Ask students to look at the photos and answer the questions. Let them share their ideas with class.

### Answer Key

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

**b** Have students discuss the questions with their classmates. Remind them that they can take notes and organise their ideas before speaking. This exercise enables students to talk about respect to elderly people.

### Answer Key

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

## TEACHER'S NOTES



**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?

### 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?

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

### 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.

c Ask students to read the situations below and talk about what they should do in each one.

**Answer Key**

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

 **Writing**

a Ask students to choose a topic on the problems caused by generation gap and write an essay of at least 250 words. Remind them that they will make an outline following the steps in the given chart before they start writing. This activity enables students to write an argumentative essay about the problems caused by the generation gap.

**Answer Key**

*Students' own answers*

b Ask students to swap their papers with their partners' and answer the questions.

**Answer Key**

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

 **Discussion time**

Ask students to read the given quote and discuss the related questions with class.

**Answer Key**

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

 **Project**

Students will find a cartoon about generation gap. They will think of an idea to solve the problem in the cartoon and write a slogan. Ask them to prepare a poster using the cartoon and slogan they have written. Give enough time to them to present their posters to their friends.

**TEACHER'S NOTES**



## AUDIO SCRIPT 26

**Speaker 1 Michael:** You know, my parents never let me go out with my friends whenever I want. There's always something to be done that I can't go out before I finish. I come home from school at five. It's already too late and with my mum forcing me to help her with supper, to do the dishes or to go to the supermarket, it's impossible for me to make time for my hobbies or friends. And then, there's my dad! Whenever he sees me doing something else, he asks about my homework or exams. I've never had problems at school about not doing my homework or anything else. I mean, I'm aware of my responsibilities.

**Speaker 2 Hannah:** Yes, we've had a row with my daughter again. The complaint now is that I don't let her dye her hair and it goes on the same way with make-up, tattoo and so on. She has to understand that she is too young for all these. I don't want her to pour the chemicals in those cosmetics all over her body! She doesn't see how lucky she is with parents like us. When we were young, we weren't allowed to wear a bit of make-up at her age. I even couldn't wear clothes my mother doesn't like.

**Speaker 3 Pilar:** I'm seventeen now, but my parents never let me go out at night or stay the night at my friends'. Next year, I'll be old enough to vote, but my parents don't think I'm capable of taking care of myself out at night. I know they want me to be safe and protected, but how can they protect me when I'm off to university? I think, I deserve more freedom. I am old enough to make my own decisions and I'm a sensible girl who knows what's wrong or right. They should know that and trust me.

**Speaker 4 Efe:** I am tired of asking for pocket money from my parents. It's hardly enough for my daily expenses such as the bus card, the lunch, school stationery. When I want to go out

with my friends, I have to ask for extra money, and then they always find the amount I ask for too much. So, I decided not to go out and stay at home. I think, they have no idea of the prices out there!

## AUDIO SCRIPT 27

**Speaker (Anthony):** While recovering from the arthritis surgery, I stayed at my daughter's for a while. She is married with two kids. During my stay there, I realised that the new generation is tougher than my children's generation. I felt myself lucky about the time I experienced parenting. We often had arguments while they were teenagers, but these new kids are beyond that. My children would refuse to obey some rules, too, but there was an understanding between us in the end. Yet, my grandchildren resist any decision made by their parents and it's really hard to get them to do what should be done. They have something in their minds and they think it's the best idea. They forget that we, the grown-ups, have already had the experience needed to make correct decisions. In my childhood, we would rarely speak unless we were asked anything. We had accepted our parents' authority even when choosing our jobs. Maybe it wasn't so good when I think of it now, but it's not good how the kids of today behave, either.

## AUDIO SCRIPT 28

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

## AUDIO SCRIPT 29

Today is the International Day of Older Persons and I want to talk about the way we should treat seniors. We were always taught to respect the seniors, weren't we? But, how many of us are really showing respect to the seniors around us? Sadly, instead of treating seniors with the appreciation and gratitude, we neglect them, even in our families. Family members are usually too busy to talk to or listen to them, so they are simply ignored or dismissed. Or else, they are placed in nursing homes where they are visited once a while and spend the rest of their life lonely and forgotten.

You know, seniors were once young and strong just like you. And yes, they may have a weak memory or poor eye-sight and hearing now, but they have the experience of a whole lifetime from which we can learn a great deal about handling life. Asking for their advice on family matters or listening to their opinions about everyday issues are good and tangible ways of showing respect. Respecting the elderly doesn't mean just kindness or love. Instead, it is also about getting them involved in things that they're capable of doing. You will see they simply brighten up when they feel they are useful and their contribution is valued.

The seniors need to be honoured and respected for all that they have done for us and for the society in general. Now that they are in the time of their lives when they should be taken care of, don't you think we should be giving back to them a little of what all they did for us? Let's do it and start with loving them dearly and respecting them genuinely.

Never forget that "First, we are children to our parents, then parents to our children, then parents to our parents, then children to our children."

### TEACHER'S NOTES



## 6A MINDING THE GAP



### EMERGENCE OF GENERATION GAP

Generation gap is the difference in values, tastes and behaviour between individuals of different generations. Young people, adults and seniors perceive things differently because of the mind sets they were born into. Although there have always been conflict between generations, the term was not as pronounced as in our time until the twentieth century, especially the 1960s, but why? How were the circumstances before that time?

In the 1800s, society was not very mobile. Young people mostly lived all their lives in the area where they were born. They worked in the family business, most likely on a farm and didn't travel much because the means of transportation was very limited. Communication was also a rarity. There was little contact with people outside the community. They couldn't know about the lifestyles of other cultures. So, young people grew up under the influence of their parents, extended family or neighbours. Consequently, they adopted older generation's traditions, values and ideas.

However, with the advancements in technology, people began to travel more. They left the sphere they grew up to get a job in factories, in big cities. Therefore, they found themselves in interaction with people from different cultures. That led to drastic social changes. Young people got to know lifestyles other than their families'. They began to challenge their parents and adopt some of these cultural values they met. In the twentieth century, especially after the advent of television, young people became more open to influences alien to their own cultures.

In the present day, the fast changing technology is shaping the younger generation's thought process more radically. By the time they become adults, they have contacted with a large scale of cultures, ideas and lifestyles. With the effect of the Internet and social media added, it is not hard to guess how large the gap is today and perhaps it will be larger in the near future. So, we have to find our ways to deal with this difficult situation to make sure we live in a society formed by individuals respecting and loving each other.

**3** Read the text and write true (T), false (F) or not mentioned (NM) for the statements. Correct the false ones.

- 1 Before the twentieth century, the term generation gap was mentioned by some sociologists. (NM)
- 2 Limited transportation and communication prevented the people of different cultures to interact in the 1800s. (T)
- 3 Young people adopted older generation's ideas because they found them smart. (F)  
*Young people grew up under influence of them.*
- 4 Due to the development of means of transportation, young people could discover other cultures. (T)
- 5 Before the advent of television, young people were more obedient and conventional. (NM)
- 6 The Internet and social media help bridging the generational gap. (F)  
*The Internet and social media cause widening the generational gap.*

**b Answer the questions according to the text.**

- 1 Why was generation gap less effective in society in the 1800s?  
Because society was not very mobile. Transportation and communication were very limited.
- 2 How did transportation change lives of people?  
People found themselves in interaction with people outside their communities and got to know different lifestyles.
- 3 How do you think getting to know other cultures changes people's ideas?  
Getting to know other cultures causes people to meet different lifestyles and that makes their minds are open to change.
- 4 Why did television play an important role in changing the younger generations?  
Because it reached a great number of young people and introduced them cultures alien to their own.

**c Complete the sentences using the words given. Make necessary changes.**

senior      adolescent  
customary      polarise  
conservative

- 1 Public opinion polarised on new immigration bill passed by the parliament.
- 2 Young people volunteering for organisations that help to support senior citizens say their attitude towards elderly people have changed a great deal.
- 3 Despite being old, the new director is not conservative at all, he's quite open-minded indeed.
- 4 Although adolescents like to be treated as adults, we should remember that they have the same needs as children.
- 5 Customary methods, which are mostly seen as out of date by young people, are in fact the verified results of long-term practices of our ancestors.

**d Write notes asking someone to do something for you as in the example using the clues given.**

e.g. Joe's had a puncture on his bike. He writes a note to his elder brother.



1 Sarah's had a broken shoe heel. She writes a note to her flatmate whose office is near a cobbler's.



2 Mrs Price needs a birthday cake in the shape of a racing car for his son's party. She writes a note to her husband.



3 Erdem has had a virus problem on his computer. He writes a note to his roommate for an antivirus software installation.



4 Gemma has bought a few paintings, but she hasn't got nails on her walls, so she can't hang them. She writes a note to her father.



5 Andy's dog has given birth to three puppies. They need to be vaccinated. She writes a note to his neighbour whose son is a vet.



## 6B BRIDGING THE GAP

**a** Skim the text and match the titles below to the paragraphs.

- A Spend time together                      C Keep communication open  
B Be open-minded                            D Listen and understand

### HOW TO OVERCOME GENERATION GAP IN THE FAMILY

We receive a lot of questions from teenagers around the world. There is however one vital concern in common: how to deal with the conflicts caused by generation gap in the family. Here is the advice we have compiled from prominent counselling psychologists. We hope they work for you.

#### 1 Keep communication open

Communication plays the key role in bridging the gaps in all kinds of relationships. It is the first step to be taken with your parents, too, because it shows your intention of doing all it takes to lessen the gap. Instead of reacting quickly, understand the situation. Don't take it as a power struggle that you must try to prevail in the end. See it as an opportunity to discuss the matter politely and frankly and improve the communication. That will help your parents or other people take it easy, too and you can come to an understanding sooner than you think.

#### 2 Be open-minded

Change is a constant process in life. People shouldn't resist change, but they also shouldn't lose some traditional values. Being open-minded not only means being ready to change, but to understand the other person as well. Although you may think your parents are in the position to catch up with the new technology and perspectives, you should respect and learn from their experiences, too. This will help both parents and children gain a new perspective that enables them to see things from the other generation's eyes.

#### 3 Listen and understand

Instead of feeling like being lectured, let your parents speak without interruption and express themselves openly. Listen with patience trying to understand. It is very important to trust your parents in the first place. You should feel your relationship is secure and shouldn't forget that they love you no matter what you do. You can still have the final say, but do it kindly. Much to your surprise, when you hear what they have got to say, you may find that the problems are not so big as you have thought.

#### 4 Spend time together

Time is the most precious thing to give your beloved ones and that can make them feel important. When you share a companionship doing something you enjoy in common, you stay close and that will strengthen the bonds between you and your family members. Show interest to each other's likes and understand ongoing events in each other's lives.

**b** Circle two subjects below that are not mentioned in the text.

- ① To counsel a psychologist helps parents solve their problems.
- ② Communication plays a key role in family relationships.
- ③ Without judging, teenagers should first listen to their parents.
- ④ Giving expensive presents is a good way to bond with your parents.



**C Read the text again and answer the following questions.**

- 1 Why communication is the first step to be taken with your parents?  
*Because it shows your intention of doing all it takes to lessen the gap.*
- 2 What is the meaning of being open-minded?  
*It means being ready to change and understanding the other person.*
- 3 What will parents gain if they learn from their children?  
*A new perspective that enables them to see things from the other generation's eyes.*
- 4 Instead of feeling like being lectured, what should children do?  
*They should let their parents speak without interruption and express themselves openly.*
- 5 How should children treat their family members during the time they spend together?  
*They should show interest to each other's likes and understand ongoing events in each other's lives.*

**d Choose the correct words to complete the sentences.**

- 1 Sometimes, we really need a friend or a **confident/confidant** to share our problems.
- 2 The hospital **personal/personnel** were very kind and friendly; we felt like we were at our home.
- 3 Our **principal/principle** concern about this issue is whether we will be informed about the due date.
- 4 Consuming of any **excess/access** of sugary food may cause serious health problems.
- 5 Could you please give me a piece of **advise/advice** on how to get rid of my exam stress?

**e Read the problems of the teens below. Give them some advice to solve their problems.**

- 1 I am keen on all types of adventure sports and I want to try out some kind of them such as rock climbing and scuba diving, but my parents do not let me do such activities because they believe extreme sports are dangerous and involve risk of physical injuries. How do I convince them to let me do extreme sports?  
*Like in any sports, there is a risk of injury, but these injuries aren't necessarily more dangerous than the ones in football and school team sports. If children do extreme sports in a regulated environment, under the supervision of trained professional, the chances of getting seriously hurt are the same as in football practice. In some situations, it's actually safer because they wear protective equipments.*
- 2 I have a low-end phone and I really want a better one which is smart and allows me take good photos. I am a high school student and all my friends have smart phones. I do not want an expensive phone or I am not looking for the latest one, but my dad says no. Please help me.  
*You should talk to your parents and explain the reasons why you want a new phone. Ask your dad why he does not want you to get a new phone and maybe there is a good reason why he does not let you buy the phone. Sometimes, we cannot get what we want immediately.*
- 3 The walls of my room are coated with blue and I want something trendy. I would like to paint my room a dark colour, but my parents do not let me to change it. It is my room and I think it is a way of expressing myself. How do I convince them to let me change the colour of the room?  
*You need to explain your parents why you want to paint the room a dark colour. First, think twice before you paint your room a dark colour because colours can impact your mood and how you feel. Dark coloured walls make the room appear smaller. When you get bored of the colour later and decide to repaint the dark colour, it will be really hard to change it. You cannot expect your parents to pay for it.*



## 7A COMING TO TERMS

### 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:



7A COMING TO TERMS

**Lead in**

Have students discuss the questions with their partners. Let them share their opinions with class.

**Answer Key**

- 1 c
- 2 Students' own answers

**Listening**

a Let students think about the questions and justify their opinions with each other. Then, ask a few students to share their ideas with class.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers

b Ask students to listen to the Customer Service conversation and tick the sentences that cover the problems in the audio. This activity enables students to grasp what the problem is in a dialogue. *Track 30*

**Answer Key**

- The sales representative didn't inform Ms Ellis properly.
- The game console didn't have a Bluetooth connection.
- Ms Ellis didn't want to pay extra money for the cable.

**TEACHER'S NOTES**

c Ask students to listen to the audio again and answer the questions.

**Answer Key**

- 1 She bought a game console from the store.
- 2 He offered Ms Ellis a 15% discount for her next purchase.
- 3 No, she didn't. Because she wanted to replace the console with the one having a Bluetooth connection.

d Tell students that the sentences in the exercise are taken from the audio script. Ask them to write the sentences into the table according to their function.

**Answer Key**

offering an alternative solution	taking responsibility for the problem
1 <i>The best I can do is to offer you a discount.</i>	2 <i>It looks like we might have made a mistake.</i>
3 <i>Would you like a replacement or a refund?</i>	

**TEACHER'S NOTES**



## 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			

## Speaking

- a** Let students look at the photos and situations. Then, ask them to role-play formal telephone conversations between a customer and a representative, in turns. Remind them that they will act a customer having a problem with the product that he/she has ordered and a representative offering solutions for the given problem. This activity enables students to make a formal telephone conversation about a faulty product and offer solutions for given problems.

### Answer Key

*Students' own answers*

- b** Ask students to rate their partners as a customer representative after the role-plays using the rubric.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES

## TEACHER'S NOTES



## 7A COMING TO TERMS

### 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!



 **Reading**

**a** Tell students to discuss the questions with their partners. Then, have them share their answers with class. Ask more questions to get more details about their feelings and opinions. Encourage them to express themselves openly.

**Answer Key**

**1** *Students' own answers*

**2** *Students' own answers*

**TEACHER'S NOTES**

**TEACHER'S NOTES**





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.



**b** Let students to work in pairs and guess the meaning of the target vocabulary from the text. Then, ask them to match the highlighted phrasal verbs in the customer review to their definitions. Check the answers with class. This activity enables students to match the meanings with the phrasal verbs related to the topic.

#### Answer Key

- 1 *bring up*
- 2 *sort out*
- 3 *look for*
- 4 *come up with*
- 5 *take out*
- 6 *call up*
- 7 *pick up*

**c** Ask students to read the text in detail and answer the context checking questions individually. While they are doing the exercises, monitor the class and correct any mistakes you see. Check the answers with class.

#### Answer Key

- 1 *What he found impressive was being connected all the time.*
- 2 *Because he needed a hands-free way to stay in contact with others since he rides a motorbike to work.*
- 3 *The customer service representative sent him an extra black band free of charge.*
- 4 *Small screen, tiny wheel, insensitive touchscreen and limited battery life are the reasons for his dissatisfaction with the watch.*

**d** Ask students to scan the review and underline the clauses that give crucial information (noun clauses) in the text. While they are doing the exercise, monitor students and correct any mistakes you see. Check the answers with class. This activity enables students to identify the clauses that gives crucial information such as if, what, where, how, which etc. in the text.

#### Answer Key

- *What impresses me the most with the wearable technology is that it allows us to be connected all the time.*
- *I hesitated whether or not to give so much money for a smartwatch.*
- *I thought that I had to own one.*
- *I was annoyed when I saw the watch had a red band.*
- *The screen is so small that it makes hard to tap the right icon to use the application.*
- *I couldn't understand why the touchscreen doesn't work properly.*
- *The wheel is so tiny that you cannot even control it with your fingers.*
- *What also makes me crazy is that it has limited battery life.*

#### KEEP IN MIND!

Draw students' attention to the 'KEEP IN MIND!' box. Explain them the use of noun clauses. Let them know that noun clauses can act as the object of a preposition or the subject, object, subject complement and adjective complement of a sentence. Give them some time to practise the use of them. You can also ask them to make sentences with the target structures.

## 7A COMING TO TERMS

### 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

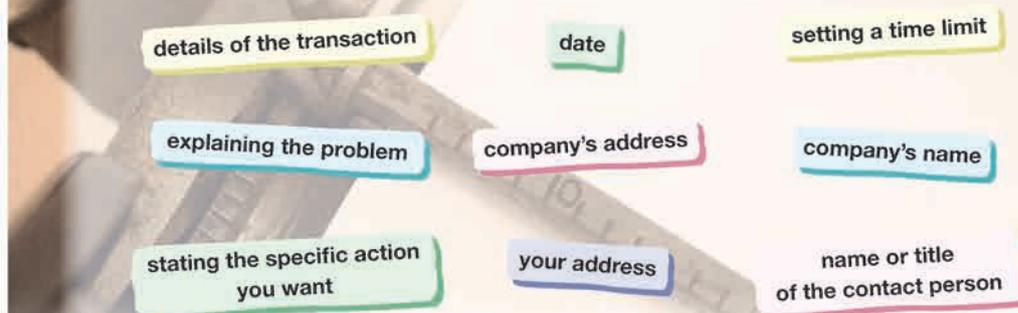
Sincerely,  
Ayten Sema

**TEACHER'S NOTES**

**TEACHER'S NOTES**



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



- 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

## Writing

- a** Ask students to examine the layout of the complaint letter and write the correct information to the appropriate place.

### Answer Key

- 1 *your address*
- 2 *date*
- 3 *name or title of the contact person*
- 4 *company's name*
- 5 *company's address*
- 6 *details of the transaction*
- 7 *explaining the problem*
- 8 *stating the specific action you want*
- 9 *setting a time limit*

- b** Tell students that they will draw an outline first. Then, ask them to write a complaint letter as in the previous exercise using the linking words and one group of the keywords given. This activity enables students to draw an outline to write a complaint letter, to use linking words in their letters and to write a complaint letter using key words.

### Answer Key

*Students' own answers*

- c** Ask students to swap their letters with their partner's to check if the required information is given in the letters or not.

### Answer Key

*Students' own answers*

## IDIOM OF THE DAY

Tell students to read the dialogue and ask them what the meaning of the idiom can be. Have them infer the meaning from the dialogue. The meaning of the idiom is 'take responsibility for a mistake or improper act'.

## TEACHER'S NOTES



## 7B CHANGING PERSPECTIVES

### 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.



- 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.

## 7B CHANGING PERSPECTIVES

### Lead in

Have students discuss the questions with their partners. Let students share their opinions with class.

#### Answer Key

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

### Reading

**a** Ask students to look at the photos and match them to the topics that are related to the conflicts at work.

#### Answer Key

- a 4
- b 1
- c 2
- d 5
- e 3

**b** Tell students that they will skim and scan the text to find and circle the correct answer. This activity enables students to scan and skim the text related to the topic.

#### Answer Key

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

### TEACHER'S NOTES

### TEACHER'S NOTES



# 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.

Conflict

103

**TEACHER'S NOTES**

**TEACHER'S NOTES**



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.



**c** Ask students to work in pairs or groups and guess the meaning of the target vocabulary from the text. Let them match the highlighted words in the text to the definitions. Check the answers with class. You may ask students to make meaningful sentences with target vocabulary. This activity enables students to identify the lexis and jargon related to conflict.

**Answer Key**

- 1 *force*
- 2 *withdraw*
- 3 *collaborate*
- 4 *resolve*
- 5 *compromise*
- 6 *consensus*
- 7 *accommodate*

**d** Let students read the sentences first. Then, tell them to read the text about workplace conflicts. Ask them to write true, false or not mentioned for the sentences given. Remind students to correct the false sentences. Check the answers with class.

**Answer Key**

- 1 *True*
- 2 *False. They may bring various advantages such as finding new solutions and discovering new perspectives on life.*
- 3 *True*
- 4 *False. By using this approach you choose to ignore opposing viewpoints.*
- 5 *Not mentioned*

 **Listening**

**a** Have students think of the questions. Ask them to talk about disagreements and conflicts. Then, let students share their ideas with class.

**Answer Key**

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

**b** Ask students to pay close attention to the audio, which is a lecture of a professor on conflict management. Tell students that they will focus on the ways to prevent and resolve the conflict. Remind them that they will take notes while listening to the audio. If necessary, play the audio twice. Check the answers with class. This activity enables students to take notes about how to resolve conflicts in the listening text. *Track 31*

**Answer Key**

<b>To prevent conflicts</b>	<ul style="list-style-type: none"> <li>• <i>establish the ground rules with team members</i></li> <li>• <i>set clear expectations</i></li> <li>• <i>establish achievable and reasonable goals</i></li> </ul>
<b>To resolve conflicts</b>	<ul style="list-style-type: none"> <li>• <i>do not look for someone to blame</i></li> <li>• <i>focus on finding the reasons of the problem</i></li> <li>• <i>define the problem</i></li> <li>• <i>deal with one conflict at a time</i></li> </ul>

**c** Ask students to read the situations and discuss them with their partners in order to deal with each problem. Encourage them to share their ideas with class. This activity enables students to discuss how to deal with conflicts.

**Possible Answer**

- 1 *Be direct and tell him/her that you will not be giving him/her the answers next time. If he/she is your true friend, he/she will not make it a big deal.*

- 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.



- 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"/>

### Possible Answer

2 You may start talking such as "You may not be aware, but your behaviour is making me uncomfortable", explain the reasons why you feel uncomfortable and tell him/her that you want to figure out a mutual solution for that problem.

### Speaking

a Give students some time to look at the photo and think about the questions. Encourage them to discuss the questions about clothing with their partners.

### Answer Key

1 Students' own answers

2 Students' own answers

b Let students read the scenario and then, ask them to represent the conflict through role-playing. Remind them representing and dealing with the problem is necessary rather than the acting ability in role-playing situation. Encourage the silent students to contribute the activity. Tell students that they will take notes to assess their friend when they are not participating in the role-playing. This activity enables students to represent a state of conflict through role-playing.

### Answer Key

Students' own answers

c Ask students to check the role-playings according to their notes they have taken in the previous exercise to see if they are performed efficiently by using the criteria in the rubric. Encourage them to share their ideas with class.

### Answer Key

Students' own answers

## TEACHER'S NOTES



# 7B

# CHANGING PERSPECTIVES

## 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?	(↗)	___



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



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



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



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

- \_\_\_\_\_ intonation indicates excitement, happiness, curiosity, uncertainty or surprise.
- \_\_\_\_\_ intonation indicates certainty, sadness, disinterest or sarcasm.

## Pronunciation

**a** Ask students to pay special attention to the rising and falling intonation while they are listening to the audio. Let them listen to the statements and match the correct photos related to the appropriate mood. *Track 32*

### Answer Key

**1 A:** *b*

**B:** *a*

**2 A:** *a*

**B:** *b*

**3 A:** *a*

**B:** *b*

**4 A:** *b*

**B:** *a*

**b** Ask students to find out and write the correct intonation. Remind them raising or lowering the pitch or putting stress on different words may change the feeling. Encourage students to change the intonation of the sentences and see if they sound excited, sarcastic, angry or surprised.

### Answer Key

**1** *Rising*

**2** *Falling*

## TEACHER'S NOTES

## TEACHER'S NOTES



- 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.

c Ask students to listen to the audio and find in which sentences the sound rises or falls. Then, let them write appropriate mood for each sentence. *Track 33*

**Answer Key**

	Intonation	Mood
1	↗	<i>excited</i>
2	↗	<i>shocked</i>
3	↘	<i>sarcastic</i>
4	↗	<i>uncertain</i>
5	↗	<i>frightened</i>
6	↘	<i>frustrated</i>

d Ask students to listen to the audio again and practise the intonation of each sentence. This activity enables students to intonate sentences correctly so as to show people's moods.

**Answer Key**

*Students' own answers*

**Writing**

Tell students that they will write a dialogue between an overprotective parent and a child who asks for permission to go on a school trip. Point out that they will use real life conversations while presenting the problem in their dialogues. Ask them to define the conflict clearly and offer solutions for that given problem. Remind them to write the dialogue on their notebooks.

**Answer Key**

*Students' own answers*

**Discussion time**

Ask students to read the traits of the four personality types and encourage them to discuss the questions with their partners.

**Answer Key**

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

**Project**

Tell students that they will assume that their school has partners in European schools and a group of students from different countries will join their class for an international project for a week. Ask them to make a list of the issues that may cause cultural misunderstandings and write their ideas on how to prevent or resolve cross-cultural conflicts. Remind them to make an online search for cross-cultural conflicts. Let them present their projects to their classmates.

**Answer Key**

*Students' own answers*

**TEACHER'S NOTES**



## AUDIO SCRIPT 30

- A:** Hello
- B:** Hello, madam.
- A:** I would like to talk to Mr Nelson from customer support.
- B:** This is Tony from customer support. I am sorry, Mr Nelson is off today. May I help you, madam?
- A:** I got the game console I ordered from you and it doesn't work!
- B:** Oh, I am sorry to hear that madam. Could you please tell me your order number?
- A:** Hold on a minute, please... Err... It is 360063.
- B:** Let me check. Okay. Ms Ellis, can you tell me what the problem is?
- A:** Well, I connected the console to the TV and tried to turn it on but it is not working.
- B:** How did you connect it to the TV?
- A:** I turned on the Bluetooth connection on TV and selected the 'Add Bluetooth or other devices' option but it didn't detect the game console.
- B:** There is not a Bluetooth connection on this model, madam.
- A:** Oh, what! The sales representative told me that there is a Bluetooth connection on this model! What should I do then? How can I use it if I cannot connect it to the TV?
- B:** You may connect the device to your TV using the USB port or you may use an HDMI cable.
- A:** But, there is not an HDMI cable in the box.
- B:** Yes, it is not included. You will have to get one.
- A:** You must be kidding!
- B:** It looks like we might have made a mistake. Let me see what I can do. Well... The best I can do is to offer you a discount, you will get 15% off your next purchase. The HDMI cable is 20 dollars but you will only pay 17 dollars if you order it from us.
- A:** No, thank you. I don't want to pay extra money for the cable.
- B:** Would you like a replacement or a refund, Ms Ellis?
- A:** Yes, that will be fine to replace it with the one

having a Bluetooth connection. Thank you very much.

**B:** Is there anything else I can help you with?

**A:** No, thank you.

**B:** Have a nice day, Ms Ellis.

## AUDIO SCRIPT 31

Mr Gümüş is a professor at a university. He is giving a lecture on conflict management in class.

**Mr Gümüş:** Conflict is all around us. It may occur between parents and children, or between a manager and employees, or between teachers and students. It may also occur between groups, teams or departments. Well... Let us discuss what a conflict is! Yes, Alberto?

**Alberto:** Welcome to our home. Both Kerem and I are very pleased to see you.

**Mr Gümüş:** So, it is not a desired situation to arise, is it?

**Alberto:** Well... Yes.

**Mr Gümüş:** What do you think Jessica, do you agree with Alberto?

**Jessica:** I think, conflict is having a difference of ideas or opinions.

**Mr Gümüş:** That is exactly right, thank you. So, it may bring out both advantages and disadvantages. If they are not handled properly, the consequences can be destructive for the organisation in terms of relationships. Is it possible to prevent conflicts or disagreements before they arise? Assume that you are working as a manager of a company and you want to take precautions to prevent potential conflicts between team members. How can you achieve that, Christina?

**Christina:** Well... I would provide the team some opportunities for social interaction to get to know each other better.

**Mr Gümüş:** That's a good point, thank you! But first, you should establish the ground rules with the participation of the team members for constructive commitment. In order to motivate your team for success, you need to set clear expectations and establish achievable and reasonable goals. Despite all preventions, suppose a conflict arose from different needs within the team, how should we deal with the conflict? What would you do to resolve it, Murat?

**Murat:** First, I will listen to all parties involved in the conflict without interrupting or judging them.

**Mr Gümüş:** That's an excellent answer! Second, do not look for someone to blame! We shouldn't forget that people make mistakes. Instead of concentrating on one's mistake, focus on finding the reasons of that problem to resolve it. Third, define the problem and how you feel about it. And finally, deal with one conflict at a time if the situation is complicated. Well...That's all for today! See you on Friday.

## AUDIO SCRIPT 32

**1 A: Really?** ↘

**B: Really?** ↗

**2 A: Well done, great news!** ↘

**B: Well done, great news!** ↗

**3 A: I know the answer.** ↗

**B: I know the answer.** ↘

**4 A: He doesn't live here any more.** ↘

**B: He doesn't live here any more?** ↗

## AUDIO SCRIPT 33

**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.** ↘

## TEACHER'S NOTES



## 7A COMING TO TERMS

Username

someone mad!

Password

\*\*\*\*\*



25%



BUY NOW

ADD TO CART

0,5



someone mad!

### Do not trust this company!

Let me explain how the situation came about. I placed an order for an evening gown from this online company which appears to be in the UK. I paid £120 that seems to be cheaper than the other stores. I waited 60 days for my order to be delivered. I was questioning whether I would get my dress or not. I finally received my package after two months, so I ripped off the cover of the box with great excitement. The first unpleasant thing was that the dress looked unstylish and cheap. I immediately tried it on. What made me disappointed about the dress was that it was incredibly small in size. When I called the company, a representative named Amy promised to look into the problem and would call me back within 7 days. A week later, I called the company again but, this time I was told that they were busy and they needed a little bit more time. What she told me was a lie! She broke off to answer the phone. While searching the Net, I found a physical address of the shop located in London. However, when I went there, I found an abandoned shop with paper-covered windows. I realised that I had been cheated! I was surprised to discover that the laws relating to the distance selling are only applied to the UK-based companies; hence there was nothing I could do to get my money back.

**2** Read the customer review below and answer the following questions.

- How did she feel when she opened the package?  
*She was very disappointed when she opened the package.*
- What was the problem about the dress?  
*The dress looked unstylish and cheap, and it was too small to wear.*
- What happened when she found the address of the company?  
*When she went there, she found an abandoned shop and she realised that she had been cheated.*
- Was the company located in the UK?  
*No, it wasn't located in the UK.*
- Did she manage to obtain a refund from the company?  
*No, she didn't. Because the laws relating to the distance selling are only applied to UK-based companies.*

46



**b Put the sentences into the correct order to form a meaningful dialogue.**

- 6 Date of the order? Well, I am fed up with responding the same questions.
- 10 Tomorrow? No! I just want a refund.
- 2 Hello, it has been 10 days and I haven't received my package yet.
- 7 I am here to help you, sir. I will check whether it has been sent or not.
- 9 One moment please. March 16... Okay. Your order is scheduled to be delivered tomorrow.
- 12 Thank you. Bye.
- 1 Hello, this is Elizabeth from the sales department. How can I help you?
- 4 Raymond Gren. I am tired of calling you again and again. I need the package by today. I ordered an engagement ring for my girlfriend and today is the big day!
- 11 I am sorry for the trouble caused, sir. I have just cancelled your order and you will receive a full refund within 15 days.
- 5 We are sorry for the delay Mr Gren and we will try to take care of the issue. What was the date of the order?
- 8 All right. The date of the order was March 16.
- 3 I am really sorry about that but first, may I have your name, please?

**c The following sentences are extracted from the text. Underline the noun clauses in each sentence.**

- e.g. Let me explain how the situation came about.
- 1 I was questioning whether I would get my dress or not.
  - 2 The first unpleasant thing was that the dress looked unstylish and cheap.

- 3 What disappointed me about the dress was that it was incredibly small to wear.
- 4 I was told that they were busy and they needed a little bit more time.
- 5 What she told me was a lie!
- 6 I realised that I have been cheated!
- 7 I was surprised to discover that the laws relating to the distance selling are only applied to the UK-based companies.
- 8 There was nothing I could do to get my money back.

**d Complete the sentences with the phrasal verbs below. Change the form if necessary.**

bring up	pick up
look for	call up
come up with	take out
sort out	

- 1 She came up with a solution to reduce the costs of advertisement.
- 2 You may pick up or reject the calls with voice commands.
- 3 He took out his wallet and left a good amount of money for the good service.
- 4 Please do not bring up religion and politics at work!
- 5 You should call up and make an appointment to come and see the doctor.
- 6 I am looking for a job with a good salary.
- 7 The manager thinks that he has to sort out the problems in sales department as soon as possible.



## What Causes Conflict In Workplaces?

### 1 Difference in personalities:

Different backgrounds and experiences may play a role in understanding or accepting the differences in personalities. Employees may have different working styles. Companies should promote diversity, be

aware of the differences between people and accept their different working styles. Traditional management types and regulations expecting everyone to act the same are not acceptable in modern times. Modern companies are trying to increase productivity and promote creative thinking by encouraging teamwork.

### 2 Poor communication:

Poor communication in the workplace may cause misunderstandings and false assumptions which, in the end, can also lead to workplace gossip. Rather than declaring the rules and the definitions of a task by a member of a team, define them clearly by including all members of the team. Writing and sharing the tasks with team members can also be a solution to this problem.

### 3 Generation gap:

Due to the diversities in perceptions and values, differences between generations may cause conflict in the workplace. Younger employees may regard their older colleagues as inadequate because of having inadequate knowledge and use of ICT (Information and Communication Technology), whereas they may have troubles not being taken seriously by their older co-workers.

### 4 Unrealistic needs and expectations:

Ignoring the needs of employees and setting unrealistic expectations may cause negative effects and high pressure on employees. This work pressure can lead to an increase in mistakes and poor quality outcomes. It may also cause an increase in stress-related illnesses.

### a Skim and scan the text and circle the correct answer.

#### 1 The article is about how to...

- a improve workplace teamwork and increase motivation.
- b** manage common causes of conflict in the workplace.
- c improve workplace communication.
- d increase productivity in the workplace.

#### 2 Setting unrealistic expectations may have negative effects on employees such as...

- a decrease in absenteeism.
- b decrease in mistakes.
- c** high quality outcomes.
- d stress-related illnesses.

#### 3 Conflicts may occur in workplaces because of the difference...

- a between genders.
- b** in conditions.
- c between generations.
- d in communication styles.



**b** 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 Different working styles may cause a conflict in workplaces. ( T )
- 2 Conflict will not happen in the workplace if everyone acts the same. ( F )  
*Expecting everyone to act the same is not acceptable in modern times.*
- 3 To avoid misunderstandings, write the definitions of the tasks clearly and share them with all the members of the team. ( T )
- 4 To resolve generational conflicts in the workplace, there must be a culture of professional respect and understanding others' perspectives. ( NM )
- 5 The higher the level of expectation, the better the team will perform. ( F )  
*High pressure on employees can lead to an increase in mistakes and poor quality outcomes. It may also cause an increase in stress related illnesses.*

**c** Do the crossword puzzle. Write the words related to conflict.



**Across**

- 5 to work with another person or group in order to achieve or do something
- 6 an idea or opinion that is shared by all the people in a group
- 7 to give someone what they want or need

**Down**

- 1 to stop being involved in a situation or having a particular responsibility
- 2 an agreement or settlement of a dispute that is reached by mutual concessions.
- 3 make someone do something difficult, unusual or unpleasant by not offering the possibility of choice
- 4 to find an answer or solution to something

**d** Match the personality types below, that were given in student's book at 'Discussion time' part, to the appropriate description.

Type A    Type B    Type C    Type D

**1 Type B** \_\_\_\_\_ people can be extremely relaxed in any situation and do not get stressed easily. They may adapt to change without any difficulty. They are social and cheerful by nature. They are good at connecting with people with opposing viewpoints. They have no sense of time urgency and do their jobs in the last moment.

**2 Type D** \_\_\_\_\_ people are natural pessimists and they expect the worst to happen. Since they do not share their feelings with people and suppress their emotions, they may get depressed easily. They avoid changing up their routines and may work for a company for long years.

**3 Type A** \_\_\_\_\_ people can handle many different tasks and achieve goals as many as possible. They are competitive by nature and consider everything to be a challenge. They may be called as workaholics because they always need to be doing something. They cannot sit or wait for long periods since they think such things are a waste of time.

**4 Type C** \_\_\_\_\_ people think very systematically and analytically. They are natural perfectionists and tend to check their work for accuracy. They prefer working alone to work with others because they want everything to be perfectly done. They focus on details and can easily find solutions for problems. They are cautious and don't like taking risks.

## 8A CYBERSPACE: A BANDIT TERRITORY

### Lead in

Discuss the following questions with your partner.

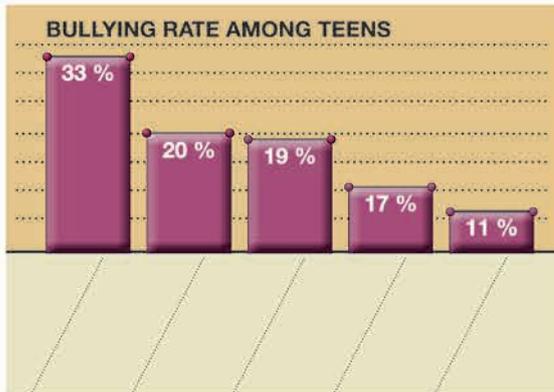
- 1 What is 'safe Internet' according to you? Do you feel safe while using social media?
- 2 How can teenagers protect themselves from the dangers on the web?

### 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!"		

## THEME 8 CRIME IN SOCIETY



### 8A CYBERSPACE: A BANDIT TERRITORY

#### Lead in

Give students some time to discuss the given questions. Encourage them to express their opinions.

#### Answer Key

1 Students' own answers

2 Students' own answers

#### Listening

a Encourage students to answer the questions. Ask them to share their opinions with their classmates.

#### Answer Key

1 Students' own answers

2 Students' own answers

b Tell students to listen to the audio and fill in the chart while listening. This activity enables students to follow the statistical information about social issues to complete the table. *Track 34*

#### Answer Key

33% - Intelligence

19% - Weight

11% - Not Specified

20% - Appearance

17% - Gender

c Replay the audio and tell students to answer the questions according to the given information. Then, elicit the answers.

#### Answer Key

1 T

4 F (Both males and females are bullied about their gender.)

2 F (Girls are most likely to be bullied about their appearance.)

5 NM

3 T

d Read the statements aloud and ask students whether they are cyberbullying or not. Have them put a tick to the answers. Discuss the statements and answers altogether.

#### Answer Key

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 wrote: "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

<b>Cybercrime</b> (offenses involving computers or the Net)	• <u>identity theft</u> • _____ • _____ • _____
<b>Personal Crimes</b> (offenses against the person)	• <u>hate crime</u> • _____ • _____ • _____
<b>Property Crimes</b> (offenses against one's property)	• <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.

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

## Speaking

**a** Divide students into groups of five or four. Tell them to brainstorm a list of different crimes. After that, get them to share their list with other groups.

### Answer Key

- Assault
- Auto theft
- Blackmail
- Burglary
- Child abduction
- Dangerous/Drunk driving
- Domestic violence
- Fraud
- Genocide
- Hacking
- Identity theft
- Illegal emigration/immigration
- Mobbing
- Murder
- Obtaining property by deception
- Pickpocketing
- Possession of stolen goods
- Prank call
- Public nuisance
- Robbery
- Sabotage
- Shoplifting
- Stalking
- Threat
- Treason
- Vandalism

**b** Give students some time to discuss the given question in groups. Encourage them to express their opinions.

### Answer Key

*Students' own answers*

**c** Ask students to match the crimes to their types and fill in the table. Then, elicit the answers.

### Answer Key

<b>Cybercrime</b>	<ul style="list-style-type: none"> <li>• <i>hacking</i></li> <li>• <i>e-mail bombing</i></li> <li>• <i>cyberbullying</i></li> </ul>
<b>Personal Crimes</b>	<ul style="list-style-type: none"> <li>• <i>murder</i></li> <li>• <i>kidnapping</i></li> <li>• <i>stalking</i></li> </ul>
<b>Property Crimes</b>	<ul style="list-style-type: none"> <li>• <i>burglary</i></li> <li>• <i>shoplifting</i></li> <li>• <i>pickpocketing</i></li> </ul>

**d** Get students to work in pairs. Tell them to read the given dialogue. Then, ask them to talk about the reasons of crimes given in the table in 'Exercise c'. This activity enables students to discuss about reasons of crimes.

**e** Give students some time to discuss the given questions in pairs. Encourage them to express their opinions. This activity enables students to talk about types of crimes such as cyber crimes, property crimes, etc.

### Answer Key

- 1 *Students' own answers*
- 2 *Students' own answers*
- 3 *Students' own answers*
- 4 *Students' own answers*
- 5 *Students' own answers*

## TEACHER'S NOTES



## 8A CYBERSPACE: A BANDIT TERRITORY



### 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.

## Reading

a Give students some time to discuss the given questions in pairs. Encourage them to express their opinions.

### Possible Answer

- 1 A computer virus is a program that is secretly put onto a computer to destroy the information that is stored on it. We can install an anti-virus program or avoid suspicious websites to protect our computers from viruses.
- 2 Hacking is the activity of illegally using a computer to get into someone else's computer system. One may want to become a 'certified ethical hacker' working an organisations to discover flaws or weaknesses in a computer system.

b Tell students to read the survey report and highlight at least four more generalisations and facts. This activity enables students to read a survey results related to the topic to find the facts and generalisations out.

**NOTE:** A **generalisation** is a statement or concept in which you say or write that something is true all of the time though it is only true some of the time. A **fact** is information used as evidence or as part of a report, which generally contains numbers, proportions, and percentages.

### TEACHER'S NOTES



### Answer Key

- *cybercrime makes up more than 50 per cent of all crimes in direct proportion to the total number*
- *8 per cent of malicious email attachments contain files automating tasks which are independent of the users' will*
- *most users might face identity theft whenever they want to download files from an unknown source*
- *These files are generally malware that intends to damage the computer system*
- *many incidents of cybercrime now happen on mobile platforms*
- *Six in ten online frauds are committed via mobile applications*
- *most of which occur in China, the US, and the UK*
- *more than half of the millennials experience at least one incidence of cybercrime*
- *sixty-seven per cent of the people interviewed in twenty-one countries are aware of how important the security of account information is*
- *many still show risky behaviours and share their passwords*
- *A further 33 per cent have at least one unprotected device*
- *many people who are globally questioned believe that home devices with an Internet connection enable hackers to steal data easily*
- *criminals are always waiting out there to trap whomever they encounter in cyberspace*

**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.

**c** Tell students to read the definitions and find the appropriate words or phrases from the text for each. This activity enables students to identify vocabulary, phrases related to the topic.

#### Answer Key

- 1 *cybercrime*
- 2 *malware*
- 3 *online fraud*
- 4 *hacker*
- 5 *data theft*
- 6 *cyberspace*
- 7 *update*

**d** Have students read the text again and answer the questions. Give them some time to complete the exercise. Then, check the answers with class.

#### Answer Key

- 1 *It aims to inform the reader about cybercrime statistics worldwide.*
- 2 *We should download files from a reliable source.*
- 3 *Because it is vulnerable to malware or viruses.*
- 4 *They believe that smart devices enable hackers to steal data easily.*
- 5 *Installing some antivirus software, not ignoring security updates, and using unique and strong passwords are recommended.*

**e** Ask students to replace the following phrases in bold with one of the words in the text. Give them enough time to write their answers. Then, check the answers with class. This activity enables students to highlight free choice expressions in the text such as whenever, wherever, whoever, etc.

#### Answer Key

- 1 *Whenever*
- 2 *However*
- 3 *Whoever*
- 4 *Whichever*

## KEEP IN MIND!

First, ask students to read the table. Then, go over each part and tell them to study the example sentences. Help them to give a few more examples.

## TEACHER'S NOTES



## 8A CYBERSPACE: A BANDIT TERRITORY



### 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.

 **Writing**

**a** Tell students to read the text and fill in the concept-map according to the text. Then, elicit the answers.

**TEACHER'S NOTES**

**TEACHER'S NOTES**





**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.**



## Answer Key

### MAIN IDEA

*There are some rules that we must follow to live together.*

#### SUPPORTING IDEA

*to work hard to contribute to ourselves and the society we live in*

#### SUPPORTING IDEA

*to protect the environment and the natural life*

#### SUPPORTING IDEA

*to pursue rights and justice*

- b** Tell students to choose one of the following main ideas and give them some time to hold a quick brainstorm about it.
- c** Ask students to write an opinion essay about the topic they chose. Tell them to support the ideas they brainstormed about.
- d** Tell students to swap their papers with their partner's. Give some time to discuss their ideas. Encourage them to share their opinions with class.

### PROVERB OF THE DAY

Tell students to read the dialogue and ask them what the meaning of the proverb can be. Have them infer the meaning from the dialogue. The meaning of the proverb is 'There is more trouble than benefit from committing a crime'.

### TEACHER'S NOTES

### TEACHER'S NOTES



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.

## 8B POETIC JUSTICE

### Lead in

Give students some time to discuss the given questions. Encourage them to express their opinions. Share your ideas with them.

#### Answer Key

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

### Reading

**a** Give students some time to discuss the given questions in pairs. Encourage them to express their opinions.

#### Answer Key

*Students' own answers*

### TEACHER'S NOTES

### TEACHER'S NOTES



# CRIMES STRANGER THAN FICTION • CRIMES STRANGER THAN FICTION



**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...)

**b** Ask students to replace the highlighted words or phrases in the sentences with one of the idiomatic expressions in the clippings. Remind them that the words and phrases are given in the order of the clippings. Then, elicit the answers. This activity enables students to identify idiomatic collocations such as daylight robbery, calculated risk, disturbing the peace, etc.

**Answer Key**

- 1 partner in crime
- 2 calculated risk
- 3 disturbing the peace
- 4 daylight robbery
- 5 on the run
- 6 paid the price

**c** Give students enough time to answer the questions. Then, elicit and check the answers.

**Answer Key**

- 1 His partner in crime called for help.
- 2 He was at the crime scene.
- 3 He is expected to pay \$200.
- 4 Because he nearly landed on some kids.
- 5 The police found connections between Bala and the victim.

**TEACHER'S NOTES**

**d** Ask students to read the text again and underline seven more participle phrases as in the example. This activity enables students to find out participle phrases in the text.

**Answer Key**

- 1 Getting desperate, Schultz's partner in crime attempted to break in to get him out, which police officers think activated the burglar alarm.
- 2 Sedekiya held him hostage, demanding money.
- 3 Laughing too loudly in his own house, Robert Schiavelli was sued for disturbing the peace.
- 4 Man Falls through the Ceiling, Attempting to Avoid Arrest
- 5 He ended up falling through the ceiling, landing in the kitchen where policemen were waiting.
- 6 Investigating further, the police discovered connections between the victim and Bala.

**KEEP IN MIND!**

Ask students to read the table first and then go over each point and tell them to compare the example sentences. Encourage them to give more examples.

**TEACHER'S NOTES**



## 8B POETIC JUSTICE

### 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'.

## Listening

**a** Tell students to listen to the audio carefully and put a tick to the sentences they hear. If needed, you can stop for a few seconds in the middle of the conversation or you can replay the audio. Then, elicit the answers. This activity enables students to listen to identify disapproving expressions while listening such as how appalling, how dreadful, etc. *Track 35*

### Answer Key

- 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.*
- How dreadful!*

**b** Tell students to work with their partners and make a dialogue about how people commit crime and what can be done to reduce crime rate. Remind them of disapproving expressions and ask them to use some of the expressions in the conversations. This activity enables students to use expression of disapproving of an action in a dialogue.

### Answer Key

*Students' own answers*

## Speaking

**a** Give students some time to discuss the given questions. Encourage them to express their opinions. This activity enables students to talk about importance of social ethics.

### Answer Key

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

**b** Read the following suggestions to students and ask them to add two more. You can write each suggestion on the board and then, talk about them. This activity enables students to give suggestions about how to reduce crimes.

### Suggested Answers

*Prisoners should be taught about moral values.*  
*Citizens must have social duties.*

**c** Ask students to read the dialogue. You can read it aloud, too. Give them some time to make a similar dialogue with their partners using the suggestions in 'Exercise b'. This activity also enables students to give suggestions about how to reduce crimes.

## Writing

**a** Ask students to search the Net and find a survey on cybercrime. Give them some time to study it and make an outline for their survey report. Help them if necessary. This activity enables students to draw an outline for their survey report (e.g. introduction, generalization, referring to a fact).

### Answer Key

*Students' own answers*

**b** Ask students to write their survey reports considering the outline. Tell them that they are supposed to make sentences using 'Present Participle'. Let them share their reports with the class. This activity enables students to write a survey report they have read by using present participle.

### Answer Key

*Students' own answers*

## 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>B</b> lamb debt subtle	<b>C</b> indict muscle scissors	<b>D</b> handkerchief sandwich Wednesday
<b>G/GH</b> design gnome high	<b>H</b> ghost honour when	<b>K</b> knife knit knock
<b>L</b> could half walk	<b>N</b> Autumn condemn solemn	<b>P</b> cupboard pneumonia psychology
<b>T</b> ballet catch fasten	<b>U</b> antique guide league	<b>W</b> 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

- 1 Sam bought his new laptop from his best friend.
- 2 They don't want to talk about the poll results.
- 3 Several prison guards patrol the corridors.
- 4 Many chestnut trees blossom in the spring.
- 5 Officials investigated the scene of the accident.
- 6 The big roof is supported by ten wood columns.

## Discussion time



Discuss the following questions with your partner.

- 1 What can we do to fight against cybercrime? How can it be prevented?
- 2 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.

## Pronunciation

- a** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. *Track 36*
- b** Ask students to read out each word and cross the odd one out. Elicit their answers. Then, play the audio and check the answers with class. This activity enables students to identify words with letters representing no sound (such as knock, honour, hour, half, etc.). *Track 37*

### Answer Key

- 1 *honest*
- 2 *comb*
- 3 *wrinkle*
- 4 *receipt*
- 5 *handsome*
- 6 *kneel*

- c** Tell students that all sentences they will hear contain a word with silent letter. Ask them to circle the word with silent letter in each sentence. Start playing the audio; you can play it twice if needed. After listening, check students' answers. This activity enables students to identify words with letters representing no sound (such as knock, honour, hour, half, etc.). *Track 38*

### Answer Key

- 1 *bought*
- 2 *talk*
- 3 *guards*
- 4 *chestnut*
- 5 *scene*
- 6 *columns*

## TEACHER'S NOTES

## Discussion time

Have students discuss the questions with their partners. Encourage them to express their opinions.

### Answer Key

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

## Project

Tell students to work with their partners and find a meaningful and inspiring catchword or slogan; especially about moral values or social ethics. Ask them to make a poster, decorate and colour it. Then, display the posters on the classroom wall.

## TEACHER'S NOTES



## AUDIO SCRIPT 34

Cyberbullying is a form of harassment. Making fun of other people via digital platforms are some examples of cyberbullying activities. The chart above is the result of a survey in which the teenagers were asked about their experiences of bullying. It reflects content by those who were bullied online at least once in a lifetime. According to research on cyberbullying, 33% of the teenagers are bullied about their intelligence. “Stupid” and “idiot” are the words that are commonly used by the trolls. 20% of them, especially girls, are bullied about their appearance. As a photo comment or a tweet, trolls use the hate speech like “ugly, freak, pimply face”. 19% of the teenagers are bullied about their weight. Trolls like to blame the teens for their being too skinny or overweight. This kind of hate speech is perhaps the most dangerous one. It sometimes leads to death because of unhealthy diets. 17% of the teenagers are bullied about their genders, both males and females. Comments like “you’re a girl, you know nothing” are mostly used by trolls to humiliate female recipients. The other 11% couldn’t categorise the type of hate speech that they were faced; we marked it as “not specified”. Well, trolls don’t need to find a category; they use hate speech in any case.

## AUDIO SCRIPT 35

- Aria:** Have you heard the latest news?
- Brad:** No, what happened?
- Aria:** Last night, two burglars broke into Mr Khan’s house!
- Brad:** How dreadful! Have they found any clue, yet?
- Aria:** It is said that the burglars stole his medical equipments and left him to death! He didn’t have much money, so they took his

oxygen tube and steriliser. They must have thought that they could sell them and get money.

**Brad:** How can people do things like that? Don’t they have moral values? What did they want from a sick old man? We should go and help him get better when he is back from hospital.

**Aria:** I’m in. I’m dead against people doing harm especially to elders and children who are defenceless! Government should take extra precautions to protect these people!

**Brad:** If families and schools teach children moral values and how to be law-abiding citizens, I think crime rate in society will reduce.

**Aria:** You’re so right!

## AUDIO SCRIPT 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

## AUDIO SCRIPT 37

- |   |          |          |          |
|---|----------|----------|----------|
| 1 | hobby    | honest   | hundred  |
| 2 | lamp     | bend     | comb     |
| 3 | wrinkle  | cramp    | dwelling |
| 4 | receipt  | ridden   | remain   |
| 5 | handful  | handsome | handy    |
| 6 | kangaroo | kneel    | kennel   |

## AUDIO SCRIPT 38

- 1 Sam bought his new laptop from his best friend.
- 2 They don't want to talk about the poll results.
- 3 Several prison guards patrol the corridors.
- 4 Many chestnut trees blossom in the spring.
- 5 Officials investigated the scene of the accident.
- 6 The big roof is supported by ten wood columns.

### TEACHER'S NOTES

### TEACHER'S NOTES



**a** Circle the correct words in the sentences below.

- Linda's dog has newborn puppies. They follow her wherever / however she goes.
- The elephant at the zoo eats whenever / whatever the caretaker gives him.
- However / Whichever gift you buy, it will make her very happy.
- I have just finished writing the project. I can send it to you whenever / whoever you want.
- She is afraid of insects. She brings insect spray whichever / whenever we go on a picnic.
- Whatever / Whichever the problem is, we need to solve it as soon as possible.
- You need to see the dentist and have your tooth out whatever / however painful it is.

**b** Rewrite the sentences using 'however', 'whatever', 'wherever' or 'whoever'.

e.g. No matter how difficult it is, I'll fix it by myself.

*I'll fix it by myself however difficult it is.*

- I'm not going to spend all my money for a brand new car. I don't care what people say.  
*I'm not going to spend all my money for a brand new car whatever people say.*
- No matter where he is hiding himself, the police will find him in a few days.  
*Wherever he is hiding himself, the police will find him in a few days.*
- Don't open the door when I'm out no matter who knocks it.  
*Don't open the door when I'm out whoever knocks it.*
- Rob decided to buy the house he liked. It doesn't matter where it is located.  
*Rob decided to buy the house he liked wherever it is located.*

- You still need a human being to fix your computer; no matter how powerful it is.  
*You still need a human being to fix your computer however powerful it is.*
- Mum says I need to tidy my room regularly. She doesn't care how busy I am.  
*Mum says I need to tidy my room regularly however busy I am.*
- No matter who does it, the project has to be finished before Monday.  
*Whoever does it, the project has to be finished before Monday.*

**c** Fill in the blanks with the words in the box.

cybercrime

malware

online fraud

hacker

data theft

cyberspace

update

- Data theft has severe consequences for internet users like financial loss and data loss.
- Being a(n) hacker cannot be defined as a job; it is totally illegal.
- You need to use products against malware to protect your computer and mobile devices.
- Don't open the e-mail saying "You won 1 million!" It is definitely online fraud.
- Avoid sharing your credit card numbers if you don't want to be a victim of cybercrime.
- It is necessary to update the security software regularly to stay safe online.
- Cyberspace allows people to communicate over computer networks at the same time.

**d Read the statements below. Which of them do you think are facts (F) or generalisations (G)?**

- e.g. Nobody in the class can pass this difficult exam if they haven't studied hard. (G)
- 1 The majority of people residing in the urban areas of the city have only one child. (F)
  - 2 Fifty per cent of students think that using computers for learning is a necessity. (F)
  - 3 In general, few parents have heard of the disease which severely affects young kids. (G)
  - 4 About three quarter of the population living in the country haven't got a decent job. (F)
  - 5 The only way to be protected from cyberattacks is to get an anti-virus product. (G)

### BULLYING WHILE GAMING



Playing games online is a popular activity among teenagers. Many websites allow users to play with people they have never met before. Playing online games can have benefits like making new friends, socialising, and learning how to solve problems, but it also causes cyberbullying.

The players are anonymous and they use avatars so that they can create a fictional profile, which is sometimes not fun. It may allow users to bully via sending or posting negative or hurtful messages and using the game as a tool of harassment. If someone is not performing well, other players may make negative comments that turn into bullying, or they may force the player with poor performance to leave the platform.

Some anonymous players use online games to bully strangers to get their personal information; like user names, passwords, credit card numbers, etc. We can say that cybercrime and cyberbullying are related to each other.

There are things that you must pay attention while playing online games:

- Observe the game before playing it; this is the very first step. Read comments and

posts of other players so that you can see other gamers' behaviours. If they use bad words or bully others, avoid playing with them.

- Do not click on links from strangers. They can access your personal files and use them to bully you.
- Do not share your family's or your own photos or personal information.
- Do not participate in bullying behaviour of other players.
- Do not tell that you are alone at home or in your room.

**e Read the text and answer the following questions.**

- 1 What benefits do online games provide?  
They provide benefits like making new friends, socialising, and learning how to solve problems.
- 2 How can online games turn into a tool of harassment?  
They sometimes allow users to bully via sending or posting negative or hurtful messages.
- 3 Why are cybercrime and cyberbullying related to each other?  
Strangers may get our personal information; like user names, passwords and credit card numbers.
- 4 What is the first thing you should do before playing an online game?  
Observing the game before playing it.
- 5 What can happen if you click on an unknown link?  
Strangers can access our personal files and use them for bullying.

## 8B POETIC JUSTICE

### a Rewrite the sentences using 'Present Participle'.

e.g. Andy was talking to her friend on the phone and forgot the pan in the oven.

*Talking to her friend on the phone, Andy forgot the pan in the oven.*

- Since Jason reads the news online every day, he knows what's happening in the world.  
*Reading the news online every day, Jason knows what's happening in the world.*
- My mum is on a diet and she doesn't consume carbohydrates.  
*Being on a diet, my mum doesn't consume carbohydrates.*
- After the dog barked for a while, it chased the burglar.  
*After barking for a while, the dog chased the burglar.*
- While Carl was tidying up his closet, he found the T-shirt he was looking for.  
*Tidying up his closet, Carl found the T-shirt he was looking for.*
- Paul is such a domestic boy that he always helps his mum with the chores.  
*Being such a domestic boy, Paul always helps his mum with the chores.*
- As the Watsons collected enough money, they went to Thailand for summer holiday.  
*Collecting enough money, the Watsons went to Thailand for summer holiday.*
- An old woman was walking in the street alone. She was collecting rubbish.  
*Walking in the street alone, an old woman was collecting rubbish.*
- Since I had a fever and headache, I couldn't go to Glenn's party.  
*Having a fever and headache, I couldn't go to Glenn's party.*
- Mike walked to the office that morning and came across an old friend.  
*Walking to the office that morning, Mike came across an old friend.*

### b Read the text below and fill in the blanks with the disapproving expressions in the box.

How can people do things like that

It shouldn't be allowed

I'm dead against people

"*I'm dead against people* (1) using violence against animals. I watched a video of a little puppy who was alone, and a man who treated him badly! I can't understand. *How can people do things like that* (2)? How can they be so conscienceless? We were taught to be law-abiding citizens all the time at school, but I think some people need more education. People who commit violence against animals should be punished severely. *It shouldn't be allowed* (3) by the legislators."

### c Match the given situations to the idiomatic expressions in the box.

partner in crime    calculated risk    daylight robbery  
disturbing the peace    paid the price    on the run

- After attacking a young woman in the street, he was finally sent to prison.  
*paid the price*
- The criminal confessed that he planned the murder with his friend, Jack.  
*partner in crime*
- The people near the construction area complained about the noise pollution.  
*disturbing the peace*
- I can't believe that you paid £10 to park for an hour. It's overcharging!  
*daylight robbery*
- We considered the possible results and decided to give a job to the man with criminal record.  
*calculated risk*
- He was arrested for running away for two years from the police and taken to Virginia Prison.  
*on the run*

## STRANGE INTRUDER



In Australia, a man has been the victim of possibly the strangest burglary of all time. The burglar was not interested in breaking into the house for expensive items like jewellery or technological devices. He broke into the house just because he had chores to get done. As seen in the security camera, he jumped over the backyard fence right after the resident left the

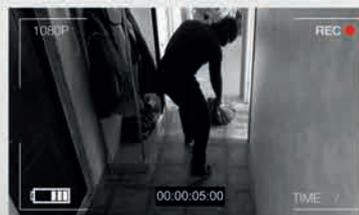
house. After saying hello to the dog in the garden, he entered the living room from the veranda. He relaxed for a while on the couch. Then, he spent a few hours eating snacks and getting some chores done. He washed his clothes, had a bubble bath, clipped his toenails and used the toilet.

He stayed in the house until the 55-year-old resident arrived home almost five hours later.

“He ate all my snacks; used my nail clipper and had shower in my bathroom!” the victim said and added: “He probably would have cooked himself dinner if I didn’t come home.”

The burglar was about to leave the house when the resident pulled into the driveway; leaving the burglar barely enough time to wear his freshly laundered clothes and steal a few toilet papers before fleeing the scene.

The police are searching for the man responsible for the strangest burglary of all time. The officers suspects that the man may have been homeless and looking to get out of the 42°C heat.



**d** Read the text and write True (T), False (F) or Not Mentioned (NM). Correct the false ones.

- 1 The burglar broke into the house to steal expensive items. (F)  
*The burglar didn't break into the house to steal expensive items.*
- 2 The resident was in the garden when the burglar jumped in. (F)  
*The burglar jumped in the garden after the resident left the house.*
- 3 The dog in the garden chased the burglar, but couldn't catch him. (NM)
- 4 The burglar relaxed on the couch before eating snacks. (T)
- 5 The resident arrived home five hours after the burglar left. (F)  
*The resident arrived home when the burglar was about to leave.*
- 6 The resident called the police as soon as he saw the burglar. (NM)
- 7 The only thing the burglar stole from the house was toilet paper. (T)
- 8 The police suspected that the burglar was a homeless man. (T)

## 9A OFF-THE-GRID

### 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?



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.

## THEME 9 UNUSUAL LIVES



### 9A OFF-THE-GRID

#### Lead in

Draw students' attention to the questions and give them some time to discuss the question with their partners.

#### Answer Key

*Students' own answers*

#### Listening

**a** Draw students' attention to the photos and ask them to guess the topic of the audio.

#### Possible Answer

*The audio is about the unusual lifestyle of a couple.*

**b** Make students listen to the audio and answer the question. If necessary, play the audio again.

*Track 39*

#### Answer Key

*Because they wanted to live in a world where they consume as much as they produce and to live in touch with nature, away from the city and business life.*

**c** Have students listen to the audio carefully for key points again. Remind them that they should not write more than three words in each blank. Play the recording twice. Make them listen and fill in the blanks. Elicit the answers. This activity enables students to identify detailed information about an unusual life in a text or dialogue.

#### Answer Key

- 1** *since 2014*
- 2** *one year*
- 3** *one-roomed-adobe*
- 4** *whatever they plant*
- 5** *exhausting*
- 6** *their way into*

**d** Before playing the audio again for this exercise, ask students to check the questions. Tell them that they don't have to write the exact words in the audio, but they can use their own words provided that the meaning is the same. Remind them that they can take notes while listening. Have students listen to the audio. After the exercise is finished, let them share their answers with class. This activity enables students to respond to the questions using vocabulary related to the topic.

#### Answer Key

- 1** *They live without electricity or money in a sun-dried-mud-brick house.*
- 2** *They want to have a minimalist lifestyle away from the modern life.*
- 3** *They use the underground like a fridge and they wash their clothes by hand.*
- 4** *They feed their goats and chicken, water the vegetable garden, pick some fruit or collect firewood. They clean their house every day. In their free time, they read books; Kerem plays the guitar and Elif draws pictures.*
- 5** *They ditched everything that the modern technology gave them. That is, they do not give permission the materials possess their lives.*
- 6** *They live in touch with nature, away from the city and business life.*

**e** Have students work with their partners and think about the given question. Encourage them to discuss the topic thoroughly. Give enough time.

#### Answer Key

*Students' own answers*



## 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.



## Speaking

**a** Have students read the extracts and then, give them some time to discuss the given question.

### Possible Answer

*In the first extract, living in a converted school bus rather than living in a flat and in the second extract, preferring to travel around the world rather than having a prosperous life make these lifestyles unusual. They both undergo serious lifestyle changes.*

**b** Give students some time to discuss the given questions. This activity enables students to talk about advantages and disadvantages of having unusual lifestyles.

### Answer Key

**1** Students' own answers

**2** Students' own answers

### **3** Possible Answers

*Because the landlord raised the rent, Jane and Patrick chose this lifestyle.*

*Because Ted didn't want to make a living doing the traditional 9-to-5.*

**4** Students' own answers

**c** Have students work with their partners. Then, let them share their opinions with class. This activity enables students to discuss what kind of unusual lifestyle they would choose if they had a chance.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES

## TEACHER'S NOTES



## 9A OFF-THE-GRID



### 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.



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.

 **Reading**

**a** Tell students to read the question and discuss it in pairs. Then, ask them to share their ideas with class.

**Answer Key**

*Students' own answers*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



**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...)

**b** Ask students to focus on the highlighted words in the text and guess their meanings. Tell them to match the words to the definitions. Then, check the answers together. This activity enables students to match related lexis and expressions in the text.

#### Answer Key

- 1 *weird*
- 2 *tribe*
- 3 *represent*
- 4 *indigenous*
- 5 *distinctive*
- 6 *value*
- 7 *nomadic*

**c** Ask students to answer the questions according to the texts. Give them some time and elicit the answers.

#### Answer Key

- 1 *Bright red clothes and beaded jewellery, which both men and women wore, captured the writer's attention.*
- 2 *They eat vegetables, honey and butter and drink milk. They never prefer eating meat as cows are sacred to them.*
- 3 *It is a rite of passage when the teenage boys of the Maasai become men.*
- 4 *They believed that sleeping leaves human beings weak and unable to protect themselves.*
- 5 *The weirdest thing the writer noticed during his/her 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.*
- 6 *Happiness is not to worry about the future or past, but it is to live the moment.*

**d** Ask students to scan the texts about the two tribes and underline the past participle phrases. Monitor the class. Make sure that they examine the given example carefully. This activity enables students to highlight past participle phrases in the text.

#### Answer Key

- 1 *Shown around the village for a long time, I...*
- 2 *Invited to attend the festival 'Eunoto', a...*
- 3 *Although exhausted after a long journey, I...*
- 4 *Greeted warmly by the locals, I...*
- 5 *When asked the reason, they...*

#### KEEP IN MIND!

Draw students' attention to the box. Ask students to study the past participle phrases in the box and the following examples. If necessary, give more examples.

#### TEACHER'S NOTES



## 9A OFF-THE-GRID



### 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.

## Writing

- a** First, have students read the sample letter and then, give some time to answer the given question.

### Answer Key

*Tony is in New Zealand now and he both enjoys such a wonderful wildlife and takes photos of these beautiful natural wonders that he has met.*

- b** Tell students to think themselves as Tony's friend. Ask them to write an answer to his letter. First, tell them to organise their ideas. Then, let students write their letters on their notebooks and share them with class. Make sure that they use past participle phrases they have learned before. This activity enables students to use past participle phrases in their writings.

### Answer Key

*Students' own answers*

## TEACHER'S NOTES

## TEACHER'S NOTES





## Pronunciation

- a Listen and practise the words below.

Track 40

/iə/	/eə/
bear <b>d</b>	bare <b>ly</b>
fi <b>er</b> ce	air <b>po</b> rt
car <b>ee</b> r	unb <b>ear</b> able
expe <b>ri</b> ence	wh <b>er</b> e
ide <b>a</b>	aer <b>o</b> plane

- 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

## Pronunciation

**a** Draw students' attention to the phonemes /iə/ and /eə/ and the words. Ask students to listen and practise the words in the table. Encourage them to imitate the sound they hear. This exercise enables them to practise /iə/ and /eə/ sounds. *Track 40*

**b** Ask students to listen to the words and write them in the correct column. If necessary, play the audio again. Then, check the answers with class. *Track 41*

### Answer Key

/iə/	/eə/
<i>pier</i>	<i>bear</i>
<i>dear</i>	<i>hair</i>
<i>year</i>	<i>dare</i>
<i>here</i>	<i>chair</i>
	<i>stair</i>
	<i>wear</i>

**c** Have students work with their partners and take turns to practise the short message. This activity also enables students to pronounce /iə/ and /eə/.

**d** Have students listen to the audio to practise the short message in 'Exercise c'. If necessary, play the audio again. *Track 42*

## IDIOM OF THE DAY

Ask students to read the dialogue and try to guess the meaning of the idiom in bold. Ask them whether they have a similar saying in their own language. The meaning of the idiom is 'to spend time living in a simple way without modern machines, electricity, etc.'

## TEACHER'S NOTES



## 9B STRANGE TO SAY

### 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 off 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.



## 9B STRANGE TO SAY

### Lead in

Have students read the question and give them some time to discuss it.

#### Answer Key

*Students' own answers*

### Reading

**a** Ask students to have a look at the title and the introduction of the text. Students will guess what the text is about. Let them share their opinions with class.

#### Answer Key

*The text is about two people who have unusual jobs and lifestyles.*

### TEACHER'S NOTES

### TEACHER'S NOTES



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.*)

**b** Have students read the text and find its main idea. This activity enables students to catch the main idea in the text.

**Answer Key**

*Having unusual jobs make people's lives unusual.*

**c** Have students read the text again and underline the supporting sentences. This activity enables students to catch supporting ideas about unusual, weird, funny lifestyles in the text.

**Answer Key**

*I'm a ski patrol leader at the Pico Ski Mountain in Vermont. ... This job has eventually become my way of life.*

*I used to be an administrative assistant. ... And 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.*

**d** First, let students read the text. Then, talk about the given definitions. Try to find the appropriate words with class. You can write them on the board as well.

**Answer Key**

- 1 *self-sufficient*
- 2 *endure*
- 3 *constant*
- 4 *resign*
- 5 *offbeat*
- 6 *eventually*

**e** Ask students to read the given sentences and then, tell them to find the mixed conditional ones in the text which have the same meaning. Give them some time and elicit the answers. This activity enables students to find out mixed conditional statements while reading.

**Answer Key**

- 1 *If they hadn't been in a high-risk area, they would probably be alive today.*
- 2 *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.*
- 3 *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.*
- 4 *My life might be totally different now if this sad event hadn't happened.*

**f** Before starting the exercise, ask students to check the sentences about the people in the text. Then, have them read the text carefully again. After finishing, let them share their answer with class.

**Answer Key**

- 1 *Emily*
- 2 *Dylan*
- 3 *Dylan*
- 4 *Emily*
- 5 *Emily*
- 6 *Dylan*

**g** Students do the exercise with their partners. Then, let them share their opinions with class.

**Answer Key**

*Students' own answers*

 **KEEP IN MIND!**

Draw students' attention to the box. Tell them to examine the structure of the sentences carefully. If necessary, give more examples. Then, ask them to make sentences with the target grammar structure.

## 9B STRANGE TO SAY



### 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 Brigette 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.

## Listening

- a** Tell students to discuss the questions in pairs. Draw students' attention to the photo and ask them to express their thoughts and feelings about it.

### Answer Key

*Students' own answers*

- b** Have students listen to the audio and ask them to answer the given questions. After they have finished the exercise, let them share their answers with class. *Track 43*

### Answer Key

- 1 He is a professional shark tank cleaner at the Long Island Aquarium, located in New York.*
- 2 He cleans the tank with ten sharks circling around him.*

- c** Let students read the sentences first. Then, tell them to listen to the interview about a person who has an unusual job. Ask them to write true, false or not mentioned in the blanks while listening to the audio. Remind students to correct the false statements. Check the answers with class.

### Answer Key

- 1 False. He works at the Long Island Aquarium, located in New York.*
- 2 True*
- 3 True*
- 4 Not mentioned*
- 5 False. The most important reason is for diving.*
- 6 Not mentioned*

## Speaking

- a** Have students read the sentences in the speech bubbles and ask them to match the jobs to the speech bubbles. Give them some time and then, elicit the answers.

### Answer Key

- A-2  
B-3  
C-5  
D-4  
E-1  
F-6

## TEACHER'S NOTES



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.**

- 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.**



## Discussion time



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?



## 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.

**b** Tell students to work in pairs and answer the questions according to the jobs mentioned in 'Exercise a'.

**Answer Key**

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

**c** Tell students to work in pairs again. Give them some time to think about the question and organise their ideas. Then, let them share their opinions with class. This activity enables students to talk about people they know that have unusual jobs, hobbies or lifestyles.

**Answer Key**

*Students' own answers*

 **Writing**

**a** Ask students to search on the Net in order to find information on either unusual jobs or lifestyles. After having found enough information, students will write a descriptive essay of 250 words. In addition, tell them to make an outline first. Remind them that they should pay attention to the features of a descriptive essay; for example, they should create a near perfect description of the person they write about to engage the readers' senses.

**Answer Key**

*Students' own answers*

**TEACHER'S NOTES**

**b** As a homework, tell students to prepare a presentation of the person they wrote in 'Exercise a'. Ask them to use information technologies such as Powerpoint, Prezi, etc. Then, vote on the most interesting presentation. This activity enables students to make a presentation about unusual lives which they've searched on the Net.

**Answer Key**

*Students' own answers*

 **Discussion time**

Have students discuss the questions with their classmates. Remind them that they can take notes and organise their ideas before speaking.

**Answer Key**

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

 **Project**

Ask students to work in pairs. Tell them that one of them will be the interviewer and the other one will be the person who have unconventional hobby/lifestyle/job. Tell them to record the interview and bring it to the class. Watch them altogether and discuss on which features make these people's hobbies/lifestyles/jobs unusual.

**TEACHER'S NOTES**



**Interviewer:** Welcome to our programme 'Extraordinary Lifestyles'. This week, I'm the guest of a young Turkish couple, Elif and Kerem Yılmaz. They have been living in a house, which is made of sun-dried mud bricks, in Akçay since 2014. Elif, thank you for having me.

**Elif:** Welcome to our home. Both Kerem and I are very pleased to see you.

**Interviewer:** Thank you. I wonder much about you and your lifestyle. I'll ask you first why you chose such a lifestyle.

**Kerem:** It's really simple. We always wanted to live in a world where we consume as much as we produce. That's why, having given up our careers and flung down our business attire, we took the road. We visited many countries, lived in Africa for about one year and then, we decided to live here at last.

**Interviewer:** It seems amazing, but also scary. What kind of challenges did you face at first?

**Kerem:** Umm, I must admit that there were lots of difficulties because neither I nor Elif knew how to build a house or cut firewood or grow vegetables. However, nature gradually taught us how to struggle to survive. After staying in a tent for eight months, we built a one-roomed-adobe house with thatched roof. Then, we learned to make a wooden sink, to use the underground like a fridge and to plant right crops at the right time.

**Interviewer:** How do you supply your food and water?

**Elif:** We are vegans and therefore we only

eat whatever we plant and supply our water from the nearest river.

**Interviewer:** Well, how do you wash your clothes?

**Elif:** You know, we don't use electricity; that's why we don't have a washing machine. We wash our clothes by hand.

**Interviewer:** Isn't it difficult?

**Elif:** No, unlike the urban people, we can get by with very few clothes, so it isn't too exhausting. We have a minimalist life here.

**Interviewer:** ...and also an unusual one. The young audience might wonder how you spend your day without cell phones, the Internet or any other technological devices. Can you tell us briefly?

**Kerem:** Hmm, we feed our goats and chicken, water the vegetable garden, pick some fruit or collect firewood. Besides, we clean our house every day, otherwise, insects make their way into it because of the spilt food. In our free time, we read books; I play the guitar and Elif draws pictures. We have much more freedom and serenity here since we ditched everything that the modern technology gave us.

**Interviewer:** You say you have not spent any money since you settled here. Haven't you ever needed money?

**Kerem:** No, never. Nature helps us to meet all our needs.

**Interviewer:** Well, does this lifestyle make you happy?

**Elif:** Absolutely, it does. We live in touch with nature, away from the city and business life. It is a great feeling to sleep under the sky lightened by the stars, not by the artificial city lights.

**Interviewer:** Well, thank you. I very much enjoyed our conversation.

**Elif:** Our pleasure. We hope to see you again.

### AUDIO SCRIPT 40

/iə/	beard fierce career experience idea
/eə/	barely airport unbearable where aeroplane

### AUDIO SCRIPT 41

cheer bear pier dear hair year  
wear dare chair here stair

### AUDIO SCRIPT 42

Dear Claire,  
We're really excited to see you here again. Please write your flight details, so we can arrange for a pick from the airport. See you soon, take care.

### AUDIO SCRIPT 43

**Interviewer:** Today, I have here with me Adam Torres, a professional shark tank cleaner at the Long Island Aquarium, located in New York. Adam, welcome to our programme.

**A. Torres:** Well, first of all hello and thanks for inviting me to your programme.

**Interviewer:** It's very kind of you to be here with us. OK, let's begin. Adam, you have got an unusual job. How did you start it?

**A. Torres:** Um, when I worked as a journalist eight years ago, I started to get interested in diving at my friend's insistence. I didn't like it at first but diving became increasingly my entire life rather than just a hobby. After specialising in this field, I resigned and began to practise diving as a

job. So, if I hadn't listened to my friend, I wouldn't do what I loved today.

**Interviewer:** Ok, tell us what your typical day at work looks like.

**A. Torres:** Mmm, my team and I valiantly clean a 3.4 million litre tank with ten sharks circling around us. We spend up to 7 hours a day in the tank to keep the sharks healthy, to inspect and repair the filtration system.

**Interviewer:** It sounds scary to be in a tank with ten sharks. Isn't it so for you?

**A. Torres:** No, not at all because we have gone into strict training before becoming a shark tank cleaner. If we hadn't got this training, we wouldn't have the knowledge of shark behaviours and species, and we wouldn't stay out of danger while cleaning. However, there is always an element of danger, especially the most dangerous time of year to clean the tank is during mating season.

**Interviewer:** Then, why did you choose this job?

**A. Torres:** Hmm, it's difficult to say just one thing in particular, but I think the most important reason is my strong passion for diving. In addition, it is an adventure for me being watched by many people and posing for their photographs. You can be almost the hero of the young kids who are afraid of just the name of the shark.

**Interviewer:** Well, does this job make you happy?

**A. Torres:** Yeah, exactly, it does. It's amazing to get into the big shark display. In short, if I knew then what I know now, I'd have quit journalism in advance.

**Interviewer:** Well, Adam, it has been enjoyable talking to you. Thank you very much for coming.

## 9A OFF-THE-GRID



### THE TUAREG

The Tuareg live across the Sahara Desert and they are largely Muslim. They have a semi-nomadic life, meaning that they migrate seasonally and cultivate crops during periods of settlement. The tribe has a population of about 1 to 1.5 million. Most of the Tuareg people live in Algeria, Libya, Niger, Mali, Burkina Faso and Nigeria. They are the descendants of the Berbers of North Africa and they speak Tamacheq, one of the Berber languages. They are generally referred to as 'the blue men of the Sahara' since men veil their faces with a blue-dyed indigo turban which leaves the blue colour on their skin.



### ABORIGINES

Aborigines are Australia's indigenous people. Today there are approximately 400,000 aboriginal people, making up two per cent of Australia's total population. They are thought to be the first human inhabitants who settled in Australia in 1778. They are nomadic hunter-gatherers who don't have a concept of possessing territory. Men are the hunters of large animals, birds and even kangaroos while women are primarily gatherers of vegetables, herbs, fruit, eggs and honey. They believe that there is a close relationship between humans and the land. Aborigines call the beginning of the world the 'Dreamtime' when aboriginal ancestors rise from the earth to form various parts of nature including animal species, bodies of water and the sky. Besides, they don't have a written culture; instead, they have a tribal culture of storytelling and art.



### PYGMIES

Pygmies are an African tribe of about half a million people who are traditionally hunter-gatherers living in the rainforests. Characterised by short stature, they are called 'pygmy'. They live in small groups and build temporary clubs with large leaves of bamboo trees. They speak a language peculiar to themselves called as 'Mabea'. They are highly interested in music and have plenty of folk-songs. Besides, they have a great talent for keeping perfect time to the beating of drums. They exhibit admiration, quickness in picking up information and languages, and perfect readiness in catching the details.

#### a Read the texts and answer the questions.

- How do the Tuareg lead their lives?  
They migrate seasonally and cultivate crops.
- What are the roles of men and women in Aboriginal society?  
Men are the hunters and women are gatherers.
- Why has the land an important place in Aboriginal culture?  
Because they believe that they emerged from the earth at the time of the creation.
- How much is the population of the Pygmies?  
There are about half a million people.
- What are the characteristic features of the Pygmies?  
They are short and they speak 'Mabea'.

#### b Fill in the blanks with the appropriate words. Make necessary changes.

indigenous

tribe

determined

weird

represent

nomadic

value

- Tuaregs are nomadic people, so they move from place to place to find water and food for their herd.
- There are still many uncontacted tribes living in remote areas of the Amazonian rainforest.

- 3 While I was surfing the Net, I read some weird news about some people's lifestyles. For example, there is a 47-year-old man who doesn't just love dogs, but he wants to be one.
- 4 In spite of the obstacles placed in my path, I'm determined to find a qualified job.
- 5 The people living in eco villages value simplicity and self-sufficiency. They are not inefficient. They just wouldn't like to benefit from the outside world or modern technology.
- 6 Each colour on the chart represents a different department.
- 7 The Maasai are indigenous people of about half a million, living in Kenya.

**C Rewrite the sentences below using a past participle phrase as in the example.**

e.g. Since it was known as 'Paradise of Pacific', New Zealand continues to attract a steady number of visitors.

*Known as 'Paradise of Pacific', New Zealand continues to attract a steady number of visitors.*

- 1 When they are introduced to someone, Turkish people usually shake hands.  
*When introduced to someone, Turkish people usually shake hands.*
- 2 We were faced with a serious shortage in the budget, so we decided to tighten our belts.  
*Faced with a serious shortage in the budget, we decided to tighten our belts.*
- 3 Because it was washed and ironed, the dress looked brand new.  
*Because washed and ironed, the dress looked brand new.*
- 4 Since he was satisfied with Alyssa's work, the manager increased her salary.  
*Satisfied with Alyssa's work, the manager increased her salary.*
- 5 If it is used too often, this medicine causes irregular heartbeat.  
*If used too often, this medicine causes irregular heartbeat.*

**d Match the sentence halves and write new ones beginning with present or past participle clause.**

e.g. I felt bored

- 1 It was written by a well-known psychologist
- 2 I walked down the road
- 3 It was burnt in the oven
- 4 They were surprised at Cindy's mark B for Maths
- 5 The Pirahã are hunter-gatherers

e.g. I decided to watch an adventure film.

- a they don't have organised planting and farming.
- b her parents gave her permission to go on the school trip.
- c the article drew people's attention to negative effects of social media .
- d I ran into one of my friends from high school.
- e pizza was inedible.

e.g. *Feeling bored, I decided to watch an adventure film.*

- 1- c Written by a well-known psychologist, the article drew.*
- 2- d Walking down the road, I ran.*
- 3- e Burnt in the oven, pizza.*
- 4- b Surprised at Cindy's mark B For Maths, her parents.*
- 5-a Being hunter-gatherers, The Pirahã.*

### UNUSUAL HABITS FROM DIFFERENT COUNTRIES



Because tea has an important place in Turkish culture, Turkish people offer tea to their guests as the first indication of their hospitality. When you drink a whole cup of tea, your host fills the cup automatically without asking you. If you don't want to drink tea any more, you should leave the small spoon lying on the barrel of the cup.



It is considered rude to point, play with or stab food with chopsticks in Japan as Japanese people are so polite and their fondness for etiquette extends to the mealtime use of chopsticks.



In Taiwan, it is hard to see any trash cans. Instead, there are garbage trucks that go around the streets and people go out with their trash bags at a certain time every day. In addition, these trucks play the tune of *Für Elise* by Beethoven when they prompt people bring their garbage.

In contrast to many nations, when Indians shake their heads left and right it means 'yes' and up and down means 'no'. It's a bit tricky.



In the USA, when you visit someone at their home, don't take off your shoes at their door; otherwise, you mostly get the weirdest look from them.



In Denmark, people have to select baby names from a list of 7,000 names that government has pre-approved.



In China, the people invited over to someone's home for a meal don't eat the last morsel of the food left on the plate to show the host that they provide enough food and a filling meal.



In Bolivia, if you talk about business during a social occasion such as a wedding, it is considered ill-mannered as these gatherings are meant to enrich personal relationships, not make deals.



**a** Read the text. Write true (T), false (F) or not mentioned (NM) for the sentences given below. If the statement is false, correct it.

- You should take off your shoes before entering someone's home in Turkey. (NM)
- There are garbage trucks which play Beethoven's symphony in order to call the people to bring their trash in Taiwan. (T)
- In India, if someone wants to say 'no', they just move their heads from side to side. (F)  
*When they say 'no', they shake their heads up and down.*
- In Denmark, citizens are not pleased with getting a name approved by the government. (NM)
- In China, it's impolite to eat everything on the plate as it means that the host doesn't provide enough food. (T)

**b Match the beginnings of the sentences (1-8) to the endings (a-h).**

- 1 If I didn't have to work too much, **i**
- 2 If Jack were interested in history, **f**
- 3 If Liz had handed in her paper, **a**
- 4 If I set aside significant amounts of money, **d**
- 5 If I hadn't stayed up so late last night, **b**
- 6 If Petty had taken the necessary precautions, **e**
- 7 If I had learned Chinese in high school, **g**
- 8 If Jeremy didn't live so far away, **c**
- 9 If Karen wasn't afraid of flying, **h**

- a she would pass the Geography course.
- b I wouldn't feel exhausted today.
- c he would have attended my birthday party punctually.
- d I would have already studied in the USA.
- e she wouldn't get infected.
- f he would have visited the British Museum yesterday.
- g I would have more job opportunities.
- h she wouldn't have travelled by train.
- i I would have planned to travel the world.

**c Rewrite the sentences using mixed conditionals as in the example.**

e.g. Anneli doesn't like horror films, so she didn't go to the cinema with her friends yesterday.

If Anneli liked horror films, she would have gone to the cinema with her friends yesterday.

- 1 My students didn't listen to me, so they have to follow this course now.  
If my students had listened to me, they wouldn't have to follow this course now.
- 2 Matthew isn't an efficient journalist, that's why he wasn't promoted.  
If Matthew was an efficient journalist, he would have been promoted.
- 3 Because I didn't have lunch, I am starving now.  
If I had had lunch, I wouldn't starve now.
- 4 Janelle isn't a fast cyclist, therefore she didn't win the race.  
If Janelle was a fast cyclist, she would have won the race.
- 5 Because Tom didn't invite me to his wedding party, I can't go there tonight.  
If Tom had invited me to his wedding party, I would go there tonight.
- 6 I spent all my money, so I'm broke now.  
If I hadn't spent all my money, I wouldn't be broke now.

**d Complete the following statements using mixed conditionals.**

- 1 If I had passed the driving test, I'd go to the work with my own car.
- 2 If I were you, I'd have visited him at the hospital.
- 3 If I hadn't forgotten to take the map, we would not get lost now.
- 4 If I had enough time, I would have studied the exam.
- 5 If I had scored the penalty, we would win the match.
- 6 If the teacher were here, the students would have been quiet in the classroom.
- 7 If I knew then what I know now, I'd have made smarter decisions.

# 10A AS EASY AS ABC

## 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



- 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?



10A AS EASY AS ABC

**Lead in**

Ask students to think about the given questions. Then, have students discuss the questions with their partners. Let them share their opinions with class.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers

**Listening**

a Ask students to look at the photos and use the phrases to describe them to their partners. Then, let them share their ideas with class.

**Answer Key**

Students' own answers

b Ask students to pay close attention to the audio, which is of a student's description of his country's school life. Check the correct answers with class. This exercise enables students to catch the required information about facilities, rules, timing, and problems of a different education system. *Track 44*

**Answer Key**

- 1 They have playground, lab, gym, library facilities at their school.
- 2 The classes start at 09.00 and each lasts ninety minutes.
- 3 They have to wear suitable clothes for school, and read and do their homework at school library. They are not allowed to go home early.
- 4 Because they have to read and do their homework at school library instead.
- 5 The number of university students from state schools decreased and the tuition fees have been tripled.

c Have students listen to the interview with a teacher and complete the sentences. If necessary, play the audio again. Check the answers with class. This exercise enables students to identify reasons and results in the text. *Track 45*

**Answer Key**

- 1 Many of the students fail in the exams because of high standard measure in the exams.
- 2 Some students can't get C so they feel unhappy and lose their motivation.
- 3 Most teachers focus on test scores because there is so much pressure on teachers.
- 4 Behaviour managing is necessary for kids because some children can't deal with their personal problems at home.

d Have students work in pairs. Ask them to take notes about the given questions and organise their ideas before they speak. Then, let them share their ideas with class.

**Answer Key**

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers

**TEACHER'S NOTES**



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?

**e** Ask students to look at some pictures of the suggestions about the facilities and decide which two of these should be built at their school justifying their ideas. This exercise enables students to express reasons and results in their speech.

**Answer Key**

*Students' own answers*

 **Speaking**

**a** Ask students to read the texts. Then, have students take turns to compare similarities and differences between two educational systems. This exercise enables students to compare similarities and differences between educational systems.

**Answer Key**

**Similarities**

- *Children have to go to school between 6-15 years.*
- *Students stay at school for 8 hours.*
- *Students can participate in extracurricular activities.*
- *Classes involve 30 students.*

**Differences**

- *In Japan, students have to pass the high school entrance exam, but in the USA, students don't have to take any admission examination.*
- *After graduating from high school, students in Japan must take university entrance exam, but students in the USA can go to a college according to their interests.*
- *There are two types of university education in Japan, but in the USA, there are three types.*

**b** Have students work in pairs to discuss the questions with their partners. Let them take notes about the questions to organise their ideas before they speak. This exercise enables students to talk about the national school system.

**Answer Key**

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

**TEACHER'S NOTES**



## 10A AS EASY AS ABC

### 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

## Reading

**a** Draw students' attention to the photo and questions. Ask them to work in pairs and take turns to talk about the questions.

### Answer Key

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

**b** Have students skim the text and choose the sentence which describes the main idea of the text best. Remind them that they will not read the text in detail. This exercise enables students to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details.

### Answer Key

- ② *A great teacher makes an impressive influence on student's life.*

## TEACHER'S NOTES

## TEACHER'S NOTES



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

**c** Have students work in pairs or groups. Ask them to have a look at the phrasal verbs before matching them to the definitions. Students guess the meaning of the target phrasal verbs from the text. Then, check the answers with class. You can also ask students to make sentences with the target words. Students take turns to share their sentences with class. This exercise enables students to match phrasal verbs related to the topic with the definitions.

**Answer Key**

- 1 *fall behind*
- 2 *drop out*
- 3 *hand in*
- 4 *study under*
- 5 *read up on*
- 6 *read over*

**d** Ask students to read the text again in detail to match the fact for each person. Students do the exercise individually. Check the answers with class. This exercise enables students to skim and scan authentic material about the related topic from different sources such as Internet, magazines, newspapers to get the main idea and the details.

**Answer Key**

- 1 *Andria*
- 2 *Andria*
- 3 *Barbara*
- 4 *Barbara*
- 5 *Barbara*
- 6 *Andria*

**TEACHER'S NOTES**

**TEACHER'S NOTES**





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?**

<b>Employer:</b>	The Art Farm In The City
<b>Location:</b>	Oakland, the USA
<b>Job position:</b>	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](mailto: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](http://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? \_\_\_\_\_

 **Writing**

**a** Give enough time to the students to think and discuss the questions.

**Answer Key**

*Students' own answers*

**b** Ask students to read the advertisement and the letter of application. Let them share their opinions about if Annabelle is suitable for the job or not.

**Answer Key**

*Students' own answers*

**c** Have students work in pairs or individual. Ask them to write the letter of the paragraphs that has a response for the given sentences.

**Answer Key**

- 1 B
- 2 D
- 3 A
- 4 C

**TEACHER'S NOTES**

**TEACHER'S NOTES**



d Read the text again and tick (✓) the CV best for the job.

CV 1

CV 2

Personal details	
Name:	<b>ANNABELLE AKSON</b>
Address:	12 <sup>th</sup> 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

Personal details	
Name:	<b>WILL TYRANN</b>
Address:	6 <sup>th</sup> 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.

”

d Ask students to read the text again and match the CV best for the job, comparing the job advertisement and the information in both CVs.

**Answer Key**

CV 1

e Ask students to write a Curriculum Vitae (CV) with a job application letter to apply for the job advertisement in 'Exercise b'. If the time is limited, you can give them this exercise as homework and ask them to bring it to class for next day. This exercise enables students to write a Curriculum Vitae (CV) with a job application letter.

**Answer Key**

*Students' own answers*

**IDIOM OF THE DAY**

Have students read the dialogue and encourage them to guess the meaning of the idiom used from the context. The meaning of the idiom is 'to reach the necessary standard; to succeed'.

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 10B WHAT DO YOU MEAN?

### 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 \_\_\_\_\_



### 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

## 10B WHAT DO YOU MEAN?

### Lead in

Have students focus on the photos. Ask them what subject they will probably have engaged in this module. Give enough time to the students to think about the questions. Ask them to discuss the questions with their partners.

#### Answer Key

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

### Reading

a Ask students to look at the photos in order to match them to the given phrases.

#### Answer Key

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

#### TEACHER'S NOTES

#### TEACHER'S NOTES





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. \_\_\_\_\_

**b** Have students read the text and focus on the highlighted words in the text. Ask them to guess the meaning of the words from the context. Students will match the words to their definitions. Then, check the answers with class. This exercise enables students to guess the meaning of the vocabulary in the text.

**Answer Key**

- 1 *impact*
- 2 *non-verbal*
- 3 *pitch*
- 4 *interpersonal*
- 5 *nod*
- 6 *side-to-side*
- 7 *pat*

**c** Ask students to read the text and write True (T), False (F) or Not Mentioned (NM) for the statements given.

**Answer Key**

- 1 *True*
- 2 *True*
- 3 *False*
- 4 *Not Mentioned*
- 5 *True*
- 6 *False*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



## 10B WHAT DO YOU MEAN?

### 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"> <li>Teachers must learn how to use them to _____</li> <li>It creates a _____ and success.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use gestures to _____ of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Having eye contact help teachers to understand their _____</li> <li>Also, they can guess if student _____</li> </ul>	<ul style="list-style-type: none"> <li>If the teacher stands _____ he manages _____.</li> </ul>

### 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 suspicious about something. I think he doesn't have a good body language.



1



2

## Listening

**a** Ask students to pay close attention to four different speakers talking about body language in English teaching. They will match each title to the speakers. *Track 46*

### Answer Key

- |                          |                                 |
|--------------------------|---------------------------------|
| 1 Eye contact: Speaker 3 | 3 Facial expressions: Speaker 1 |
| 2 Gestures: Speaker 2    | 4 Body distance: Speaker 4      |

**b** Tell students that they will listen to the audio again carefully and take notes. Then, they will complete the information about body language. This exercise enables students to complete the table with the information about the related topic.

### Answer Key

Speaker 1	Speaker 2	Speaker 3	Speaker 4
<ul style="list-style-type: none"> <li>Teachers must learn how to use them to cope with <u>different situations in the class.</u></li> <li>It creates a <u>positive on them</u> and success.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use gestures to <u>make deeper understanding</u> of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Having eye contact help teachers to understand their <u>attitudes.</u></li> <li>Also, they can guess if student <u>has understood the topic or not.</u></li> </ul>	<ul style="list-style-type: none"> <li>If the teacher stands <u>close to students' zone,</u> he manages <u>the disciplines and make corrections properly.</u></li> </ul>

## Speaking

**a** Draw students' attention to the given words and phrases about non-verbal language. Ask them to tick the ones that give negative messages in communication.

### Answer Key

#### Good non-verbal cues

Shaking hands: It means being open to friendship.

Nodding head: It shows interest.

Standing up straight: It shows self-confidence.

Steeping of the fingers: It's a sign of control and authority.

#### Bad non-verbal cues:

Frowning: It shows confusion or anger.

Crossing arms: It indicates being defensive.

Biting nails: It shows being nervous, stressful and insecure.

Finger tapping: It demonstrates being impatient or tired of something.

Yawning : It shows boredom.

**b** Ask students to read the given extract for a job interview. Remind them to find and underline the conjunctions that show the clauses following them are unlikely or just shows a possibility. Ask and elicit the answers.

### Answer Key

Keep your back straight **as though**...

Keep your chin parallel to the ground **as if** ...

Don't recline back **as if** ...

Avoid crossing your arms and legs or placing items in your lap **as though**...

Don't make a constant eye contact or don't avoid eye contact entirely **like** ...

**c** Draw students' attention to the photos and example sentences. Tell them to work with their partner and describe the body languages of the people in the photos. Students will be able to talk about an unlikely situation.

### Answer Key

Students' own answers



**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**

much	target	hung
crush	mark	truck
charge	chart	brush
large	tongue	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.

d Ask students to look at the photos of job applicants and match each photo that illustrates good or bad body language habits. Check the answers with class.

**Answer Key**

**Good Body Language:** A-C-F

**Bad Body Language:** B-D-E

**KEEP IN MIND!**

a Draw students' attention to the box. Give them some time to examine and practise the given structures.

**Pronunciation**

a Ask students to pay close attention to the phonemes /ʌ/, /ɑ:/ and the words in the table. Have them repeat each sound and word. If they have difficulties with producing the sounds, help them with the mouth position for each sound.

*Track 47*

b Ask students to listen to the audio and write the words under the correct sound. Encourage them to say the words and help them decide to put the words into the correct table. Then, check the answers with class. This exercise enables students to identify and pronounce the sounds /ʌ/, /ɑ:/ : smart , heart /ɑ:/cut , cup /ʌ/. *Track 48*

**Answer Key**

/ʌ/	<i>much, hung, crush, truck, brush, tongue</i>
/ɑ:/	<i>target, mark, charge, chart, large, march</i>

c Ask students to work in pairs and take turns to practise each sentence. Remind them if they have difficulties with the pronunciation of the words, they can use their dictionaries.

**Answer Key**

1 /ʌ/ *problem, umbrella* /ɑ:/ *car, hard*

2 /ɑ:/ *calm, star*

3 /ʌ/ *muddy, got* /ɑ:/ *father, park, car,*

**TEACHER'S NOTES**



## 10B WHAT DO YOU MEAN?



### 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.

The screenshot shows a web browser window with the URL <https://www.wonderfuljob.com/job-advertisement/art-advertising-agency/advertising>. The website header includes the 'Wonderful Job' logo and navigation links for 'Home', 'About Us', 'Why Wonderful Job', and 'Wonderful Job'. The main content area features a blue banner with the text: 'We are looking for motivated and qualified Advertising Sales Assistants'. Below this, a list of requirements is provided: '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', and 'work with our team of Customer Service and Sales Professionals!'. A section titled 'QUALIFICATIONS for Advertising Sales Assistant:' lists five criteria with checkmarks: 'excellent communication skills', 'reliable time management', 'bilingual a plus, but not at all necessary', 'positive, energetic attitude', and 'commitment to honesty and integrity'. At the bottom, a paragraph states: 'If you want to work in friendly environment and with supportive staff, you will love this job. Experience is helpful, it's not required.'

 **Writing**

**a** Give enough time to the students to read the job advert below and answer the questions.

**Answer Key**

**1** *Students' own answers*

**2** *Students' own answers*

**b** Ask students to read the online application form and complete it. This exercise enables students to fill out an online job application form.

**Answer Key**

*Students' own answers*

**TEACHER'S NOTES**

**TEACHER'S NOTES**



Wonderful Job **Job Application Form**

<b>Personal Information:</b>		<b>Employment Information:</b>	
Name :		Names, addresses, and phone numbers of previous employers:	
Address:			
Phone number:			
<b>Education:</b>		Dates of employment:	
Schools attended:		Salary:	
Degree/Diploma:		Reason for leaving :	
Graduation date:		<b>References:</b>	
<b>Position Applied For Information:</b>		List of three references including names, job title or relationship, addresses, phone numbers:	
Title of the job you are applying for:			
Hours/days available to work:			
When you can start work:			

### 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.

## Discussion time

Have students discuss the questions with their classmates. Remind them that they can take notes and organise their ideas before speaking.

### Answer Key

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

## Project

Ask students to study this part at home. They will make a research about the cultural differences in using body language and make a presentation about it in the class. Give enough time to them to present their research to their friends.

### TEACHER'S NOTES

### TEACHER'S NOTES



## AUDIO SCRIPT 44

*A boy/high school student makes a presentation about his typical school system.*

In the UK, typical school life begins at 9 a.m. Before the first class starts, everyone begins to fill the school garden from 8.30. Since wearing unsuitable clothes for school is against the school discipline in my country, each class has a form teacher who checks our uniform and who is here at the start of the day. Then, all of us go to the main school hall for 15 minutes. Here, the head teacher gives us a morning message and reads out notices. After that, we are allowed to go our lockers and collect our materials for the day. All the day we have four classes and each lasts ninety minutes. After the second class, we have a break and we all go to the playground. Our science teacher is very strict and he makes us all line up in the corridor before getting into the lab. At noon, we have our lunch in the gym and then, we are free until 2.40 p.m. Unfortunately, they don't allow us to go home early. We have to read and do our homework at school library instead. Students have to take very competitive standard exams like A levels each year in order to study at a university. Giving homework is an obligatory for teachers so we are given a lot of colourless homework sheet that doesn't really support us for those exams. At 4.00 p.m., some students can stay for afterschool activities like gymnastics, choir, cooking, art or drama. Recently, the number of university students from state schools decreased when compared with private schools because the tuition fees have been tripled. British policy makers need to update the system that responds to the needs of any student in the UK.

## AUDIO SCRIPT 45

**Presenter:** Good afternoon, today we are hosting an English teacher working in southwest London to discuss the

main problems in our education. What is the most important problem you observe at your school?

**The teacher:** I think our assessment system is very strict because it is only based on success or failure. That creates a common problem at our schools. Due to high standard measure in the exams, many students fail. There is no other alternative for students who don't want to study academic education in future. Some students cannot get C, which is the only average grade to be successful, so they feel unhappy and lose their motivation. Also, there is so much pressure on teachers that they only use quantitative teaching methods that are all about numbers. The teachers can lose their jobs if their students fail to get the average grade.

**Presenter:** What is your suggestion as solutions to the authorities?

**The teacher:** To build a happy, excited and successful generation, we need to focus on qualitative education, in which students' feelings, interests, experiences and needs are not ignored. It is possible with teaching behaviour, data tracking and time management because raising well-behaved and polite children can only be possible with the quality of education, not only with numbers or scores. For example, some children can't deal with their personal problems at home so we can support them with the behaviour management programme. By the help of it, the teacher can keep records and reflect what is working or not.

## AUDIO SCRIPT 46

In English classes, using body language has an important role in the improvement of the teaching and students' ability. Four different teachers express their ideas on using non-verbal communication.

### **Speaker 1**

#### **Art of Using Facial Expressions**

Using facial expression is universal. People show their feelings and emotions through facial expressions, such as happiness and fear. Therefore, teachers must know how to use different facial expressions to cope with different situations in the class. The better a teacher use his facial expressions, the better studying environment he creates. For example, teacher's reaction to the student's wrong answer affects their success a lot. Learning a language is difficult for most students so teachers must keep smiling through interaction to create positive on them. Some professors says a warm smile could give students comfortable studying environment.

### **Speaker 2**

#### **Art of Using Gestures**

Strong gestures help students make deeper understanding. For example, to teach descriptive adjectives in the classroom, teacher can use some gestures for pointing an object. For a sentence 'He is thin', he can model his body. Some simple gestures such as thumps up transmit the message to the students. Overall, non-verbal communication has plentiful expressions.

### **Speaker 3**

#### **Art of Using Eye Contact**

From the eye of a person it is easy to guess his attitudes. A teacher might follow the motivation of his students from their eye contacts. For instance, a student watches the ceiling with dull eyes every now and then, which means he gets side freaked. If he sees a sparkle or a doubt in their eyes, the teacher understands whether they have understood the topic or not. The teacher should

keep in good touch with students through their eye contacts. On the other hand, students may feel that the teacher is monitoring them. So, they can keep their constant attention. The teacher can see the weaker students and help them to have their self-confidence.

### **Speaker 4**

#### **Art of Using Body Distance**

The distance between teacher and students is one kind of body language. Teachers change their position in the English language classroom. Studies have shown that standing near students two to three meters can create a sense of control, so the distracted students who lost their concentration may change their attitudes. In reading classes, when teacher stands close to students' zone or walk properly, he can manage the disciplines and make corrections properly. Besides, he can increase students' participation. Most teachers complain about not having an effective teaching in computer labs. The reason for that, when teacher stands four to five meters away from students, it is very difficult to keep their attention.

## AUDIO SCRIPT 47

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

## AUDIO SCRIPT 48

much target hung crush mark truck  
charge chart brush large tongue march

## 10A AS EASY AS ABC



### EXCEPTIONAL TEACHERS

The question of what characteristics a qualified teacher must have is very important. The job requires broad knowledge of the subject and curriculum. In this article, two great teachers that have all made remarkable contribution to their career are mentioned.

#### Nurten Akkuş, Turkey

Nurten works as a preschool teacher in Ayvacık, which has very poor socio-economic and educational conditions. She was the first person who founded a preschool in this small town and she also created sports, hobbies and recreation areas for children to play in. According to her, children discover life with free learning and they are really into different activities to show their abilities. With her 'Daddy, tell me a story' project, she contributed to a low-level participation of fathers in education around the country. As a result, the motivation and involvement of children in education has grown dramatically. Besides, she has carried out many projects with the Turkish Ministry of National Education, as well as non-governmental organisations and municipalities.

#### Eddie Woo, Australia

Eddie is a passionate math teacher at a high school. He believes that teachers must wait for academically weak students to have a basic level before they move to another topic. Mathematics was a source of fear and anxiety for many students. Eddie related it with real life outside and created Peer-Assisted Study Sessions, in which older students help younger ones to improve their skills in maths. The students who studied under Eddie's MathsPASS programme got the best marks and graduated successfully. After a seriously ill student of his fell behind in math courses, he started recording his lessons and uploaded them on the Internet in 2012. Many of them find these lessons very useful because they could learn on their own. For this reason, he has become very popular and has 60,000 subscribers around the world.

#### a Read the text and answer the following questions.

- 1 What did Nurten Akkuş do in Ayvacık?  
She founded a preschool in Ayvacık and she created sport, hobbies and recreation areas for children to play.
- 2 According to Nurten Akkuş, how do children discover life?  
According to her, children discover life with free learning.
- 3 What is the result of her 'Daddy, tell me a story' project?  
The motivation and involvement of children in education has grown dramatically.
- 4 Why did the students who studied under Eddie's MathsPASS programme get the best marks and graduate successfully?  
Because his programme includes older students help younger ones to improve their skills in maths.
- 5 How has Eddie Woo become very popular and had 60,000 subscribers around the world?  
He started recording his lessons and uploaded them on the Internet in 2012. Many of the students find these lessons very useful.

**b** Read the text again and write True (T), False (F) or Not Mentioned (NM) for the statements below. Correct the false ones.

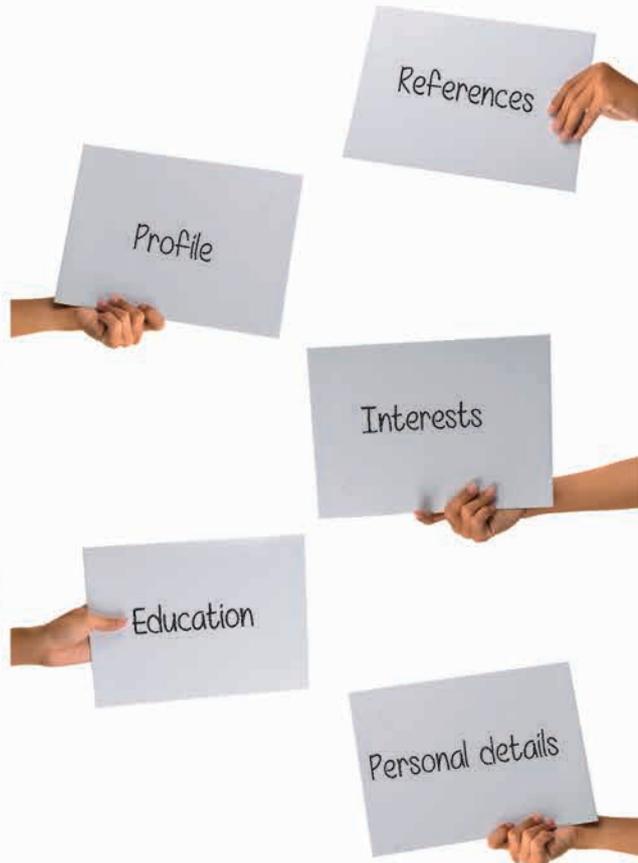
- 1 Ayvacık has very poor socio-economic and educational conditions. (T)
- 2 The students are really into different activities to show their abilities. (T)
- 3 Eddie Woo was nominated for the best teacher of the year award. (NM)
- 4 Eddie believes that teachers don't need to wait for academically weak students before moving to another topic. (F)  
Eddie believes that teachers must wait for academically weak students.
- 5 Both teachers are regarded as positive role models for other teachers around the world. (NM)

**c** Complete the sentences with the correct form of the phrasal verbs below.

drop out	fall behind
read up on	read over
study under	hand in

- 1 You want to read over your works to be sure there are no grammatical or spelling mistakes, don't you?
- 2 **A:** You know the teacher said that the deadline for essay on the importance of education is tomorrow. Have you hand in your paper?  
**B:** I started yesterday but I haven't completed it yet.
- 3 If you don't attend the lectures regularly, you will probably fall behind.
- 4 Before you start your research on the topic, you had better read up on Kant's influence in modern ethics.
- 5 Haven't you heard John dropped out of university because of his hard working conditions?
- 6 As a young artist in those years, he studied under Picasso.

**d** Match the titles of Curriculum Vitae (CV) to the expressions below.



- 1 Education: the names of universities, colleges, or professional programmes that you have attended and your diplomas or certificates
- 2 Profile: your personal characteristics
- 3 Personal details: your name, current address, telephone numbers, e-mail address
- 4 References: the list of the people who you asked to write recommendations for you
- 5 Interests: the list of the activities you like to do and you are mostly good at doing these activities

## 10B WHAT DO YOU MEAN?



### SIGN LANGUAGE

People need to communicate with others around them in order to survive in daily life. Communication is the best way to generate thoughts created in own mind alike in other people's minds. Most communication occurs via oral speech along with body language such as gesture, eye contact and body posture. Unfortunately, in society, not everybody is able to use oral speech abilities. People with hearing impairments need to use different language, which is called sign language, to communicate in order to continue their social life. Sign language is an inclusive language with visual symbols formed by the hands, fingers, head, face, mimics, and gestures in which all body movements are used. Every country in the world has its own sign language. Each language from each country differs from each other structurally such as vocabulary, grammar, and syntax. As in spoken languages, components in sign languages construct the specific signs according to a significant order, and the meanings are shaped as a result of the cultural agreement.

Approximately 2,500 babies are born with hearing impairments every year in Turkey like many countries; Turkey has its own sign language. Turkish Sign Language is used in every type of social and educational activity in different occasions and associations across the country. Also, a dictionary of Turkish Sign Language is released by the Turkish Language Society to support studying Turkish sign language for the hearing impaired. Also,

Turkish Sign Language has started to be used in special education schools for the deaf and special education preschools. Turkey has been a part of the United Nations Convention on the Rights of Persons with Disabilities since 2009, and also there are the articles, which explain the rights of people with disabilities in Turkey's Constitution.

Lack of the language access may affect psychological and social development of individuals negatively. This problem may cause academic difficulties, lowered self-esteem, and behavioural problems. Sign language is very important for a healthy interaction with the hearing impaired individuals and for including them to the society and it would create the potential great equality opportunity in favour of these individuals. As the gap between the individuals with hearing disabilities and others would decrease by promoting the usage of sign language between all individuals, this would help to equalise the opportunities and rights as human and a citizen amongst all.

#### a Read the text and answer the following questions.

1 What language do people with hearing impairments use to communicate?

They use sign language to communicate.

2 What does sign language include?

It includes visual symbols formed by the hands, fingers, head, face, mimics, and gestures in which all body movements are used.

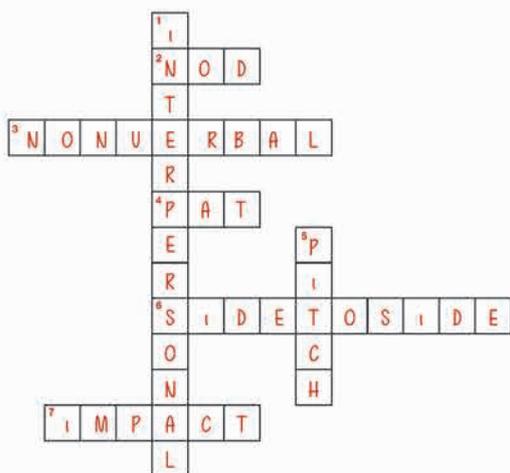
- 3 Why does each country have its own sign language?  
*Because each country has different language structures such as vocabulary, grammar, and syntax.*
- 4 Where is Turkish Sign Language used?  
*It is used in every type of social and educational activity in different occasions and associations across the country.*
- 5 How does lack of the language access affect individuals?  
*Lack of the language access affects psychological and social development of individuals negatively.*

**b** Read the text again and cross (X) the subjects below that are not mentioned in the text.

- 1 The number of the people with hearing impairments in the world
- 2 Turkey has its own sign language
- 3 Why each country has its own sign language
- 4 The reasons of having hearing impairments
- 5 The importance of sign language

**c** Find the words in criss-cross puzzle below.

**NON-VERBAL COMMUNICATION**



**Across**

- 2 move your head up and down to show agreement, understanding, etc.
- 3 not involving words or speech
- 4 to touch somebody/something gently several times with your hand flat, especially as a sign of affection
- 6 close together and facing in the same direction
- 7 a marked effect or influence

**Down**

- 1 relating to relationships or communication between people
- 5 the degree of highness or lowness of a tone

**d** Look at the non-verbal cues and describe the feelings of people using 'as if' or 'as though'.



- 1 *He is happy and smiling as if he has just got happy news.*
- 2 *He is confused and seems as if he is trying to remember something.*
- 3 *He is making a gesture as if he wants the other person to call him.*
- 4 *He is angry and nervous. It looks as if something has gone wrong.*
- 5 *He is surprised. He seems as if he can't believe in his eyes, probably amazing things have happened.*
- 6 *He is relaxed. He seems as if he is trying to focus on his inner world.*

## **REFERENCE**

- T.C. Milli Eğitim Bakanlığı, Hazırlık Sınıfı Bulunan Ortaöğretim Kurumları İngilizce Dersi (Hazırlık, 9, 10, 11 ve 12. Sınıflar), Öğretim Programı, 2016.



