

SECONDARY EDUCATION

PROGRESS

11th Grade

B2/B2+

TEACHER'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

Ruhumun senden 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'sım;
O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif Ersoy

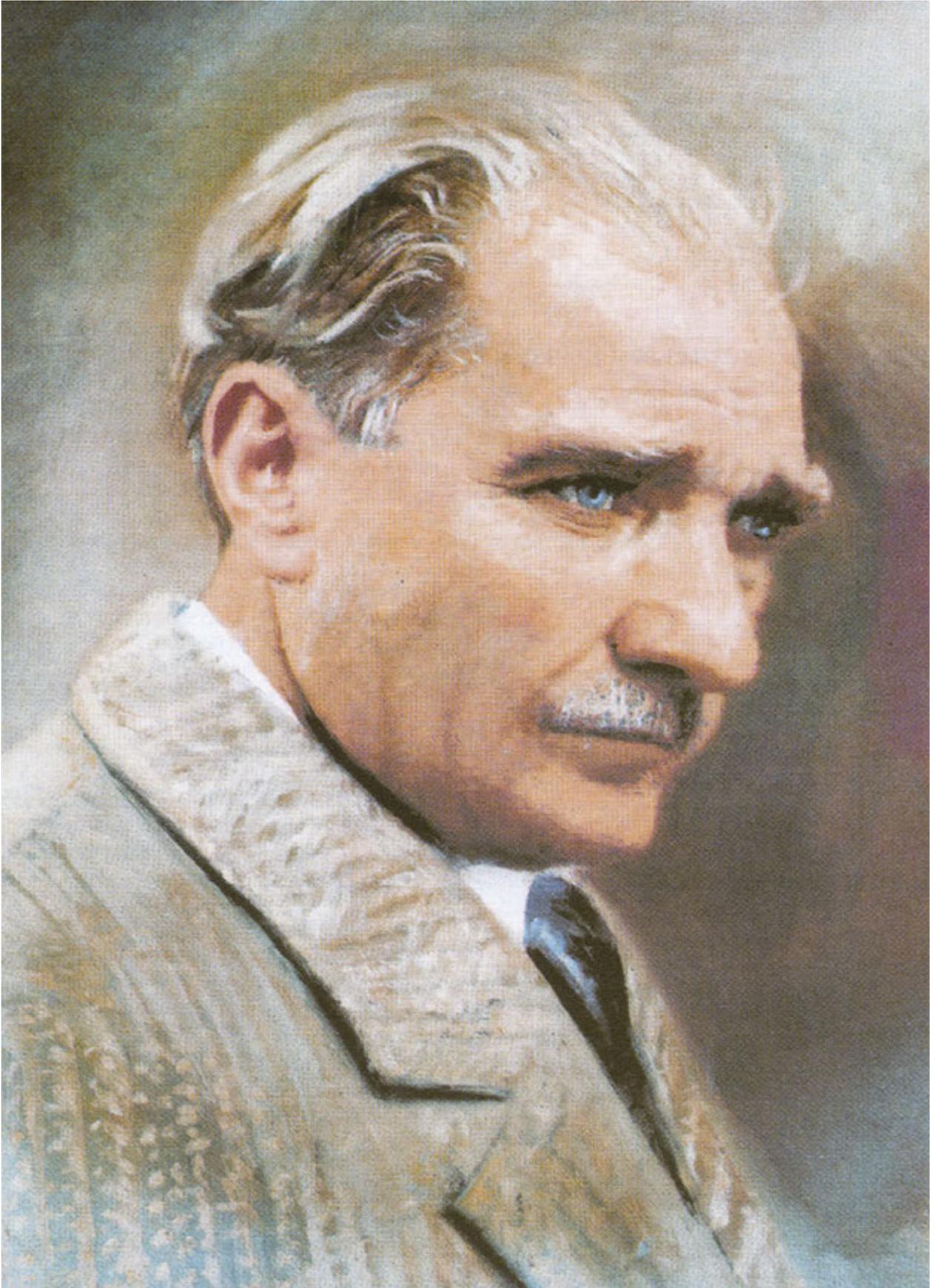
GENÇLİĞE HITABE

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

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

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

Mustafa Kemal ATATÜRK



ICONS USED IN THE BOOK



Lead in



Listening



Reading



Speaking



Writing



Pronunciation



Project



Discussion
time



QR Code

Lead in

Discuss the following questions with your partner.

- 1 What comes to your mind when you think of...?
- 2 What do you wish would happen...

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

Discuss the following questions.

- 1 What was the most dangerous scene you have ever seen in a film?
- 2 Do you think stunt performers are the real stars? Why/Why not?

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

Discuss the following question with your partner.
Do you think the Internet takes away our...?

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

- a Look at the photo below. What think is the main problem? What the solution? Share your opinion with your classmates.

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 Rank your favourite forms of entertainment. Friends ranked each entertainment.

Entertainment types	Always	Of
Listening to music		
Watching films/TV		
Playing video games		
Reading		
Surfing on the Net		
Total		

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 Read out the following sentence aloud by putting stress on the words and syllables in bold.

"I am a pro**F**essional pho**T**Ographer whose **M**AIN **I**nterest is to **T**AKE **S**PEcial, **B**LACK and **W**HITE PHOto**G**raphs that exhibit **A**BSTRACT **M**EANings in their photo**G**RAPHic **S**T**R**UC**T**ure."

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

Search the personality characteristics of two famous people on the Net. Prepare a presentation about them, comparing their personality traits. Then, present it to your classmates. Your presentation should include:

- at least 10 slides with photos.
- similarities and differences between them.

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.

Discussion time

Discuss the following questions with your classmates.

the borders

1 Do you think people can have the qualifications and skills that today's business world considers without working or studying

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.

Do you know?

The Lifelong Learning Programme Erasmus was named after the Dutch philosopher Desiderius Erasmus (1465-1536) who worked and studied around most of Europe to gain new insights. He visited the greatest centres of learning of his time, including Paris and Cambridge. Inspired by him, the EU has started the ERASMUS programme in 1987 to give students study abroad opportunities throughout the continent. However, the programme is now open to a number of countries across Europe and beyond.

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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.

Quote of the day!



"Luck is a matter of preparation meeting opportunity."

Lucius Annaeus Seneca

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 guess the meaning of the idiom.

Elijah: How do you like being a research assistant at university?

Sophia: I really like it! Not only do I continue my studies, but I also get paid.

Elijah: Well, it looks like you **get the best of both worlds**.

Sophia: Absolutely! I enjoy the privileges of a professor while I have the freedom of a student.

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 guess the meaning of the proverb.

Mia: You won't believe what happened. Today, I met the handsome boy we saw at the concert last week.

Ron: So, did you talk to him?

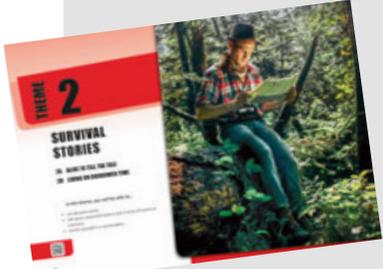
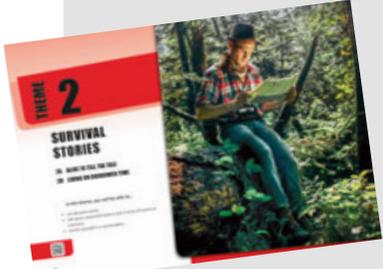
Mia: Actually yes. He was bullying another boy. I warned him, but he seemed not to hear me. I had to call the police.

Ron: I thought you liked him a lot.

Mia: Yeah, but not anymore. You know, they say **beauty is only skin deep**.

B2/B2+

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THEMES	MODULES	FUNCTIONS	VOCABULARY																																	
THEME 1 INTERNATIONAL OPPORTUNITIES																																				
	1A EXPLORING NEW FRONTIERS <i>SB pp. 18-33</i> <i>WB pp. 46-47</i>	Asking for and giving information Talking about present events/situations Talking about opportunities	Words and phrasal verbs related to the topic																																	
	1B TOO GOOD TO MISS <i>SB pp. 34-41</i> <i>WB pp. 48-49</i>			THEME 2 SURVIVAL STORIES					2A ALIVE TO TELL THE TALE <i>SB pp. 50-57</i> <i>WB pp. 72-73</i>	Narrating past events Talking about sequential actions and a series of events or a process Correcting yourself in a conversation	Words related to the topic Word formation	2B LIVING ON BORROWED TIME <i>SB pp. 58-69</i> <i>WB pp. 74-75</i>	THEME 3 SOCIAL MEDIA					3A INFOBAHN <i>SB pp. 76-87</i> <i>WB pp. 102-103</i>	Expressing opinions in a personal or an impersonal way Expressing contrast Talking about social media	Verbs related to computers and their collocations Names of the Internet symbols	3B TECHNOPHOBIA OR TECHNOPHILIA? <i>SB pp. 88-99</i> <i>WB pp. 104-105</i>	THEME 4 GLOBAL ISSUES					4A LIKE THERE IS NO TOMORROW <i>SB pp. 106-113</i> <i>WB pp. 128-129</i>	Talking about global issues Talking about completed events in the future Talking about continuing events in the future	Words and collocations related to global issues Word formation	4B READY TO LOOK INTO THE FUTURE? <i>SB pp. 114-125</i> <i>WB pp. 130-131</i>	THEME 5 ENTERTAINMENT					5A BLOWING AWAY THE COBWEBS <i>SB pp. 132-143</i> <i>WB pp. 154-155</i>
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LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
<p>Completing a table according to the conversation about the orientation process of a course or school abroad</p> <p>Following order of events</p> <p>Identifying the pieces of advice on international opportunities</p> <p>Asking for and giving information about educational programmes such as Erasmus, Jean Monnet, etc.</p> <p>Presenting the information about international volunteering programmes after searching on the Net</p> <p>Talking about what kind of qualifications they need to contribute to their career</p> <p>Expressing possible opportunities in different areas such as job, scholarship, internship, graduate study, etc.</p>	<p>Matching headings with paragraphs</p> <p>Answering the comprehension questions about opportunities abroad in the text or dialogue</p> <p>Scanning a text in order to find out the detailed information</p> <p>Asking questions to clarify the information in the text</p> <p>Writing an outline for the application letter</p> <p>Writing an application letter by using additional linkers in their writings</p>	<p>Producing stress of multi-syllabic words</p>
<p>Catching the required information in the text</p> <p>Identifying past events in listening text</p> <p>Telling a survival story or describing an event</p> <p>Describing pictures on a survival story</p> <p>Talking about sequential actions</p> <p>Using expressions to correct themselves in a conversation</p>	<p>Scanning stories to put the events into correct order</p> <p>Matching the stories with the pictures</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Guessing the meaning of the vocabulary from the context</p> <p>Summarizing a survival story that they have searched on the Net</p> <p>Using necessary linking words in their writings</p>	<p>Noticing sentence stress appropriately to use</p>
<p>Listening to a text or a dialogue about effects of social media on people to get required information</p> <p>Completing missing information while listening to a text or dialogue</p> <p>Commenting on photographs related to the topic</p> <p>Talk about social media by using verb collocations</p> <p>Discussing why social network is so popular around the world</p> <p>Talking about which social web sites they prefer to use and their reasons</p>	<p>Reading a research on Social Media to answer the questions</p> <p>Finding out the main idea and details of a research on Social Media</p> <p>Distinguishing personal and impersonal statements in the text/dialogue</p> <p>Guessing the meaning of unfamiliar words from the context</p> <p>Planning to write a discursive essay</p> <p>Writing a discursive essay about social media mentioning various viewpoints using contrasting linkers</p>	<p>Practising how to say letters and Internet symbols</p>
<p>Following scientists discussing possible future problems to draw conclusion</p> <p>Finding out the main idea</p> <p>Talking about current conditions related to global issues</p> <p>Talking about causes and effects of global warming on climate in the future</p> <p>Offering solutions to global issues</p> <p>Talking about global events which will keep happening in the future</p>	<p>Making inferences about the topic</p> <p>Using simple context clues to determine the meaning of the new words in the text</p> <p>Identifying word collocations related to the topic, such as food shortages, renewable resources, die of hunger</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Distinguishing between continuing events and completed events which takes places in the future in the text</p> <p>Writing a report about one of the problems in our country such as climate change, pollution, deforestation, migration</p> <p>Using expressions of quantity in their reports</p>	<p>Producing short and long vowel sounds</p>
<p>Filling in the blanks with missing words of a song lyrics</p> <p>Enumerating different entertainment activities</p> <p>Talking about what kind of entertainment they like and the reasons</p> <p>Conducting a survey on entertainment preferences to present the results</p> <p>Expressing their opinions about entertainment by using justification expressions</p> <p>Talking about sense of entertainment in different ages</p>	<p>Guessing the meaning of phrasal verbs from the context</p> <p>Skimming and scanning a survey and its result about entertainment to answer the questions</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Finding out sentences on cultural sense of humour</p> <p>Drawing an outline to write a survey report</p> <p>Writing about a survey report on people's entertainment preferences</p> <p>Expressing facts and generalisations in their survey reports</p>	<p>Identifying the tone, mood, and emotion conveyed in the oral communication</p>

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THEME 6 FASHION AND BEAUTY																																				
	6A BEAUTY BEHIND THE SCENES <i>SB pp. 158-169</i> <i>WB pp. 180-181</i>	Giving information briefly Giving information about a group of people or things Using expressions about giving a choices	Words related to beauty and fashion Idioms about fashion and beauty Word formation																																	
	6B GOING MINIMAL <i>SB pp. 170-177</i> <i>WB pp. 182-183</i>			THEME 7 MOODS					7A WHAT FRAME OF MIND ARE YOU IN? <i>SB pp. 184-195</i> <i>WB pp. 212-213</i>	Describing moods Talking about characters Making suggestions	Words related to feelings Phrasal verbs related to the topic Word formation	7B IDIOSYNCRASY <i>SB pp. 196-207</i> <i>WB pp. 214-215</i>	THEME 8 LIFE-SAVER TECHNOLOGY					8A GREASE THE WHEELS! <i>SB pp. 216-227</i> <i>WB pp. 238-239</i>	Talking about having something done by another person/thing Talking about asking someone to do something for us Describing problems	Phrasal verbs related to the topic Words related to the topic Word formation	8B TECHNOLOGICAL BREAKTHROUGHS <i>SB pp. 228-237</i> <i>WB pp. 240-241</i>	THEME 9 FRIENDSHIPS					9A STAND BY MY SIDE <i>SB pp. 242-253</i> <i>WB pp. 264-265</i>	Talking about friendship Making complaints Reporting statements Talking about national, moral and cultural values	Phrasal verbs related to the topic Word formation	9B THROUGH THICK AND THIN TOGETHER <i>SB pp. 254-263</i> <i>WB pp. 266-267</i>	THEME 10 PARALYMPICS					10A THE WHEEL OF SUCCESS <i>SB pp. 268-279</i> <i>WB pp. 290-291</i>
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STUDENT'S BOOK CONTENTS

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
<p>Matching the dialogues about news on beauty/fashion with photos</p> <p>Finding out required information in the text</p> <p>Talking about recent trends</p> <p>Maintaining a discussion about a variety of methods to be more beautiful</p> <p>Making comments briefly on fashion and beauty products by looking at pictures</p> <p>Using expressions about giving a choice in their speech</p>	<p>Using context clues to get main ideas in the text</p> <p>Interpreting a poem</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Guessing the meaning of the idioms in the text and using them in a sentence</p> <p>Writing an essay on their own sense of beauty</p> <p>Using participles in their writings</p>	<p>Practicing sentence stress correctly</p>
<p>Catching the main points of a discussion about the relationship between colours and moods</p> <p>Identifying the speaker's mood, tone, etc. while listening to a short dialogue</p> <p>Comparing the suggestions or different perspectives given by a psychologist/friend and responding to them</p> <p>Asking and answering questions about personality</p> <p>Expressing their problems and asking for their friends' suggestions</p> <p>Expressing feelings by using different voice levels</p> <p>Talking about what affects their moods</p>	<p>Sorting clearly written instructions for relaxation/meditation</p> <p>Determining their personality type by answering given personality questionnaire</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Describing artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips</p> <p>Offering solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic</p>	<p>Practising sentence intonation and stress</p>
<p>Finding out technical information, such as operating instructions for everyday equipment</p> <p>Identifying main point about technology on TV or radio programme</p> <p>Introducing a technology product or life-saver technology by using visuals</p> <p>Expressing their ideas and feelings such as surprise, happiness and indifference on technology products</p> <p>Describing the problems about the life-saver products they have used</p>	<p>Skimming the text to find out the main idea</p> <p>Expressing views, news about the text</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Highlighting phrasal verbs in the text to match them with their meanings</p> <p>Writing a note asking someone to have something done</p> <p>Writing a description and purpose of a life-saver product by using the information they have searched on the Net</p> <p>Using clauses of purpose in their writings</p>	<p>Practising sentence intonation and stress</p>
<p>Obtaining detailed information from an interesting friendship story, such as friendship of a human and an animal</p> <p>Completing the lyrics while listening to a song</p> <p>Making complaints and offering solutions about relationship</p> <p>Using phrasal verbs while talking about themselves and friends</p> <p>Talking about online friendship</p> <p>Talking about values, such as honesty, trustworthy, modesty, for a good friendship</p>	<p>Finding out required information in a real story about friendship</p> <p>Making inferences through the text</p> <p>Expressing views and opinions about the text</p> <p>Changing the forms of the words in the text to make meaningful sentences</p> <p>Writing down their opinions and thoughts about friendship</p> <p>Reporting their friends, parents or wise men's statements about friendship</p>	<p>Pronouncing the weak form of 'that'</p>
<p>Identifying wishes, regrets and apologies</p> <p>Detecting the target information on TV or a radio program about Paralympics</p> <p>Talking about winter and summer Paralympics sports and equipments</p> <p>Expressing regrets and wishes in their life</p> <p>Talking about difficulties that paralyzed people live in our country and solutions to their problems</p> <p>Talking about human values that make paralyzed people life easier</p>	<p>Scanning a real success story of a paralyzed person</p> <p>Identifying the information about Paralympics to answer the questions</p> <p>Identifying lexis and jargon related to Paralympics</p> <p>Matching the definitions with phrasal verbs in the text</p> <p>Writing an opinion essay on ways of making paralyzed people's life easier by synthesizing information about Paralympics they get by using information technologies</p> <p>Writing a letter or a note on wishes, regrets</p>	<p>Guessing stress of new words using learned rules</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 B2/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 *B2/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 11th 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.

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 B2/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.

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 EXPLORING NEW FRONTIERS

Lead in

Why would you study abroad? Mark your answers with a tick (✓). Then, discuss them with your partner.

- 1 to look at the world differently and get a wider perspective
- 2 to gain new experiences
- 3 to get to know different people
- 4 to learn a foreign language
- 5 to be an ambassador of my native culture
- 6 to improve my career prospects
- 7 to get a better job in the future

Listening



- a** Discuss the following questions with your partner.
- b** Listen to the conversation and number the orientation processes in the correct order (1-5). *Track 1*

- 1 If you had a chance to study abroad, to what countries would you consider going? Why?
 - 2 What could be the benefits and drawbacks of studying abroad?
- 1 On-site orientation
 - 2 'Racial identity when studying abroad' orientation
 - 3 Pre-departure orientation
 - 4 Site-specific orientation
 - 5 'Identity abroad' orientation

THEME 1 INTERNATIONAL OPPORTUNITIES



1A EXPLORING NEW FRONTIERS

Lead in

Ask students to mark their answers to why they would study abroad. Then, ask students to work with partners and encourage them to discuss their answers with each other.

Listening

a Encourage students to express their ideas about the questions. Elicit their answers.

Answer Key

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

b Have students listen to the audio carefully and put the orientation processes in the correct order, writing numbers (1-5) in the boxes.

Track 1

Answer Key

- 1 3
- 2 5
- 3 1
- 4 2
- 5 4

TEACHER'S NOTES

TEACHER'S NOTES

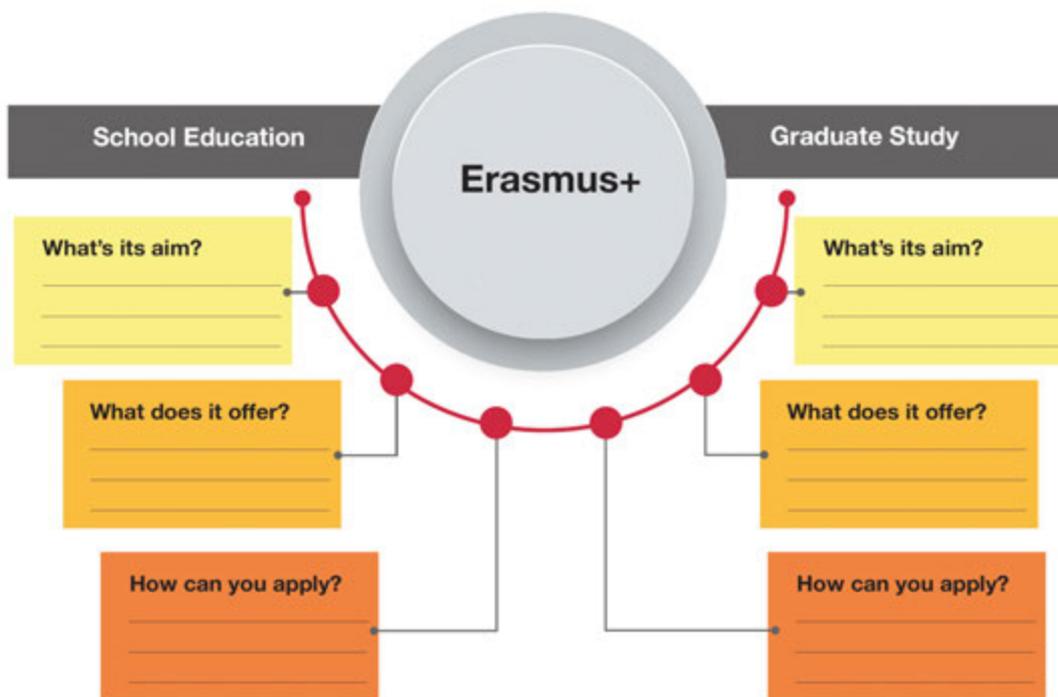


c Listen to the conversation again and fill in the table by ticking (✓) the boxes in the table.

	Pre-departure	Site-specific	On-site	Identity abroad	Racial identity when studying abroad
Mandatory					
Optional					
At home					
Abroad					
Offers academic benefits					
Offers social benefits					

Speaking

a Work in groups. Search the Net and collect information about school education and graduate study opportunities in Erasmus+ programmes. Take notes.



b Prepare a presentation with your group to give brief information about the possible opportunities in different areas for higher education. Share it with your classmates.

c Tell students to listen to the conversation once again. Have them fill in the table by ticking (✓) the boxes while listening. Then, elicit and check the answers with class. This activity enables students to complete a table according to the conversation about the orientation process of a course or school abroad.

Answer Key

	Pre-departure	Site-specific	On-site	Identity Abroad	Racial Identity When Studying Abroad
Mandatory	✓	✓	✓		
Optional				✓	✓
At home	✓	✓			
Abroad			✓	✓	✓
Offers academic benefits		✓	✓		
Offers social benefits	✓		✓	✓	✓

Speaking

a Tell students to work in groups of 4-6. Give them some time to search the Net and collect information about school education and graduate study opportunities in Erasmus+ programmes. Remind that they need to take notes.

Answer Key

Students' own answers

b Tell students to prepare a presentation with their group by either using information technologies or notes and board. Encourage them to share their presentation with class. This activity enables students to express possible opportunities in different areas such as job, scholarship, internship, graduate study, etc.

TEACHER'S NOTES

TEACHER'S NOTES



1A EXPLORING NEW FRONTIERS

Reading

a Discuss the following questions with your partner.

- 1 Do you think cultural exchange adds value to your education? Explain your ideas.
- 2 Would you like to participate in a project abroad? Why/Why not?

GOING GLOBAL

Erasmus+

Erasmus+ is the European Union's programme to support education, training, youth and sport in Europe. With a budget of €14.7 billion, the programme provides opportunities for more than 4 million Europeans to study, train, and gain experience abroad.

There are some specific issues on which the programme works. Reducing unemployment especially among young people, encouraging young people to take part in intercultural activities, supporting innovation and cooperation, reducing early school-leaving are some of them.

Erasmus+ has many programmes and each of which aims to improve the quality of teaching and learning. 'School Education Programme', for example, provides opportunities for schools to work together with partners in Europe and cultural exchange among the participants makes a big contribution to the process.

You can apply some of the programmes individually, and some others through an organisation or institution. However, eligibility

varies from one action to another and from one country to another. Eligible countries are divided into two groups. 'Programme Countries', in which Turkey takes part, are accepted for all actions; but 'Partner Countries' can only take part in some of the actions.

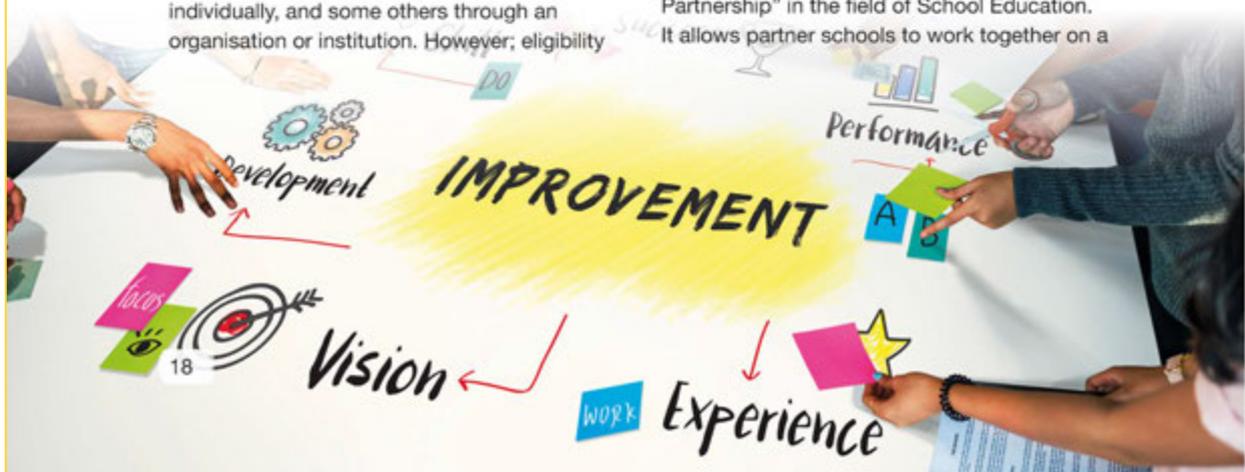
As a high school student, you can apply to 'Erasmus+ School Education Programme' with your teachers and schoolmates. It contains 2 Key Actions:

Key Action 1 (KA1): Learning Mobility of Individuals

This activity allows teachers, principals and other school staff to teach in the courses or participate in the training events abroad in a short period of time. Students are not involved in the programme but they indirectly get benefit from their teachers' experiences.

Key Action 2 (KA2): Cooperation for Innovation and the Exchange of Good Practices

This activity is also known as "Strategic Partnership" in the field of School Education. It allows partner schools to work together on a



 **Reading**

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

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



project for 1-3 years. Furthermore, School Exchange Partnerships (KA229) allows students and teachers of partner schools pay visits to each other in order to produce innovative project outputs.

So, if you have an innovative idea that can turn into a project between your school and other European schools, don't keep it as a secret! Share your ideas with your teachers and schoolmates; work on it as soon as possible.



b Scan the text to find answers to the questions below.

- 1 Which opportunities does Erasmus+ Programme provide?

- 2 What is the difference between 'Programme Countries' and 'Partner Countries'?

- 3 What are the key actions of 'School Education Programme'?

- 4 Can high school students participate in KA1?

- 5 What are the goals of partner schools in KA2?

c Read the text and write five questions to clarify the information in the text.

e.g. Are Turkish students accepted for all actions?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

d Search the Net for other Erasmus+ programmes, such as Youth, Jean Monnet, Sport Actions. Choose one of them and explain it briefly.

e Work in groups of 5-6. Ask and answer the questions in 'Exercise c' about the programmes you mentioned above.

IDIOM OF THE DAY

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

Elijah: How do you like being a research assistant at university?

Sophia: I really like it! Not only do I continue my studies, but I also get paid.

Elijah: Well, it looks like you **get the best of both worlds**.

Sophia: Absolutely! I enjoy the privileges of a professor while I have the freedom of a student.

b Tell students to read the questions first and then scan the text quickly to find the answers. Elicit the answers. This activity enables students to scan a text in order to find out the detailed information.

Answer Key

- 1 *It provides opportunities to study, train, and gain experience abroad.*
- 2 *'Programme Countries' are accepted for all actions, but 'Partner Countries' can only take part in some of them.*
- 3 *Key Action 1 (KA1): Learning Mobility of Individuals and Key Action 2 (KA2): Cooperation for Innovation and the Exchange of Good Practices.*
- 4 *No, they cannot.*
- 5 *To pay visits to each other in order to produce innovative project outputs.*

c Ask students to read the text and write five questions to clear up the information in the text. Help them by giving examples. Then, ask them to share a few questions with class. This activity enables students to clarify the information in the text.

Possible Answers

- 1 *What are the specific issues on which the programme works?*
- 2 *Which programme provides opportunities for schools?*
- 3 *What's the goal of KA1 projects?*
- 4 *Can students apply for a KA1 project?*
- 5 *How can you apply for a KA2 project?*

d Give students some time to search the Net for a few minutes to get the required information. You may write "https://ec.europa.eu/programmes/erasmus-plus/node_en" webpage address on the board to guide them. Then, ask them to pick one of the programmes they searched and explain it shortly.

Answer Key

Students' own answers

e Ask students to work in groups of 5-6. Tell them to ask and answer the questions in 'Exercise c' as a group activity. Then, let them practise the conversations before their classmates. This activity enables students to ask for and give information about educational programmes such as Erasmus, Jean Monnet, etc.

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 'a situation where one can enjoy the advantages of two very different things at the same time'.

TEACHER'S NOTES



1A EXPLORING NEW FRONTIERS

Writing

- a Read the application letter for university admission and underline the additional linkers as in the example.

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March 25, 2020
Faculty of Sciences
Camperdown/Darlington Campus
University of Sydney
New South Wales
2006, Sydney, Australia

Subject: Application for Admission to the Bachelor of Science in Environmental Studies

To whom it may concern,

I am writing to express my interest in studying Environmental Sciences at your esteemed university. It could be a bit of a challenge for many students as it is an interdisciplinary subject. However, I believe I am well-suited to pursue this programme because of my enthusiasm for contributing to the environment. During my high school years, I was an active participant in science programmes and exhibitions. Besides, I was very interested in related subjects such as biology and geography. Furthermore, I am taking part in two environmental projects, which are 'Green Power' and 'Reduce Your Footprint' nowadays.

I am keen on following the environment news as well as grasping the knowledge of my interest from various sources like magazines and newsletters. Moreover, I have found an eco club in my school which aims at raising awareness amongst students about environmental issues. In order to achieve my goal of becoming an environmental scientist, I would strongly like to be a part of your university.

Please contact me at the above-mentioned e-mail or phone number if you find me suitable to sign up for this programme. In addition to my SAT and IELTS score, I have also enclosed the photocopies of my past academic record and certificates of my participation in curricular activities. Thanking you.

Yours faithfully,
Cemre KARAGÖZ





Writing

a Ask students to read the application letter for university admission and underline the additional linkers as in the given example.

Answer Key

furthermore

as well as

moreover

in addition to

also

TEACHER'S NOTES

TEACHER'S NOTES



- b Write an application letter for university admission by using additional linkers as in the sample letter in 'Exercise a'. Mind the outline below.

LAYOUT

Your name

Address

Ph nu.

Email Id

(Date)

Name of the HOD

Concerned Department

Name of the University

Address

Subject: Application for admission to _____ (Name of the course)

Salutation - It is used to greet the reader of the letter. Can be *To whom it may concern* if you do not know the person's name. Or you can write Dear, Mr/Ms/Mrs (Name of the person)

(Content of the letter)

Complimentary close - It is used to convey greeting to the reader at the end of the letter. Can be *Yours sincerely* or *Yours faithfully*.

(Your name)

- c Swap your letter with your partner's and answer the following questions.

- 1 Does the letter include the same elements as in the sample letter?
- 2 Are the paragraphs correctly organised?

Quote of the day!



"Luck is a matter of preparation meeting opportunity."

Lucius Annaeus Seneca

Do you know?

The Lifelong Learning Programme Erasmus was named after the Dutch philosopher Desiderius Erasmus (1465-1536) who worked and studied around most of Europe to gain new insights. He visited the greatest centres of learning of his time, including Paris and Cambridge. Inspired by him, the EU has started the Erasmus programme in 1987 to give students study abroad opportunities throughout the continent. However, the programme is now open to a number of countries across Europe and beyond.

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b Ask students to write an application letter for university admission as in the previous exercise using the linking words. Tell them that they will draw an outline on their notebooks first. This activity enables students both to draw an outline and to write an application letter by using additional linkers.

Answer Key

Students' own answers

c Tell students to swap their letters with their partner's to check the letters by answering the questions in the exercise.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

TEACHER'S NOTES

TEACHER'S NOTES



1B TOO GOOD TO MISS

Lead in

Discuss the following questions with your partner.

- 1 Would you like to live and work in another country? Why/Why not?
- 2 What do you think the opportunities abroad are?

Reading

a Read the text and match the headings to the paragraphs below.

- 1 Experiences out of a Classroom Setting
- 2 Learn from the Social Activities
- 3 A New World is Waiting for You
- 4 Gain New Professional Skills

A

Since the global connectivity, intelligent machines and new media, the business world is becoming more international than ever and employers increasingly prefer to hire candidates having overseas experience. They highly believe that those who worked or studied abroad are much better at leadership, communication, strong professional network, and **agility** and **adaptability** which cover critical thinking and problem-solving skills. Therefore, young people think of ways to equip themselves with the qualities companies consider and look for new ways of going abroad. Here are some of the ways of having a new world to get international opportunities contributing a lot to your personal, educational and professional growth.



B

Studying abroad is one of the best international opportunities for a university student. It allows you to get to know another culture first-hand, which helps you to understand others' perceptions, beliefs and values pertaining to the life and the world. It also gives you real-life experiences which a classroom setting will never provide. You can discover your strengths and gain new abilities to adapt and solve the problems in effective ways while encountering situations that are entirely unfamiliar to you. Moreover, for your future academic studies and getting a better job, you have a chance to learn a new language because of being **immersed** in the language on a daily basis.



1B TOO GOOD TO MISS

Lead in

Give students enough time to think about the given questions. Ask them to discuss the questions with their partners. Then, let them share their ideas with class.

Answer Key

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

Reading

a Have students read the text in detail and match the headings to the paragraphs. Remind them that they will try to infer the required information from the sentences in the text. This activity enables students to match headings with the paragraphs.

Answer Key

- A** *A New World is Waiting for You*
- B** *Experiences out of a Classroom Setting*
- C** *Gain New Professional Skills*
- D** *Learn from the Social Activities*

TEACHER'S NOTES

TEACHER'S NOTES



C _____

To benefit from the experiences and knowledge of professional people who have been doing your target job for years, international internship is a tremendous opportunity for you provided you are a senior student in a higher education institution. Should you complete an international internship, future employers will see you as an organised, independent and adventurous candidate. Working abroad will look very impressive on your CV and make your application **stand out** in the competitive job market. You will have the chance to experience the Global market place that significantly expands your professional network by **getting in touch with** someone doing the same job. Working overseas would be really significant to **keep yourself abreast** of the latest developments in your career.

D _____

Another international opportunity is joining in volunteering projects in areas like youth work, cultural activities, social care or environmental protection without being paid and mostly full-time basis. Voluntary activities help raise your social awareness while making a real difference in people's lives, the community and the environment. Motivation, compassion and willingness to work and learn from others in the community is enough for anyone who wants to be a volunteer. Not only is volunteering abroad an exciting way to travel and meet people, but it also boosts your **self-confidence** and develops your professional skills such as social, technical, team-building and problem-solving skills.

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

- 1 _____: to be easily seen; to be noticeable
- 2 _____: to make sure that you know all the most recent facts about a subject

3 _____: the ability to think quickly and in an intelligent way

4 _____: the belief that you can do things well and that other people respect you

5 _____: to become completely involved in something

6 _____: an ability or willingness to change in order to suit different conditions

7 _____: to be in communication or contact with someone

c Answer the following questions according to the text.

- 1 Why do employers prefer to hire the candidates with overseas experience?

- 2 Why do young people look for new ways of going abroad?

- 3 How does studying abroad help you discover your strengths and gain new abilities?

- 4 What are the contributions of international internship to personal development?

- 5 Who can participate in international volunteering activities?

d Discuss with your partner. Think of your future career, what kind of qualifications do you need to contribute to your career?

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

Answer Key

- 1 *stand out*
- 2 *keep abreast of*
- 3 *agility*
- 4 *self-confidence*
- 5 *immerse*
- 6 *adaptability*
- 7 *get in touch with*

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. This activity enables students to answer the comprehension questions about opportunities abroad in the text.

Answer Key

- 1 *Because they believe that candidates with overseas experience are much better at leadership, communication, strong professional network, and agility and adaptability.*
- 2 *In order to equip themselves with the qualities companies consider.*
- 3 *While encountering situations that are entirely unfamiliar to you, you can discover your strengths and gain new abilities to adapt and solve the problems in effective ways.*
- 4 *You have a chance to learn a new language.*
- 5 *Motivation, compassion and willingness to work and learn from others in the community is enough for anyone who wants to be a volunteer.*

d Ask students to work in pairs. Remind them that they can take notes and organise their ideas about their future career and what kind of qualifications they need to contribute to their career before speaking. This activity enables students to talk about what kind of qualifications they need to contribute to their career.

Answer Key

Students' own answers

TEACHER'S NOTES



1B TOO GOOD TO MISS

Speaking

EUROPEAN VOLUNTARY PROGRAMME



- 🔥 EVS (European Voluntary Service), **an international volunteer programme**, which allows all young people in Europe, aged between 17 and 30 years, to express their personal commitment through unpaid and full-time voluntary service.
- 🔥 The programme's **period ranges from 2 to 12 months** in another country within or outside the European Union.



- 🔥 EVS provides young Europeans with the unique chance to join in many different kinds of voluntary activities areas such as youth work, **cultural activities**, social care or environmental protection in a foreign country.
- 🔥 Travel expenses, accommodation, food, local transportation, health insurance and language lessons for **the international volunteer** are financed by the European Commission.

- a** Read the information above. Discuss with your partner why you should apply for this programme as in the example.

I will have a chance to explore a new country and culture and probably make a lot of friends from other countries. I'll also introduce Turkey and our culture to them.

It will be a real-life experience for me to practise my skills while doing it and I believe it can be a very good way to learn more about my strengths and weaknesses.



Speaking

a Ask students to look at the given banner in order to get enough information about the volunteering programme. Have them discuss with their partners about the reasons why they should apply for this programme as in the example.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



- b Discuss with your partner. Which country would you like to go and what kind of a project would you like to participate in European Volunteering Programme?
- c Search on the Net for an international voluntary programme as in 'Exercise a' and present it to your classmates. Your presentation will answer these questions.
- 1 What requirements do the volunteers have to meet?
 - 2 In which countries can volunteers do this international voluntary programme?
 - 3 What kind of training and skills does the program provide for volunteers?
 - 4 What kind of experience does the program require?

Listening

- a Discuss with your partner. Which international opportunities do the pictures below represent? Which of them would you like to experience? Why?



- b Listen to the audio put a tick (✓) to the pieces of advices given. Track 2

- 1 Have you ever thought about language schools?
 - 2 If I was in your situation, I would try Erasmus+ projects.
 - 3 If I were you, I would try volunteer programmes.
 - 4 The sooner, the better.
 - 5 Make sure to choose an English speaking country.
 - 6 You had better choose a project that helps your resume.
 - 7 You should be more enthusiastic about the opportunities.
 - 8 I advise you not to miss internship programmes.
- c Work with your partner. Imagine that your friend is going abroad. Create a 'To do' list thinking of the possible difficulties he/she can face there and give advice.

TO DO

- ✓
- ✓
- ✓
- ✓
- ✓



25

b Have students work in groups. They will talk about which country they would like to go and what kind of a project they would like to participate in European Volunteering Programme justifying their opinions.

Answer Key

Students' own answers

c Ask students to search on the Net for an international voluntary programme as in 'Exercise a' and present it to their classmates. Remind them that their presentation will answer the given questions. This activity enables students to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net.

Suggested Answers

*Erasmus+ volunteering service
Long-term volunteering
Short-term volunteering
Service civil international*

Listening

a Draw students' attention to the given pictures and ask them to define the international opportunities they represent. Give them some time to discuss which of them they would like to experience with their reasons.

Answer Key

Picture 1: *Studying abroad*
Picture 2: *Volunteer Programme*
Picture 3: *Internship Programme*
Students' own answers

TEACHER'S NOTES

b Tell students that they are going to listen to an audio and hear pieces of advice on some international opportunities. Remind them to read the given advice before you play the audio. Tell them to tick the advice while listening. After listening, elicit the answers. This activity enables students to identify the pieces of advice on international opportunities.
Track 2

Answer Key

- 1 ✓
- 2
- 3 ✓
- 4 ✓
- 5
- 6 ✓
- 7
- 8 ✓

c Have students think about the possible difficulties one can face abroad. Tell them to suppose that their friends were going abroad and write a list for him/her about the things that should be done. After students have taken their notes, give them some time to give advice to their friends.

Answer Key

Students' own answers

TEACHER'S NOTES



1B TOO GOOD TO MISS



Pronunciation

- In a two-syllable word, one of the syllables is always stronger than the other. The stress is generally on the first syllable, and the vowel sound in the second syllable is often the weak sound /ə/.

a Listen and repeat the words below.

Track 3

hu·man	slip·per	ac·tor
wool·len	teach·er	ef·fort

- In some two-syllable words, especially in prepositions and verbs, the stress is generally on the second syllable.

b Listen and repeat the words below.

Track 4

a·bout	be·lieve
be·fore	im·prove
with·out	re·main

- However, there are some exceptions for different parts of speech.

c Listen and repeat the words below.

Track 5

nouns	ef·fect	sup·port
prepositions	af·ter	o·ver
verbs	can·cel	hap·pen

d Read out each and circle the word with different stress. Then, listen to check your answers. Track 6

1	against	answer	anchor
2	below	better	beneath
3	coffee	country	control
4	decide	declare	differ
5	police	people	problem
6	report	reason	result

e Listen and repeat the words below. Track 7

American	British
dictionary	dictionary
medicine	medicine
camera	camera
observatory	observatory
mathematical	mathematical

NOTE: When it comes to longer words, Americans usually pronounce all the syllables while British English speakers generally miss out a syllable to make a long word shorter.

f Listen to the following sentences. Use the underlined words as clues to mark the pronunciation 'A' for American or 'B' for British. Track 8

e.g. How often do you use an online dictionary? **B**

- She decided to make a career in medicine. ___
- I would like to buy a new digital camera. ___
- The world's largest observatory is in Hawaii. ___
- Cahit Arf was a mathematical genius. ___



Discussion time



Discuss the following questions with your classmates.

- Do you think people can have the qualifications and skills that today's business world considers without working or studying abroad? Why/Why not?
- If you had a chance to study or work abroad, how would you immerse yourself in the local culture there?

Pronunciation

Ask students to read the explanation and practise the sound /ə/ together.

- a** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity enables students to produce stress of multi-syllabic words. *Track 3*

Ask students to read the explanation.

- b** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity also enables students to produce stress of multi-syllabic words. *Track 4*

Ask students to read the explanation and draw their attention to different parts of speech.

- c** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity also enables students to produce stress of multi-syllabic words. *Track 5*
- d** Ask students to read out each word and circle the word with different stress. Elicit their answers. Then, play the audio and check the answers with class. This activity also enables students to produce stress of multi-syllabic words. *Track 6*

Answer Key

- 1 *against*
- 2 *better*
- 3 *control*
- 4 *differ*
- 5 *police*
- 6 *reason*

- e** Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. Then, ask them to read the following note. This activity also enables students to produce stress of multi-syllabic words. *Track 7*

- f** Tell students to listen to the sentences to mark the pronunciation 'A' for American or 'B' for British by using the underlined words as clues. Elicit and check the answers with class.

Track 8

Answer Key

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

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*

TEACHER'S NOTES



Writing



Complete the application form below for a suitable study and work abroad programme.

study & work abroad Search

Apply Now!

First Name*

Last Name*

Email*

Nationality*

Date of Birth*

MM/DD/YYYY

Programme*

Volunteer Charity Internship Programme

Internship Location*

Start Date*

Length of Programme*

University or College*

I would be most interested in working with a charity in the field of*

- environmental organisations
- _____
- _____
- _____

Upload your CV*

Add +

Confirmation*

- I understand that the volunteer programme has a participation fee.

I heard about Latitude from

Message

Submit

Project

Think of your dream job and future career. Search the Net for the best three international opportunities for your high school, graduate and post-graduate years. Make a presentation to your classmates explaining the details of the programmes and how each of them will contribute to your career.



Writing

First, let students examine the application form. Then, ask them to complete the missing information about themselves in order to apply to a suitable study and work programme. Remind them not to forget to leave a message if they need extra information.

Answer Key

Students' own answers



Project

Tell students to think about their dream jobs and make a research about international opportunities good for their career on the Net. Ask them to find at least one opportunity for high school, graduate and post-graduate years and present it to their classmates. Remind them to explain the details and contributions the programmes they've chosen will make their career.

TEACHER'S NOTES

TEACHER'S NOTES



Audio script 1

Mr Wilson: Today, our guest is from the Study Abroad Department at Washington University- Lauren Homer. Hello and welcome to our programme, Ms Homer. We're all ears; please give us some tips on the orientation process of your university for those who want to study abroad.

Ms Homer: Thank you, Mr Wilson. It is an important process for all students who want to take advantage of a study abroad opportunity. Indeed, there are different steps of orientation. The first one is the mandatory pre-departure orientation, which covers the main safety, health, and cultural adjustment issues; it gives you the opportunity to meet with others going abroad. This orientation is available during your online study abroad application.

Mr Wilson: And what comes next?

Ms Homer: There come two more mandatory orientations. One of them is the site-specific orientation, which is also supposed to be done before leaving your hometown. Some study abroad programmes require this programme-based orientation to help improve your academic performance. You had better contact your programme director or student adviser to learn if it applies to you.

Mr Wilson: How about the other one?

Ms Homer: The other one is the on-site orientation. It is carried out with in-country staff and programme directors on your arrival. This orientation serves to introduce you to the new environment and

provide on-site resources and support. A student who has this orientation will live in the best of both worlds. I mean, he or she will gain social benefits as well as academic ones.

Mr Wilson: Are there any optional orientations at your university?

Ms Homer: Sure. First, we encourage our foreign students to attend 'Identity Abroad' orientation. However, it is more like a workshop which deals with Americans' cultural expectations and norms. We don't want students to experience culture shock and get discouraged while building relationships abroad. We try to get them to discover their identity within the context of another culture.

Mr Wilson: And then?

Ms Homer: Then, students can attend the second module of our workshop: racial identity when studying abroad. There, students and panellists break into small groups, trying to come up with possible ways of challenging racial stereotypes they might encounter in their day-to-day lives.

Mr Wilson: Well, that's all we have time for today. Thank you for the information, Ms Homer.

Ms Homer: You are welcome. I appreciate the opportunity to share my knowledge that could be helpful to your audience.

Mr Wilson: Now our programme continues with... (*volume down*)

Audio script 2

Atakan is a Law student at university. He has been abroad in an Erasmus+ project before and he is aware of the advantages of being abroad. During the lunch break, he visits Mr Smith's office.

Atakan: Hi, Mr Smith. Do you have a few minutes? I need your advice on something that bothers me.

Mr Smith: Sure. Come in.

Atakan: Umm... I've been thinking of going abroad for a long time because you know it will boost my resume and improve my language skills. No need to mention all the other social and educational advantages.

Mr Smith: You couldn't be more right. What's the problem then?

Atakan: Actually, I don't think I know the opportunities well. I've searched on the Net, but there are hundreds of programmes and websites and I can't weigh the appropriate one between them.

Mr Smith: I see. Have you thought about language schools or trying Erasmus+ programmes?

Atakan: Yeah, but actually the fees are too high for language schools and I've taken a scholarship in a European Union project before. You know I need to afford it myself for the second time. Unfortunately, I can't. It would be great if I could.

Mr Smith: Ugh... I see. If I were you, I would try volunteer programmes. You don't have to pay for anything. I may be wrong, but as far as I know, some of them even give pocket money to the participants.

Atakan: Wow... That would be great. What are the requirements? How can I apply them?

Mr Smith: Check the websites I'm writing here. It's not a piece of cake though I'm sure you will find a good one for yourself.

Atakan: Thank you, Mr Smith. You are the best.

Mr Smith: Don't forget. Due dates are close. The sooner, the better. By the way, make sure you choose the best programme for your career. I mean you had better choose a project which helps your résumé in the end.

Atakan: You are right, Mr Smith. It's better to work on a project in my own field.

Mr Smith: It's good to see that you are enthusiastic about your career and such opportunities. Speaking of career, I advise you not to miss the internship programmes for the coming year. You must have heard of it. Law students like you can apply to UNESCO internship programme.

Atakan: Oh, really? I didn't know about it.

Mr Smith: Well, it is a great opportunity. It is a 4-month programme. You don't pay for anything, but you are not paid for your work either. The application should be done at least one month before the program starts.

Atakan: This is what I call an opportunity. Thank you Mr Smith. You helped a lot.

Mr Smith: You are welcome.

Audio script 3

human slipper actor
woollen teacher effort

Audio script 4

about without improve
before believe remain

Audio script 5

nouns: effect, support

prepositions: after, over

verbs: cancel, happen

Audio script 6

1 against answer anchor
2 below better beneath
3 coffee country control
4 decide declare differ
5 police people problem
6 report reason result

Audio script 7

American: dictionary, medicine, camera, observatory, mathematical

British: dictionary, medicine, camera, observatory, mathematical

Audio script 8

- 1 How often do you use an online dictionary?
- 2 She decided to make a career in medicine.
- 3 I would like to buy a new digital camera.
- 4 The world's largest observatory is in Hawaii.
- 5 Cahit Arf was a mathematical genius.

TEACHER'S NOTES



TEACHER'S NOTES

TEACHER'S NOTES



1A EXPLORING NEW FRONTIERS

Erasmus+ Programme x

← → ↻ https://myerasmusstory... ☆ ⋮

ERASMUS+ PROGRAMME

CHANGING LIVES, OPENING MINDS

Search

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Would you like to share your Erasmus+ experience in our site? Please complete our [short form](#) and we will do the rest.

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Questions about Erasmus+

If you have any questions about Erasmus+ programme, visit our [frequently asked questions](#).

[Sign up to our newsletter](#) in order to receive up-to-date news on Erasmus+.

I took part in Erasmus+ in 2015/16 while studying engineering at the University of Bologna to study abroad in the UK. I'm now a geotechnical engineer in London. I'd like to tell more about my experience, and the impact it had on my life so far.

At the very beginning, I was very nervous because of the thought of leaving home for a long time and going to a place where I couldn't really speak the language. Luckily, from day one my classmates helped me so much that even in just one month my language improved immensely. I was able to study topics such as Materials Science and Constitutive Modelling, and participate in field research. I also tried new things like joining an Athletic Training Class-something I would have never dreamed of doing. The programme offered me lots of opportunities to travel to different cities and countries around Europe; I went to the Czech Republic, France, Germany, and Spain. It enabled me to gain a better understanding of different people and cultures and to enjoy the world and all the adventures that come with it. As a result, I'm more adventurous and confident now.

All in all, I would truly recommend all university students to do a year abroad if they can. This experience would push you out of your comfort zone and help you challenge yourself in many ways.

a Read the text and answer the following questions.

- 1 Where and when did Rebecca study abroad?

She took part in Erasmus+ in 2015/16 in the UK.

- 2 How did she feel when she started to study abroad?

She was very nervous.

- 3 Did she have difficulty in learning a new language?

No, she didn't because from day one her classmates helped her so much.

- 4 What kind of opportunities did she have thanks to Erasmus+?

The programme offered her lots of opportunities to travel to different cities and countries.

- 5 What does 'push you out of your comfort zone' in the text mean?

It means doing things that you wouldn't normally do.

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

- 1 Rebecca went to the UK for a semester.
- 2 At first, she was anxious about leaving home for one-year.
- 3 By studying abroad with Erasmus+, she improved her language and intercultural skills.
- 4 She didn't find the programme satisfactory from an academic perspective.
- 5 According to her, university students should certainly take part in Erasmus+.

c Put the sentences in the correct order to have a meaningful text.

5 However, I successfully overcame and my Erasmus+ year became a different and unforgettable experience in my life.

6 First and foremost, it enriched my life in the academic and professional fields.

9 I surely would recommend studying abroad to everyone if they can.

4 To be honest, it was not easy to get out of my comfort zone.

3 I took the courses in psychological counselling and guidance under the Erasmus+ Programme there.

1 Hey, I am Binnur Öztürk and I am a final year student at Yeditepe University.

8 By the end of Erasmus+, I had plenty of stories to tell and many memories that I kept close to my heart.

2 I spent spring semester in 2019 at Malmö University in Sweden.

7 In addition, it helped me to improve language learning and increase self-reliance and self-awareness.

d Circle the correct linking words.

- 1 Erasmus+ provides you with a fabulous opportunity to improve your communication skills. Besides / In addition to / As well as, it improves your intercultural skills.
- 2 By studying abroad, you can be an ambassador of your native culture. **As well as** / In addition to / Moreover you can make a lot of new friends.
- 3 Making the decision to live abroad for work or study is a life changing decision and / as well / in addition to you can have opportunities more than you have expected.
- 4 When you go abroad, you understand how teaching methods differ from country to country. You will probably learn with those differences and start looking at things from a different perspective **as well** / also / moreover.
- 5 You can expand your field of view by studying abroad. **In addition to** / **As well** / What's more you can understand and analyse problems from a worldwide perspective.
- 6 When you start living in a multicultural environment, you gain intercultural competencies, **furthermore** / as well as / **also** cultural awareness.

1B TOO GOOD TO MISS



a Skim the paragraphs and match the following headings with them.

- 1 Why should I volunteer?
- 2 How can I volunteer abroad for free?
- 3 Explore the world with a purpose
- 4 How do I get involved in projects?

A Explore the world with a purpose

If you believe that learning happens everywhere and is not confined within the four walls of a classroom, or if you have a desire to explore other cultures around the world, travelling may help to broaden your horizons. Travelling is a great way of discovering new things about other people's lives and ourselves. Become a volunteer, make your travel meaningful and enrich your knowledge about other communities, cultures and customs by interacting with the locals. Let's get out of your comfort zone and experience something new!

B Why should I volunteer?

Reasons may vary depending on the circumstances, but some people choose to volunteer to give something back to the community and make a difference to the lives of others or just to feel fulfilled. For some, volunteering can be a good way of using their professional skills and knowledge to benefit other people and a chance to try something new which may lead to a career change. For some others, however, it is an occasion for socialising and making new friends. Whatever the reason is, you will feel great to make the world a better place to live in.

C How do I get involved in projects?

If you are looking for the opportunity to experience mind-blowing ideas or a meaningful volunteer work during your break period, you may apply to a volunteer abroad programme. There are many experienced and trusted organisations offering projects in various destinations in Europe, Africa, America and Asia. These programmes offer great opportunities to learn through experience by connecting with locals and to enrich your knowledge about childcare, supporting refugees, teaching, medical and healthcare, farming, environment and conservation, wildlife and animal care, arts, music and sports.

D How can I volunteer abroad for free?

Several programmes require payments for application, accommodation, food, airfare, and transportation. You need to be careful while searching for a project even if it is called free of charge—that may only mean 'no participation fee' will be charged! In other words, you still have to pay for all other things. However, there are programmes such as Erasmus+ Volunteering which is fully funded by the European Commission and every volunteer receives support to cover travel and living costs, as well as a living allowance and travel insurance. Finally, you need to be aware of the fact that projects run by smaller organisations usually tend to be less organised than the well-known ones.

b Answer the following questions according to the text.

- 1 How does travelling broaden your horizons?
You enrich your knowledge about other communities, cultures and customs by travelling.
- 2 What are the ways to enrich your knowledge about other cultures while travelling?
Applying to a volunteer abroad programme and connecting with locals are the ways to enrich your knowledge about other cultures while travelling.
- 3 In which field(s) of study you may apply for volunteering projects?
You may apply for childcare, supporting refugees, teaching, medical and healthcare, farming, environment and conservation, wildlife and animal care, arts, music and sports.
- 4 Are all the volunteering programmes free of charge?
No, only the Erasmus+ Volunteering Programme is fully funded by the European Commission.

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C Put a tick (✓) to the sentences that give correct information according to the text above.

- 1 There is difference between travelling and going on vacation.
- 2 We learn by experience, so learning cannot be restricted within the walls of a classroom.
- 3 We learn much about the culture of a country by interacting with the locals and participating local events.
- 4 Erasmus+ Volunteering Programme covers volunteers' travel and living costs except the travel insurance.
- 5 Projects run by smaller organisations are free of charge.

d Complete the sentences with the words and phrasal verbs below. Change the form if necessary.

immerse get in touch
 agility stand out keep abreast of
 adaptability self-confidence

- 1 While on holiday, she had completely immersed herself in Japanese culture.
- 2 It is hardly ever possible to keep abreast of all the latest developments in computing.
- 3 Overall, great adaptability among group members results in unbelievable positive outcomes in business world.
- 4 Self-confidence is one of the basic characteristics of successful people that always help them to step forward to make decisions about job.
- 5 His remarkable agility on running the company brought 30 % profits for this year.
- 6 Her CV was so impressive that it helped her application stood out among the other candidates.

- 7 I have been trying to get in touch with her for two hours, but she is such a busy person that she can't answer her phone.

e Read the following tips and write advice for your friend who is leaving home for studying abroad.

e.g. Make two copies of your passport ID page and give one copy to your parents.

If I were you, I would make two copies of my passport ID page. / Make sure you give one of the copies to your parents. / You had better make two copies of your passport ID page.

- 1 Prefer an English speaking country for your first travel for being able to communicate.
If I were you I would prefer an English speaking country for my first travel for being able to communicate.
- 2 Check to see if you need a visa. If a visa is required for your stay, you won't be allowed to board the plane without it.
You had better check to see if you need a visa.
- 3 Take an amount of money and a credit card with you. Leave your card in your hotel/ hostel room in case your wallet gets stolen.
Make sure you take an amount of money and a credit card with you.
- 4 Book your flight 60 days before your departure date in order to get the best price for airfare.
You had better book your flight 60 days before your departure date in order to get the best price for airfare.
- 5 Prefer local markets. They are cheaper and you will have a chance to interact with the local people.
If I were you I would prefer local markets.
- 6 Attend a festival to get to know local culture and meet people.
Make sure you attend a festival to get to know local culture and meet people.

2A ALIVE TO TELL THE TALE

Lead in

Discuss the following questions with class.

- 1 Do you think basic survival skills are important? Why/Why not?
- 2 Which precautions should people take to stay safe in everyday life?

Listening

a Discuss the following questions.

- 1 What was the most dangerous scene you have ever seen in a film?
- 2 Do you think stunt performers are the real stars? Why/Why not?

b Listen to the audio and fill in the missing information. *Track 9*

- 1 While performing a dangerous scene, Jackie Chan _____ his pelvis.
- 2 He was nearly _____ himself while filming *Armour of God* in Yugoslavia.
- 3 During the shot, he was able to _____ into a tall tree at the first try.
- 4 When he hit on the rock he thought it was nothing, he just _____ his back.
- 5 The crew pushed him down because his whole body was _____.
- 6 The piece of bone which was punctured through his skull was removed with _____.
- 7 Jackie Chan didn't quit filming despite the _____ almost killed him.

c Work with your partner. Imagine that you are interviewing an actor/actress about an accident on film set. Ask questions to him/her to narrate the story and act the interview in the class.

Reading

a Discuss the following questions with class.

- 1 What would you do if you were the only survivor in a plane crash? Would you fight or give up? Why?
- 2 How would you deal with living alone and having no one to talk to for years on a deserted island?
- 3 Which natural objects can be used to assist you in survival in the wild?



CAST AWAY

The main character of the film was Chuck Noland who was a middle-aged man working as a **manager** for an international shipping company. Having a busy schedule, he didn't have time to get married to his love, Kelly. On a Christmas Eve, he had to travel overseas again for business, so they had a quick gift exchange in the car. Kelly gave him a pocket watch with a photo of her on the lid before he boarded on the **delivery** plane. Due to the turbulence and the heavy storm, the plane crashed into the Pacific Ocean a few hours later.

Chuck, the sole **survivor**, found himself on the shores of a desert island in a life raft given by his **rescuer** just before the crash. He searched the island for food and water, but the only thing he could find was the coconuts. He tried to open them, but it was impossible to break that hard shells without any tools. After a while, he decided to open all the delivery packages which were washed up onto the shore, hoping to find some **useful** items help him to **survive**. Someone had printed angel wings on a package! He never opened that special box. The things he had found in the boxes turned into important keys for his **survival** since Chuck **used** ice

THEME 2 SURVIVAL STORIES



2A ALIVE TO TELL THE TALE

Lead in

Give students some time to discuss the questions. Encourage them to share their opinions with class.

Answer Key

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

Listening

a Give students some time to discuss the questions. Encourage them to share their opinions with class.

Answer Key

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

b Ask students to listen to the audio carefully and fill in the missing information. Replay the audio if necessary. This activity enables students to catch the required information in the text. *Track 9*

Answer Key

- 1 *dislocated*
- 2 *killing*
- 3 *overhang*
- 4 *hurt*
- 5 *numb*
- 6 *surgery*
- 7 *accident*

c Tell students to work with their partners. Give them some time to complete the interview. Then, ask them to act the interview in the class.

Reading

a Give students some time to discuss the given questions. Make them think about being the only survivor in a plane crash, living alone on a deserted island and how to survive in the wild.

Answer Key

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

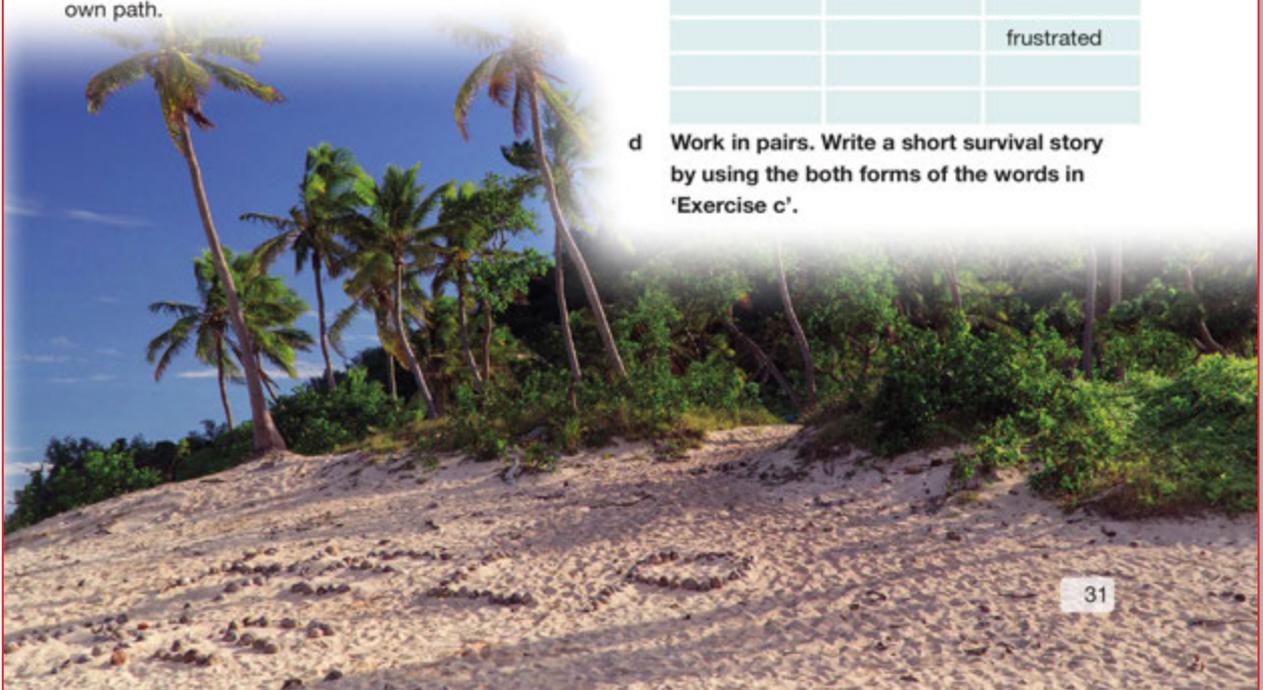
TEACHER'S NOTES





skates as a knife, recording tapes as a rope, and the fancy dress as a fishing net. He also found a volleyball. While struggling to make a fire, Chuck cut his hand. In **frustration**, he grabbed the volleyball and threw it against a rock. He noticed his bloody hand print had made a face-like marking on the ball. After then, Wilson - the ball with a face- became his only companion to talk to and share his **loneliness** and Kelly's photograph had kept his hopes alive all those years. He **managed** to survive on that island for four years. After he had finished building a wooden raft, it was time to set off. He took Wilson and the unopened box with him. After a long struggle on the ocean, he was **rescued** by a ship. Everything he left had changed in Memphis. Chuck was **frustrated** when he learned Kelly got married another man and had a child. He felt strange, lost, and **lonely** again in the place where he belonged.

In the end, he drove to Texas to **deliver** the unopened box back to its real owner, but he couldn't find anyone in the house and left the box on the porch with a note stating that the parcel saved his life. He drove back and stopped at a crossroads. It was time to choose his own path.



b Read the story and answer the following questions.

- 1 Why was Chuck Noland on the delivery plane on a Christmas Eve?

- 2 Why did he decide to open the parcels?

- 3 What did he use to open the coconuts?

- 4 Who was Wilson? What does it symbolise in the story?

- 5 How did Chuck fulfil his need for love and belonging?

- 6 Why didn't he open the box with the angel wings?

c Scan the story on the left and write the highlighted words in the text to the appropriate place on the table below.

words expressing actions	nouns	words describing nouns
	manager	
survive		
		frustrated

d Work in pairs. Write a short survival story by using the both forms of the words in 'Exercise c'.

b Ask students to read the story and answer the following questions.

Answer Key

- 1 *Because he was the manager of a shipping company and he had to travel overseas for business.*
- 2 *He decided to open them hoping to find useful items help him to survive.*
- 3 *He used ices skates as a knife so he opened them with the ice skates.*
- 4 *Wilson was a ball. Chuck made Wilson out of a bloody hand print on a volleyball. It symbolises the need for connection.*
- 5 *He treated Wilson like his only friend on the island. He also kept the photo of his girlfriend, Kelly.*
- 6 *Students' own answers.*

c Ask students to scan the story and write the highlighted words in the text to the appropriate place on the table.

Answer Key

words expressing actions	nouns	words describing nouns
<i>manage</i>	<i>manager</i>	
<i>survive</i>	<i>survivor/ survival</i>	
<i>deliver</i>	<i>delivery</i>	
<i>rescue</i>	<i>rescuer</i>	
	<i>frustration</i>	<i>frustrated</i>
	<i>loneliness</i>	<i>lonely</i>
<i>use</i>		<i>useful</i>

d Let students work in pairs. Ask them to write a short survival story by using the both forms of the words in 'Exercise c'. This activity enables students to change the forms of the words to make meaningful sentences such as survive-survival, rescue-rescuer, etc.

Answer Key

Students' own answers

TEACHER'S NOTES



2A ALIVE TO TELL THE TALE

Speaking

a Discuss the following questions with class.

- 1 What survival tips do you know to survive in the wild?
- 2 Imagine that you were stranded on a desert island after a plane crash. What would be the first thing you would do to survive?

b Work in pairs. The photos below are extracted from the *Lord of the Flies* film. Describe each of the photos and explain what you think is happening.



Speaking

a Ask students to discuss about the questions about surviving in the wild and what they would firstly do if they were stranded on a desert island.

Answer Key

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

TEACHER'S NOTES



b Tell students that they will work in pairs. Inform them that the photos are extracted from *the Lord of the Flies* film. Ask students to describe each of the photos and explain what is happening in each of them. This activity enables students to describe pictures on a survival story.

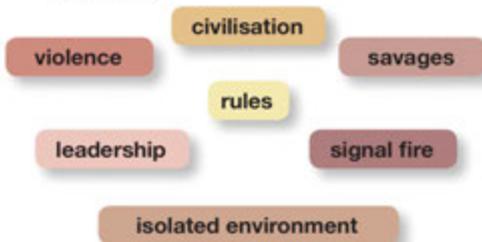
Possible Answers

- 1 *In the first photo, there is a group of English boys wearing school uniforms aged between 6 to 12.*
- 2 *The story takes place during the World War I or II. There are combat aircrafts in the second photo.*
- 3 *We can guess that the plane is shot down since there is a dead pilot with a parachute in the third photo.*
- 4 *In the fourth photo, the boys find themselves on a deserted tropical island.*
- 5 *The boys climbed to a higher point of the island and built a big fire in the fifth photo.*
- 6 *They explored the island and found some fruits to eat in the sixth photo.*
- 7 *In the seventh photo, we can see that there is a conflict between the two boys and they have a heated argument. One of the boys painted his face and body as if he was a member of a tribe.*
- 8 *The conflict grows over time and the two boys are fighting in the eighth photo.*
- 9 *In the ninth photo, we realise that the boys got uncivilised and act like savages with the paints on their faces and bodies.*
- 10 *In the last photo, naval officers appear at the end of the story to rescue the boys from deserted island.*

- c Read the following background information and tell a survival story using the descriptions made in 'Exercise b' and the keywords below.

During the world war, a plane carrying a group of English school boys ages between 6 to 12 is shot down over the Pacific Ocean. The children find themselves on a tropical island. They are all alone and they have to survive without adult supervision.

Keywords:



Writing

Imagine that you were able to return home after surviving a shipwreck or a plane crash. One of the national newspapers asks you to write your story of survival and you accept their offer. Work in groups to write the newspaper story by following the steps below.

- Brainstorm for ideas with some of the other survivors from your ship/plane (other members of your group).
- Use the following questions to help tell your story:
 - * Where/How/When did the shipwreck or the plane crash occur?
 - * Who were the other survivors?
 - * How did you help one another to survive?
 - * By whom/How/When were you rescued?
- Organise your ideas and notes. Then, write your newspaper story (200-250 words) and give it an attention-grabbing headline.

Do you know?

According to the observations of people at the end of their lives, a human can go without food for about three weeks, but would typically only live three to four days without water.

Quote of the day!



"You have to go through the falling down in order to learn to walk. It helps to know that you can survive it. That's an education in itself."

Carol Burnett

IDIOM OF THE DAY

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

- Fred:** My house is badly damaged after the hurricane. I can't believe I'm homeless!
- Alice:** Oh, I'm so sorry dear, but don't be upset, I'm sure the insurance company will repair it as soon as possible.
- Fred:** Thanks, but how can I survive in that period? I'm totally broke. I can't afford a hotel!
- Alice:** Don't worry; I'll help you with the spending. Let's **weather the storm** together.

c Ask students to read the background information and tell a survival story using the descriptions made in the previous exercise and the given keywords. This activity enables students to tell a survival story or describe an event.

Answer Key

Students' own answers

Writing

Tell students that they are expected to write a newspaper story telling how they survived a shipwreck or a plane crash. Ask them to use the questions to brainstorm for ideas with other students in their groups. After students are finished with their writing, encourage them to share their stories with class.

Idiom of the day

Ask students to read the dialogue. Let them try to guess the meaning of the idiom. Discuss it altogether. Give clues if necessary.

The meaning of the idiom is 'to survive a dangerous event or effectively deal with a difficult situation'.

TEACHER'S NOTES

TEACHER'S NOTES



2B LIVING ON BORROWED TIME

Lead in

Discuss the following question with class.

What is the most amazing true survival story you know? In what sense is it amazing?

Reading

a Discuss the following questions with your partner.

- 1 Where are the people in the photo below?
- 2 What do you think they are doing?



b Read the pieces of two letters. One letter is from a Turkish soldier to his family, the other is from an Anzac soldier to his. Put them into the correct order as in the example.

1 2 3 4 5 6

Colonel Seyfettin: **H**

Sergeant William: **C**

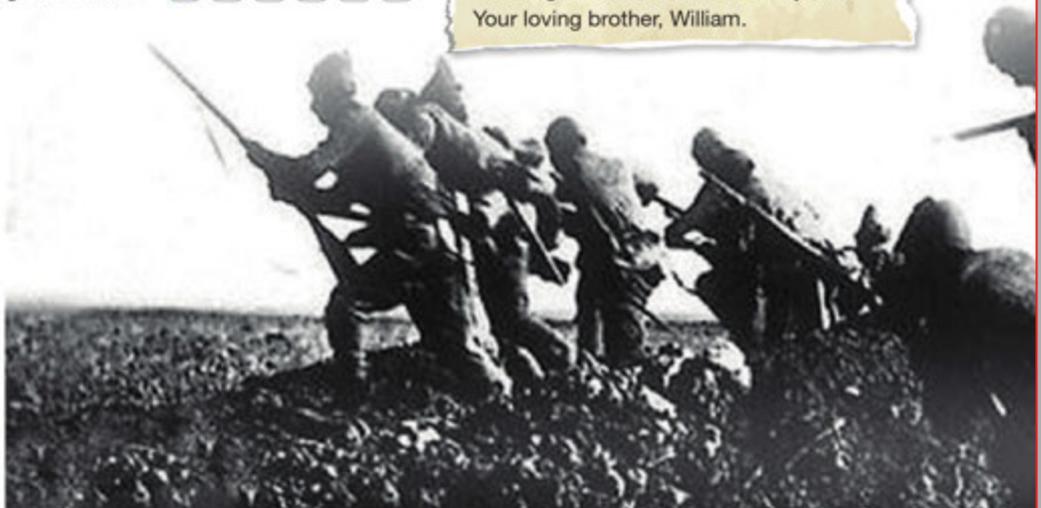
A Don't worry about me, mum. Please give my love to my dad and Sister. Good bye for the present.

B We had been on the front for seven months and attacked the Turkish positions on one of the toughest days of the war. We admirably succeeded in **breaking through** their first line. Continuing the offense **unflinchingly**, our troops were attacked by the intense cannon fire. I was seriously injured while my friends lost their lives.

C My dearest brother, just a line to let you know that I am in the hospital, but please, don't be alarmed, I am recovering well now. Let me tell you what happened to me.

D When I opened my eyes, I found myself lying in bed at the hospital. I was suddenly gripped with fear because I couldn't remember how I got here. The nurse said that I was taken to the hospital after being found by a Turkish soldier. Having lost a lot of blood, I couldn't **come round** for a long time, but she said I would be alright again within a month.

E There is no point in staying here any more. I miss you and our family. Please give father and mother my love. Your loving brother, William.



2B LIVING ON BORROWED TIME

Lead in

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

Answer Key

Students' own answers

Reading

a Ask students to look at the photo and answer the questions in pairs. Tell them to share their ideas with class.

Answer Key

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

b Tell students that they are going to reconstruct two whole letters from jumbled fragments. Tell them to be careful when they scan for detail in order to work out which of the two letters each fragment belongs to. Ask them to write the answers in the boxes. Tell them that each of the letters has five fragments and the first fragments of both letters are given to them. This activity enables students to scan stories to put events into correct order.

Answer Key

Colonel Seyfettin:
Sergeant William:

TEACHER'S NOTES

TEACHER'S NOTES



F The ship, having been heavily hit by the cannon fire, started to sink. Some of the crew took the lifeboats, and the others jumped into the water. Having **got over** the first shock, I also jumped off the ship. Rescued by our soldiers, I asked them whether we had completed the mission. We did it.

G It was one of the days when the enemy's gunfire rained through the air. My **comrades** and I were trying to prevent the passage of the British and French warships through the Çanakkale Strait with all their strength.

H Dear mum, I'm really sorry that I haven't written to you for a long time, but when you read what happened to me, you will **take in** why I couldn't.

I I know you can't believe what you read, but the Turks are taking good care of me. They treat me as a guest rather than a prisoner by sharing their limited food and water with me. They are not bad people, they are just trying to protect their homeland.

J Our ship was struggling to save Minelayer Nusret time to lay mines to the strait while the enemy's navy ships were making great efforts to break the line. Then, we heard a sudden loud noise.

c Read the letters again and match the photos below to the stories told in the letters by writing the names of the soldiers under the photos.

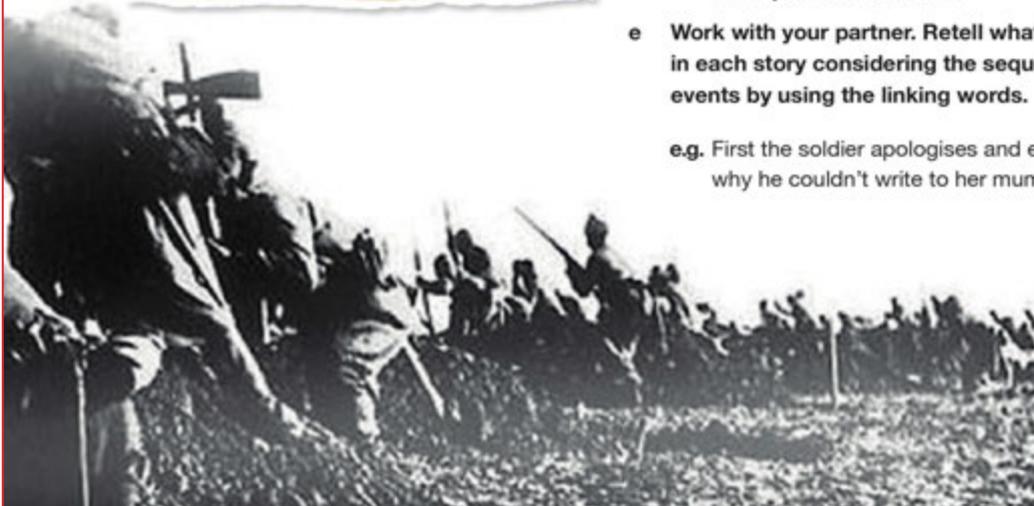


d Read again and match the highlighted words in the letters to the definitions below.

- 1 _____ : to force your way through something that is stopping you from moving forward
- 2 _____ : to become conscious again after an accident or operation
- 3 _____ : a friend, especially someone you have fought together within in a war
- 4 _____ : in a way that shows someone is not frightened
- 5 _____ : to feel better after something or someone has made you unhappy
- 6 _____ : to understand something when you hear, or read it

e Work with your partner. Retell what happened in each story considering the sequence of the events by using the linking words.

e.g. First the soldier apologises and explains why he couldn't write to her mum.



c Ask students to read the reconstructed letters and match the photos to each of the letters. This activity enables students to match the stories with the pictures.

Answer Key

- 1 *Colonel Seyfettin*
- 2 *Sergeant William*
- 3 *Sergeant William*
- 4 *Colonel Seyfettin*

d 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. This activity enables students to guess the meaning of the vocabulary from the context.

Answer Key

- 1 *break through*
- 2 *come round*
- 3 *comrade*
- 4 *unflinchingly*
- 5 *get over*
- 6 *take in*

e Ask students to retell the stories in each of the letters. Remind them to use linking words such as first, then etc. This activity enables students to talk about sequential actions.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES





Speaking

- a Read the dialogues below and underline the expressions which are used to correct a statement.

Dialogue 1:

- A:** Now, this is good news.
B: Tell me about it.
A: It says here that Ricky Megee has survived in the Australian Deserts.
B: Well, are you sure? I thought he was already dead - that's to say, I did until you gave the good news.
A: You're wrong. He was able to make his own shelter and stay alive by drinking rainwater and eating small animals until he was found by a shepherd.

Dialogue 2:

- A:** Have you read this about a 14-year-old girl who was the only survivor of the LANSA Flight 508 plane crash?
B: Really? How did she manage to survive?
A: She found some sweets to eat and a small stream to drink water. She was able to keep herself hydrated and find an encampment after 9 days.
B: That can't be true. What I mean is that it is hard to believe that a person, especially a very young girl, was able to survive in those extreme conditions.
A: A great miracle happened there.

- b Work in pairs. Create your own dialogues about a survival story that affects you most in this theme as in 'Exercise a'. If you have to correct yourself, you can use the following expressions as in the example.

Well, in fact...
 Actually, ...
 I mean...

e.g. Well, what surprised you most in the story of the Anzac soldier?

I suppose, the relationship between him and the Turkish soldiers - I mean, the close friendship.



Speaking

a Let students read the dialogues and ask them to underline the expressions that correct a statement.

Answer Key

Dialogue 1: ... that's to say ...

Dialogue 2: What I mean ...

b Ask students to create their own dialogues using the similar phrases given in samples. This activity enables students to use expressions to correct themselves in a conversation.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



 **Listening**



a Discuss the following questions with your partner.

- 1 What do you know about the Titanic?
- 2 Why do you think the sinking of the Titanic is still being discussed?

b Listen to the audio and answer the following questions. Track 10

- 1 Why was Esther afraid throughout the voyage?

- 2 When the Titanic collided with the iceberg, what was Eva doing?

- 3 What was the last thing her father, Benjamin, told her?

- 4 What is the worst thing she can remember?

- 5 What did she do to keep her memories alive after the disaster?

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

- 1 The sinking of the Titanic is one of the most horrifying maritime events in history as _____
- 2 Eva Hart was just seven when she and her parents _____
- 3 After wrapping her in a blanket, her father _____
- 4 While placing her and Esther in lifeboat 14, he _____
- 5 Having rescued up by the RMS Carpathia's crew, she _____

d Discuss with your partner. If you were a Titanic survivor, how would you feel and what kind of things would change in your life?



Listening

a Ask students to work in pairs or groups to discuss the questions about the Titanic. Elicit the required words and phrases related to the topic from students. 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 about a Titanic survivor. Remind them that they can take notes while listening. If necessary, play the audio again. Check the answers with class. *Track 10*

Answer Key

- 1 *She was afraid of that some kind of catastrophe would hit the ship.*
- 2 *Eva was sleeping in their cabin.*
- 3 *He told Eva to "hold Mommy's hand and be a good girl."*
- 4 *The worst thing she can remember is the screams.*
- 5 *She talked to many people, TV programmes, participated in conventions, and wrote an autobiography to keep her memories alive.*

TEACHER'S NOTES

c Before listening to the audio again, let students read the incomplete sentences in order to be familiar with the words and sentences so that they can focus on the answers. Ask them to listen to the audio carefully and complete the sentences. Tell them that they can complete the sentences with their own words considering the meaning in the audio. Then, check the answers with class. This activity enables students to identify past events in listening text.

Answer Key

- 1 *.....thousands of people lost their lives.*
- 2 *.....boarded the Titanic.*
- 3 *.....carried her to the boat deck.*
- 4 *..... told Eva to "hold Mommy's hand and be a good girl."*
- 5 *..... arrived in New York City with her mother.*

d Have students think of the question. Tell them that they can take notes in order to organise their ideas before speaking. Then, ask them to share their ideas with class.

Answer Key

Students' own answers

TEACHER'S NOTES



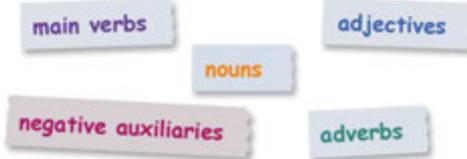
2B LIVING ON BORROWED TIME

Pronunciation

While word stress is accent on **one syllable** within a **word**, sentence stress is accent on **certain words** within a **sentence**.

The basic rules of sentence stress are:

- Content words are stressed.



e.g. Having rescued, she was taken to the hospital. (ʔ)

- Structure words are unstressed.



e.g. Found by the edge of a river, he was still breathing. (ʔ)(ʔ) (ʔ)(ʔ) (ʔ) (ʔ)

Exceptions:

- Sometimes, in order to correct information, we can stress a word that would normally be a structure word.

e.g. **Joe:** My house is badly damaged after the hurricane. I can't believe I'm homeless!

Dan: No, he didn't, but his wife did.

- When 'be' is used as a main verb, it is usually **unstressed**; even though as a main verb it is also a content word.

- a The intention of the speaker also places the stress. Listen and pay attention to the stress in each sentence. *Track 11*

1	I went bungee-jumping last Sunday.	(me, not anyone else)
2	I went bun gee-jumping last Sunday.	(not skydiving)
3	I went bungee-jumping last Sunday.	(not this Sunday)
4	I went bungee-jumping last Sun day.	(not last Friday)

- b Listen to the audio. Mark the stress in each sentence. *Track 12*

- Having fed by the caretakers, the baby monkey survived.
- Everyone in the family had to work to earn a living.
- The accident was clearly seen on the cameras.
- Rescued by the help of the team, the climbers were safe.
- She was able to stay well-hydrated until she was found.

- c Circle the place of the sentence stress according to the intention. *Track 13*

- She was homeless before she wrote her best seller book. (**she lived in streets**)
- Mike had a surgery after the terrible accident. (**Mike, not anyone else**)
- They succeeded to climb the Mount Everest finally. (**not Rocky Mountains**)
- Arthur stayed in a tent safely until a bear attacked the tent. (**not a wolf**)
- The doctor tried to save the patient but unfortunately he died. (**without any luck**)

Pronunciation

- a** Tell students to study the rules of sentence stress and examples. Then, ask them to listen to the sentences and pay attention to the stress. Repeat them altogether. This activity enables students to notice sentence stress appropriately to use. *Track 11*
- b** Tell students to listen to the audio carefully and mark the stress in each sentence. Replay the audio if necessary. Elicit the answers and help them vocalise the sentences properly. This activity also enables students to notice sentence stress appropriately to use. *Track 12*

Answer Key

- 1 *Having fed by the caretakers, the baby monkey survived.*
- 2 *Everyone in the family had to work to earn a living.*
- 3 *The accident was clearly seen on the cameras.*
- 4 *Rescued by the help of the team, the climbers were safe.*
- 5 *She was able to stay well-hydrated until she was found.*

- c** Tell students to circle the place of the stress in the sentences according to the information given in the parentheses. Give them some time to complete the exercise. Then, elicit the answers. This activity also enables students to notice sentence stress appropriately to use. *Track 13*

Answer Key

- 1 *She was homeless before she wrote her best seller book. (she lived in streets)*
- 2 *Mike had a surgery after the terrible accident. (Mike, not anyone else)*
- 3 *They succeeded to climb the Mount Everest finally. (not Rocky Mountains)*
- 4 *Arthur stayed in a tent safely until a bear attacked the tent. (not a wolf)*
- 5 *The doctor tried to save the patient but unfortunately he died. (without any luck)*

TEACHER'S NOTES



Writing

- a** Read the paragraph below and underline the linking words.

Having amputated his right arm in order to free himself from the boulder that pinned it against a rock wall, Aron Ralston became famous in 2003. He was scrambling through a canyon in Utah all alone when a boulder shifted pinning his arm to the canyon wall. First, he hoped and waited for help, but then, he gave up and walked out of the canyon leaving one arm back. After that, he told his story in a documentary programme. Finally, his survival story was filmed as 127 Hours by James Franco in 2010.

- b** Search the Net and write a summary of a survival story that you have found using the linking words you have found in 'Exercise a'.

Discussion time



Read the quote below and discuss the questions with class.

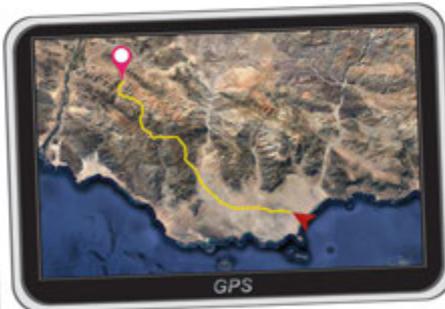
"Survival is not about being fearless. It's about making a decision, getting on and doing it, because I want to see my kids again, or whatever the reason might be."

Bear Grylls

- 1 Do you agree with the quote above? Why/Why not?
- 2 How do you keep yourself motivated in difficult situations?

Project

Work in groups of four or five. Read the scenario below and prepare a rescue plan to survive. Then, present your rescue plan orally to the class.



When you and your three companions set out for fishing, suddenly, you got caught in a terrible storm. Your boat crashed into the rock, and there was a jagged hole on the left side of the boat. Unfortunately, you ran aground the shore. When you landed, you noticed that you were in a deserted place and your mobile phones had no signal. You opened your GPS to find your location and saw that the nearest settlement was 72 km away. The GPS image is on the left.

At first, the ground of the route is covered by sand, but then it is full of large and loose broken stones which make walking difficult from time to time. The average temperature varies between about 47 and -4°C. There are bushes and trees in some places. Lastly, your group of survivors managed to salvage the following items:
a compass, a GPS (1 day of battery life), a lighter, 2 pocketknives, fishing line, provisions (just for 1 day), 4 water bottles.

Writing

a Draw students' attention to the given paragraph and give them enough time to read it. Remind them to find and underline the linking words.

Answer Key

When, first, then, after that, finally

b Ask students to search the Net and write a summary of a survival story by using necessary linking words. Give them some time and ask them to share their stories with their classmates. This activity enables students to summarise a survival story that they've searched on the Net by using necessary linking words.

Project

Tell students to work in groups of four or five. Ask them to read the given situation and prepare a rescue plan. Give them enough time to brainstorm on the scenario. After they have prepared their plan, let them introduce it to their classmates.

Discussion time

Let students read the following quote and have them discuss the questions with class after reading.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



Audio script 9

Jackie Chan has performed in many dangerous scenes during his career. Moreover, he has also hurt himself many times while acting, including dislocating his pelvis. Throughout the years, he got used to injuries, but there was one film that he nearly ended up killing himself. The film was *Armour of God*, which was shot in Yugoslavia. A scene required him to jump from an overhang into a tall tree. The first try went well, but that wasn't enough for Chan, who wanted to do it again for a better shot. "I tried to grab every branch of the tree, but they just kept breaking. Breaking, breaking, breaking, and breaking. Finally, I hit on the rock. I got up and thought it was nothing, I just felt my back's hurt. Then, I got up, but everybody pushed me down because my whole body was numb. After a while, I saw the blood. We went to the hospital. I almost died, he said after his recovery. He wasn't exaggerating. During the fall, a piece of bone punctured through his skull and into his brain which required surgery to remove. Everyone's favourite martial artist still has a hole in his head though it's been filled with a plastic plug. Although this accident nearly killed him, it doesn't seem to stop him either. At the age of 63, Chan is still filming.

Audio script 10

Presenter: The sinking of the Titanic is one of the most horrifying maritime events in history as thousands of people tragically lost their lives in the freezing water of the Atlantic Ocean in 1912. There are many traumatic stories about the Titanic criticised for the lack of sufficient lifeboats for all the passengers. Eva Hart's amazing story is just one of the heroic survival stories of this tragic event.

Eva Hart was just seven when she and her parents boarded the Titanic as second-class passengers. Throughout the

voyage, her mother, Esther, was afraid of that some kind of catastrophe would hit the ship, but her father was so excited about its beauty and magnificence. When the Titanic collided with the iceberg on the fourth night of their voyage, Eva was sleeping in their cabin. Her father Benjamin hurried into the cabin to alert Eva and Esther, and after wrapping her in a blanket, carried her to the boat deck. While placing her and Esther in lifeboat 14, he told Eva to "hold Mommy's hand and be a good girl." That was the last time she saw him.

Eva Hart: "I saw that ship sink, I never closed my eyes. I didn't sleep at all. I saw it, I heard it, and nobody could possibly forget it. I can remember the colours, the sounds, everything. The worst thing I can remember is the screams. It seemed as if once everybody had gone, drowned, finished, the whole world was standing still. There was nothing, just this deathly, terrible silence in the dark night with the stars overhead."

Presenter: Having rescued by the RMS Carpathia's crew, the ship on the sea on the night of event, she arrived in New York City with her mother on April 18th. She talked to many people, TV programmes, participated in conventions, and wrote an autobiography to keep her memories alive.

Audio script 11

- 1 I went to bungee-jumping last Sunday.
- 2 I went to **BUN**gee-jumping last Sunday.
- 3 I went to bungee-jumping **LAST** Sunday.
- 4 I went to bungee-jumping last **SUN**day.

Audio script 12

- 1 Having fed by the caretakers, the baby monkey survived.
- 2 Everyone in the family had to work to earn a living.
- 3 The accident was clearly seen on the cameras.
- 4 Rescued by the help of the team, the climbers were safe.
- 5 She was able to stay well-hydrated until she was found.

Audio script 13

- 1 She was homeless before she wrote her best seller book.
- 2 Mike had a surgery after the terrible accident.
- 3 They succeeded to climb the Mount Everest finally.
- 4 Arthur stayed in a tent safely until a bear attacked the tent.
- 5 The doctor tried to save the patient, but unfortunately he died.

TEACHER'S NOTES

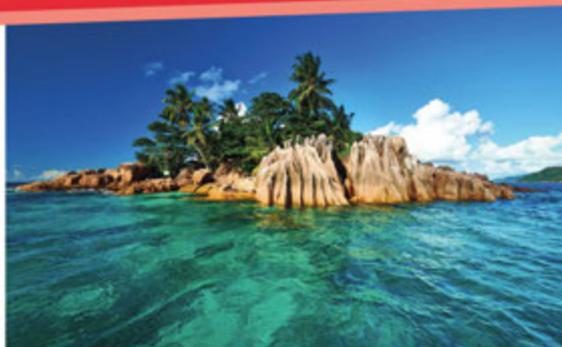
TEACHER'S NOTES



2A ALIVE TO TELL THE TALE

a Scan the text below and circle the theme.

- 1 Real-life stories and survival tips
- 2 The classics of daring sea adventures
- 3 Difficulties of living on a tropical island
- 4 Advice on what to bring on a desert island



SURVIVAL STORIES

Spending time lying on a palm-fringed beach with tropical blue waters lapping at your feet might seem like the perfect holiday, but what if you were shipwrecked and stranded on a desert island? Survival at sea or on an island has been the subject of stories for thousands of years. Here are some of the most well-known and worthy examples of men and women pitting their strengths, skills and brains against the forces of nature.

The first survival story in literature is *The Odyssey* by Homer. This epic poem details Odysseus' survival story and the 10-year journey home after the fall of Troy. The other oldest and well-known example of the theme is *Robinson Crusoe*, which is claimed to be the first kind of novel genre. These two masterpieces inspiring many survival stories started a tradition in literature and cinema.

The most epic and not to mention gruesome survival story book of modern times is *Barbarian Days*, in which the main character, William Finnegan, spends his life chasing dangerous waves with near-death experiences aplenty. *Kon-Tiki* by Thor Heyerdahl is also an astonishing story that is based on the life and experiences of the author himself. With five of his friends, he travelled across the Pacific on a balsa-wooden raft and told the story which became a truly classic tale of daring sea adventure in no time.

When it comes to the cinema, the first film that ever comes to mind is *Cast Away* which many people would remember with the starring of Tom Hanks and his ball-shaped best mate. *Deep Water*, another daring sea adventure story with a special pull for adventure lovers is the stunning tale of the catastrophic round-the-world yacht race of 1968 and it certainly reduces the hardest of hearts to a shipwreck. *Life of Pi* is also among the most classic examples of the kind: a fantasy adventure telling the story of Pi Patel who survives 227 days after a shipwreck while stranded on a boat with a Bengal tiger.

Today, with the popularity of *The Revenant*, *The Martian* and *The Hunger Games*, adventure stories with survival theme are as popular as ever. No matter how happy or sad you are with your life, or how old you are, the survival instinct is always there and these stories enable you to taste the adventure without experiencing the actual terror yourself.

b Read the text and answer the following questions.

- 1 What is the first survival book in literature and what is it about?
The first survival book in literature is The Odyssey by Homer. It is about the adventures of Odysseus after the Trojan War.
- 2 Which classic survival book is regarded as the first novel?
Robinson Crusoe is regarded as the first kind of novel genre.

What is *Barbarian Days* about?

It is about the main character, William Finnegan's adventurous life chasing dangerous waves.

- 3 Which film reduces the hardest of hearts to a shipwreck according to the writer?
Deep Water

- 4 Why is survival theme popular in literature and cinema?

It's because of the popularity and revival of books and films with survival theme. Besides, people enjoy the adventure without experiencing the actual terror.

C Order the sentences below to complete the survival story.

On January 27, 1971, Dougal, his wife, and their four children set out on a wooden schooner heading to parts unknown.

- a However, on June 15, 1972, the family encountered a group of killer whales off the coast of the Galapagos Islands. 2
- b After 16 days, the raft was no longer usable. 6
- c The whales attacked the boat and damaged it by splintering with their jaws. 3
- d Finally, they managed to cling on until they were discovered by Japanese fishermen on July 23, 1972. 7
- e First, the ship started to take in water. All they had was a lifeboat and a small dinghy, and just six days' worth of food. 4
- f For 17 months at sea, the family managed well, sailing from port-to-port and seeing the world. 1
- g Then, they survived on rainwater and hunted turtles, adrift at sea, hoping to ride Pacific currents in the middle of the ocean. 5

d Complete the story below by choosing the correct form of the word given.

Drift is a gut-wrenching book which clearly details the extreme mental toughness required to survive (1) at sea. Callahan managed (2) to stay alive from only the food he could catch from the ocean. He spent over a month struggling (3) all alone in the Atlantic. Even though he was alone, his mind divided into a captain and a crewman character to avoid frustration (4). He drifted for 76 days and over 1800 miles of ocean before he reached land and rescue (5).

1 to survive / survival / survivor

2 managed / manager / management

3 to struggle / struggle / struggling

4 to frustrate / frustration / frustrated

5 to rescue / rescuer / rescue

e Find and correct the mistakes in the following sentences.

- 1 Douglas told the channel that his father ~~has~~ made few preparations before the boat trip although he was an experienced navy soldier. had
- 2 Harrison Okene had to ~~spent~~ two days trapped in a boat, but then, he heard the voices of the divers. spend
- 3 The man survived there for two years, not an easy task ~~having considered~~ the risk of polar bear attack. considering
- 4 Callahan ~~had been~~ able to stay alive from only the food he could catch from the ocean. was
- 5 72 year-old woman was ~~reporting~~ missing on March 31, 2016 by her family. reported
- 6 Doomed by their decisions and ~~delaying~~ by a series of mishaps, the group spent the winter in the Sierra Nevada Mountains. delayed

2B LIVING ON BORROWED TIME



MAN vs NATURE



Though the basic structure of our brains has remained the same for thousands of years, the quantity of information we should process has transformed over time. Today, we have new skills to get by; however, we have sacrificed our ancient knowledge. For example, if we got lost in the wilderness battling desperately against nature, we would seem as vulnerable as babies to our distant ancestors. For those who are curious, below are some basic survival skills utilised in antiquity—but are now forgotten.

Knowing What to Eat and How to Medicate

In terms of forgotten survival skills, the knowledge of edible and medicinal foods is one of the biggest losses to the world. In prehistoric times, humans knew which plants could be consumed, and which could be put to medicinal use. That was thanks to the accumulated knowledge gained steadily by trial and error or tradition.

Tracking and Hunting Animals

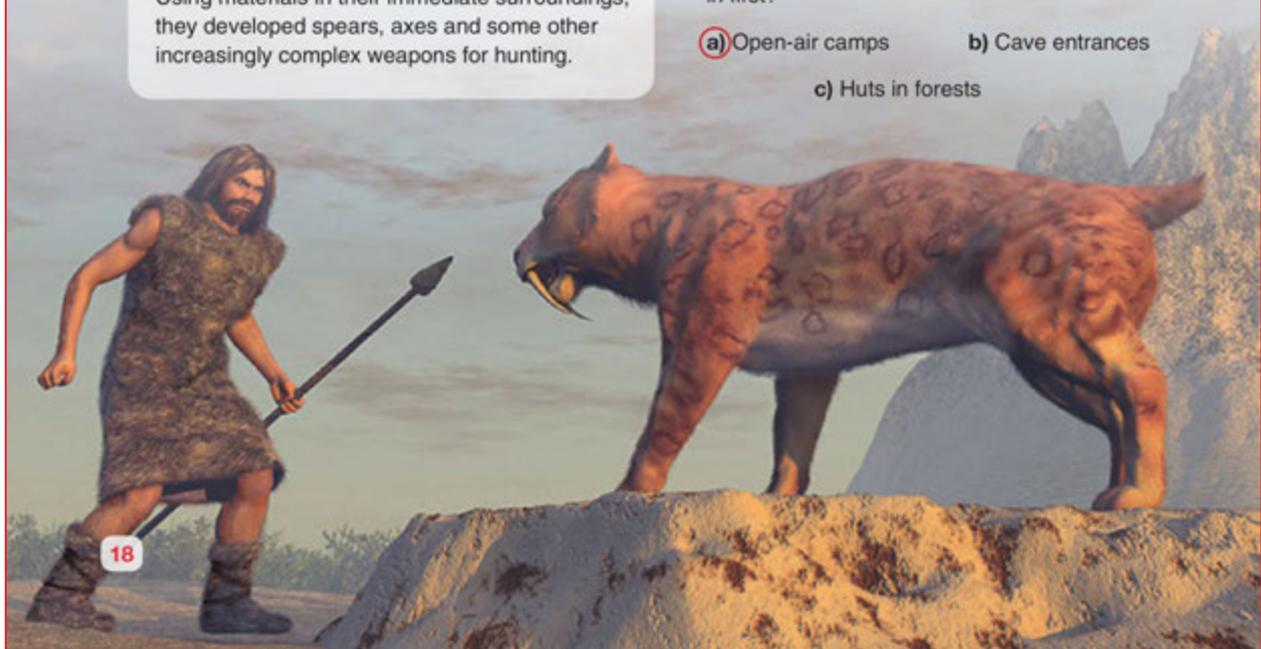
Apart from plants, early humans also relied on animals for food. They could hunt systematically to ambush and kill animals, which is regarded as a product of critical thinking by many anthropologists today. To do this, our ancient ancestors used to observe animal behaviours, and follow them to where predators hunted. That would bring them close to a possible kill site. Using materials in their immediate surroundings, they developed spears, axes and some other increasingly complex weapons for hunting.

Clothing and Sheltering

The Earth's climate was once not hospitable, which drove early man to seek safe and warm shelters. Having lived in open-air camps near water bodies before the Ice Age, primitive people started dwelling inside cave entrances or building huts in densely forested areas. After finding a suitable place to reside, they were in need of making heavy clothes as they went outside to hunt. The best material they were able to find was animal skin, so they made thick clothes and shoes by stitching hides of hunted animals together.

a Read the text and circle the correct answer.

- 1 According to the passage, the amount of information our brains need to process has _____.
 a) fallen significantly b) increased slightly
 c) changed dramatically
- 2 Why did prehistoric humans track predators?
 a) To develop more complex weapons.
 b) To find hunting animals easily.
 c) To seek materials for hunting.
- 3 What type of residence did primitive humans stay in first?
 a) Open-air camps b) Cave entrances
 c) Huts in forests



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

- 1 Unlike primitive people, we have to carry out lots of experiments to see if a plant is edible. (NM)
- 2 Our ancient ancestors knew what to eat as a result of first-hand experience and wisdom. (T)
- 3 The hunting system of early humans was not based on imaginative or resourceful thinking. (F)
The hunting system of early humans was based on critical thinking.
- 4 Prehistoric humans had to travel great distances to find materials for their hunting equipment. (F)
Prehistoric humans used materials in their immediate surroundings for their hunting equipment.
- 5 Clothes made and worn in antiquity varied from region to region depending on the climate. (NM)
- 6 In the Ice Age, people used to build huts using the wood collected from forested areas. (NM)

c Use the chart to write sentences as in the example.

	Action	Result
e.g.	We got there on time.	We could attend the seminar.
1	Maria was very well-trained.	She won a gold medal at the Summer Olympics.
2	The species had been hunted to near extinction for meat.	It was under great threat.
3	The necklace was stolen yesterday.	It has been found in a garbage bin this afternoon.
4	The survivors had suffered head trauma.	They had to be given serious medical attention.
5	Jamie lived in Mexico for a long time.	He knew a lot about the country.
6	The old hotel was renovated.	It was put into service.

- e.g. *Getting/Having got there on time, we could attend the seminar.*
- 1 *Being/Having been very well-trained, Maria won a gold medal at the Summer Olympics.*
 - 2 *Having been hunted to near extinction for meat, the species was under great threat.*
 - 3 *Having been stolen yesterday, the necklace has been found in a garbage bin this afternoon.*
 - 4 *Having suffered head trauma, the survivors had to be given serious medical attention.*
 - 5 *Living/Having lived in Mexico for a long time, Jamie knew a lot about the country.*
 - 6 *Renovated/Having been renovated, the old hotel was put into service.*

d Complete the sentences with the correct form of the verbs in brackets.

- e.g. *Waiting* (wait) for the plane, I drank a coffee.
- 1 *Having been stung* (sting) by a wasp, Lee cried with pain.
 - 2 *Looking* (look) out of the window, Di could see the sea.
 - 3 *Having worked* (work) all day, Karen got really tired.
 - 4 *Watered* (water) regularly, the plant thrives well.

e Complete the sentences with the words and phrasal verbs below. Change the form if necessary.

unflinchingly come round comrade
get over break through take in

- 1 You might feel dizzy and sleepy when you come round from the anaesthetic.
- 2 Most of my grandfather's comrades lost their lives in the Vietnam War.
- 3 It took her months to get over the shock his pet dying.
- 4 A group of enemy soldiers attempted to break through the line.
- 5 She looked at him unflinchingly. Her gaze was steady.
- 6 Since she hadn't received any letters from her son who had been in the military for a long time, she had to read it twice to take in it all in.

3A INFOBAHN

Lead in

- 1 How do you think social media has affected our lives?
- 2 What precautions do you usually take while using social media to stay safe?

Listening

a Discuss the following questions with your partner.

- 1 What is the role of social media in your life?
- 2 What kind of purposes do you think social media has been used for mostly?

b Listen to the audio and complete the missing information for each speaker with your own words. *Track 14*

	Social media is a/an/the ...	Social media is used mostly for ...	For example, ...
Speaker 1:			
Speaker 2:			
Speaker 3:			

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

- 1 Why does the first speaker think social media is a discovery engine?

- 2 According to the second speaker, why do they use free educational programmes on social media?

- 3 What did he do before going abroad for an Erasmus programme?

- 4 According to the third speaker, for what purpose is social media used?

- 5 What happened after a shocking photo of Alan was shared on social media?

d Work in pairs. Talk about the best and most effective image or video you have seen on social media up till now in detail.

THEME 3 SOCIAL MEDIA



3A INFOBAHN

Lead in

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

Answer Key

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

Listening

a Have students think of the given questions. Ask them to discuss the role of social media in their life and what kind of purposes social media has been used for mostly 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 three people's points of view about social media and what kind of purposes they have been using it for mostly. Tell students that they can take notes while they are listening and also, remind them that they will focus on the missing information for each speaker. Check the correct answer with class. This activity enables students to complete missing information while listening to a text or dialogue. *Track 14*

Answer Key

	Social media is a/an/the ...	Social media is used mostly for ...	For example, ...
Speaker 1	<i>discovery engine.</i>	<i>many purposes in our daily lives.</i>	<i>It is the best source for people to know about a product.</i>
Speaker 2	<i>very good resource for education.</i>	<i>free educational programmes.</i>	<i>Before going abroad for an Erasmus programme, he joined a discussion platform to get information about the programme.</i>
Speaker 3	<i>best way to increase awareness about some social issue.</i>	<i>spreading information and news.</i>	<i>A shocking photo of Alan created an emotional reaction to the refugee crisis across the world.</i>

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. Check the answers with class.

Answer Key

- 1 *He thinks it allows us to share, find, discover and learn different ideas, news, and interests; shortly everything about life.*
- 2 *In order to achieve their academic goals.*
- 3 *He joined a discussion platform on social media to get more information about the programme and the country.*
- 4 *It is used mostly for spreading information and news from one part of the world to the other.*
- 5 *It caused many countries and people to take some actions to help refugees.*

d Have students work in pairs. Ask them to take notes about the best and most effective image or video they have seen on social media up till now in detail and organise their ideas before they speak.

Answer Key

Students' own answers

Speaking

a Discuss the following questions with class.

- 1 What comes to your mind when you hear the phrase 'social networking'?
- 2 What do you think makes a good social website?

b Below are some reasons why social networking is so popular around the world. Which ones do you agree (✓) and which do you disagree (x) with? Why?

- 1 Social networking provides you with the opportunity to meet new people around the globe. ()
- 2 You can create or join groups where you can share your hobbies and interests. ()
- 3 Social media is of great help if you want to catch up with current events and news. ()
- 4 You can stay in touch with your friends and see what they are doing on social media platforms. ()
- 5 Social media is an essential tool for you when you want to share your experiences, opinions, and thoughts. ()

c Think of other reasons apart from those listed above and share your opinions with your partner.

A: I think social media is a source where one can find funny or entertaining content.

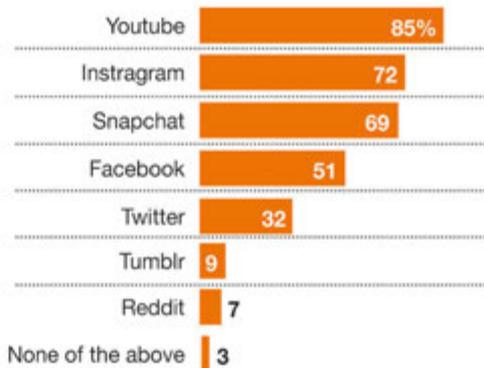
B: Yes, I agree with you.

A: What do you think about it?

B: Well, in my opinion, many people use social networking sites to fill up their free time.

d The chart below shows the results of a research conducted in the US in 2018. Do you think the results would be the same if that research was carried out in Turkey? Why/Why not?

% of teens in the US prefer to use...



e Work in groups and talk about which social websites you prefer to use by explaining your reasons.

Speaking

a Give students the opportunity to express their opinions about the questions.

Answer Key

- 1 **Possible Answer:** *It is the use of websites and other Internet services to communicate with other people and make friends.*
- 2 *Students' own answers*

b Ask students to read the statements and put a tick to the ones they agree with or put a cross to those they disagree with. Then, divide students into groups of three or four and tell them to discuss their opinions. This activity enables students to discuss why social network is so popular around the world.

Answer Key

Students' own answers

c Have students think of different reasons individually. Then, ask them to read the given conversation and share their opinions with their partners. This activity enables students to discuss why social network is so popular around the world.

Possible Answers

- *Most of the social networking sites are free to use and open to everybody.*
- *Many social media platforms are user-friendly; they both have desktop and mobile versions.*
- *Social websites such as Instagram allow users to research new products to buy.*

d Ask students to read the chart showing the results of a research. Encourage them to talk about the possible results of the survey supposing it was carried out in Turkey. Ask them to justify their reasons.

Answer Key

Students' own answers

e Have students work in groups of three or four. Ask them to talk about which social websites they prefer to use by explaining their reasons. This activity enables students to talk about which social websites they prefer to use and their reasons.

Answer Key

Students' own answers

TEACHER'S NOTES





- a Discuss the following question with your partner.
Do you think the Internet takes away one's privacy? Why/Why not?



HOW TO USE SOCIAL MEDIA SAFELY

By definition, social media is a website or application allowing a user to create and share online content in real time. Though social media is thought to be the applications on tablets or smartphones, it actually started with PCs. If you have a social network account, whichever medium you use to log in, you should beware of potential dangers and act accordingly. Read on for some useful tips to help safeguard your privacy.

A Don't overshare

If you came across your mother's middle school report full of high grades, would you post it on social media, feeling proud of her? You had better not! Because, by doing so, you would **disclose (1)** some very important info: your mother's maiden name. It is a common authentication question used by many institutions, so you should keep it to yourself.

Sharing your flight ticket or holiday snaps to tell the world you are having a good time may be tempting. However, do you know there are criminals who **access (2)** social networks to find empty houses to burgle? That's why you should avoid posting photos of your house so that it can't be located.

B Be wary of links

Receiving an e-mail allegedly sent by an organisation containing a link, look out for awkward language, incorrect punctuation, bad grammar and misspellings. You don't expect such things in a legitimate e-mail; move it to the spam box immediately.

Always remember that social media accounts can be hijacked. The content of a message you are sent may not look like something your friend would post. Contact and ask your friend if something is wrong with his/her account. Besides, don't **click on (3)** suspicious links in questionable messages if you don't know the sender. This could be linked to viruses or malware sent by cybercriminals trying to **hack into (4)** your device.

C Protect your devices and files

People generally tend to think viruses only pose a threat to computers, yet smartphones are also prone to get infected. Considering this, the first and the best thing you can do is **installing (5)** an antivirus application or software on your device as a means of protection. Also, make sure that it's always up to date.

You may want to **back up (6)** your files and photos to protect them from being lost. To do this, you can **upload (7)** them to a cloud storage system or an online drive. If you want to prevent unknown people from accessing your personal files and folders, make sure that you protect them with a strong password and make them visible just to yourself.

 **Reading**

a Ask students to think of the given question and encourage them to share their ideas with class.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES





b Read the text. Use textual clues to help you determine and choose the meaning of the highlighted words.

- 1 **A** to recognise the existence of something
B to speak or express emotions very freely
C to reveal something which is unknown
- 2 **A** to be in charge of something completely
B to use a computer system such as the Internet
C to become a member of a particular organisation
- 3 **A** to be able to use e-mail or the Internet
B to select an option on an electronic interface
C to use computers to do a particular job
- 4 **A** to gain access to a computer system illegally
B to stop being able to operate in a normal way
C to turn a piece of computer equipment off
- 5 **A** to find the position of something
B to put a program onto a computer
C to stop unwanted spam e-mails
- 6 **A** to make a copy of information in a computer
B to connect a computer to a power source
C to connect something, usually to a system
- 7 **A** to join two or more pieces of equipment together
B to pass something from one place to another
C to transfer data from a smaller to a larger computer

c Read the situations below and decide which of the tips in the article can be used for each. Write A, B or C in the boxes.

- 1 I have received an e-mail that directed me to a web page asking me to enter my personal information.
- 2 My friend automatically shares location information and his address in his every post on social media.
- 3 An old schoolmate of mine has sent me a message claiming that I owe him a large sum of money.
- 4 I want to store my digital data on the Internet, but don't want other users to be able to obtain them.
- 5 My sister has just posted her travel plans, enabling burglars and thieves to track her whereabouts.

d Work in pairs. Using the given phrases below, talk about how to stay safe on social media.

disclose login information or password

access computer files

click on a hyperlink in an e-mail

hack into an online account

install a virus checker

back your data up to a drive

upload your files onto the Internet



b Have students read the text and ask them to use contextual clues to help determine and choose the meaning of the highlighted words in the text. After students complete the activity, elicit the answers. This activity enables students to guess the meaning of unfamiliar words from the context.

Answer Key

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

c Ask students to read the given situations to decide which of the tips they have read in the article can be used for each. Have them write their answers in the boxes. Then, elicit the answers.

Answer Key

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

d Ask students to work in pairs. Have them talk with their partner about how to stay safe on social media by using the given phrases. This activity enables students to talk about social media by using verb collocations.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



3A INFOBAHN

Writing

a Work with your classmates and apply the following questionnaire to at least five of them.



I use social media to...

- be more sociable.
- create my social identity.
- keep in touch with my relatives.
- share posts and photos.
- like others' post and photos.
- create academic network.
- keep up with my friends.
- relief from daily stress.
- share my ideas.



b Collect the results and make deductions about their purposes of using social media. Write sentences expressing their opinions.

Social media is said to be used to...
It is generally said that...



Writing

- a** First, tell students to read the questionnaire quickly. Then, ask them to apply it to five of their classmates. Give them some time to complete the exercise.
- b** Ask students to write opinion sentences according to the results of their questionnaire. Give them some time and then, ask them to share their sentences with class.

Possible Answers

- *Social media is said to be used to relief from daily stress.*
- *It is generally said that social media is used to share posts and photos.*

TEACHER'S NOTES

TEACHER'S NOTES



c Read the phrases below. Write 'B' for the benefits and 'R' for the risks of social media.

- 1 Staying connected to friends
- 2 Exposure to harmful or inappropriate content
- 3 Exposure to dangerous people
- 4 Meeting new friends with shared interests
- 5 Cyber bullying
- 6 Over sharing personal information
- 7 Exposure to excessive advertisements
- 8 Finding community and support for specific activities
- 9 Privacy concerns including the collection of data about teen users
- 10 Identity theft or being hacked
- 11 Sharing art work or music
- 12 Interference with sleep, exercise, homework, or family activities



Quote of the day!



© jacobson/istockphoto.com

"From social networks to sociable robots, we're designing technologies that will give us the illusion of companionship without the demands of friendship."

Sherry Turkle

IDIOM OF THE DAY

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

- Andy:** Dad, do you remember the video we shot the other day?
- Dad:** You mean the one I interrupted while you were singing, do you?
- Andy:** Yeah. I shared it on the Net. It got 800,000 views by now. We **went viral**.

Do you know?

Excessive use of social media is a symptom of a disease named FoMO, or fear of missing out which results in anxiety and depression. It is a kind of addiction and behavioural disorder quite similar and related to 'nomophobia' which means the fear of being out of mobile phone contact.

c Tell students to read the given phrases and decide whether they are the benefits or the risks of social media. Then, elicit the answers.

Answer Key

Benefits: 1, 4, 8, 11

Risks: 2, 3, 5, 6, 7, 9, 10, 12

Idiom of the day

Ask students to read the dialogue and guess the meaning of the idiom in bold. The meaning of the idiom is 'to spread quickly and widely on the Internet through social media and e-mail'.

TEACHER'S NOTES

TEACHER'S NOTES



3B TECHNOPHOBIA OR TECHNOPHILIA?

Lead In

Discuss the following questions with your partner.

- 1 How do you usually feel after spending too much time on social media?
- 2 What are your predictions about the effects of social media on the society in the future?

Reading

a Discuss the following questions with your partner.

- 1 What is the main advantage of social media for the society?
- 2 If you consider the advantages and disadvantages of social media, is it mostly beneficial or harmful? Why?

SOCIAL MEDIA RESEARCH AND KEY DISCOVERIES

Today, 45% of the world's population, a whopping 3.5 billion people, are social media users. This means we're spending an average of three hours every day sharing, liking, tweeting and updating on social platforms. Could social media with such a big role in our lives be threatening our mental health and well-being as it is claimed? Is it really bad for the society? Let's see what the evidence actually suggests.

Many people update themselves on the latest happenings around the world by social media regardless of their location and educational background. It also provides many educational advantages. However, social media is said to cause distraction in the learning process by the authorities. In addition, in a research published in the Journal of the Royal Society, it is also claimed that it impairs the intellectual abilities such as information processing and deductive reasoning.

For some people, social media is a source of entertainment or refreshment which helps them lighten their mood. Even so, a research team from Pittsburgh University proved that the more people spend time on social media, the more they get depressed. It is found out that one in four social media users are clinically depressed.

We all know that social media helps governments and security agencies to spy on crime and catch criminals. Besides, people use it for noble causes such as promoting an NGO

3B TECHNOPHOBIA OR TECHNOPHILIA?

Lead in

Give students some time to discuss the given questions.

Answer Key

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

Reading

- a Draw students' attention to the questions.
Give them some time to share their opinions with their partners.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



(non-governmental organisation), conducting social welfare and donation activities. On the other hand, social media is reported to be the reason of many security issues and crimes such as bullying and hacking by the authorities.

Social media platforms help people across the globe to communicate and stay connected to each other, to make new friends and expand their social circles. Confusingly, an anthropologist, Robin Dunbar says that people can only have 150 friends at most. It is claimed that people cannot have a meaningful communication and relationship with the people in their lives when they are over "Dunbar Number".

Since it is very easy and very quick to share mass information, people take advantage of social platforms to promote their business or build themselves fame. Despite these benefits, it is argued that social media causes loss of self-confidence because of the posts shared at the happiest times. In a study at West Illinois University, social media is found out to be the reason of narcissistic behaviours and self-centred attitudes.

It's clear that in many areas, not enough is known yet to draw any strong conclusions. However, the evidence does point one way: as with food or other temptations of the modern age, excessive use for some individuals is probably inadvisable. But at the same time, it would be wrong to say social media is a universally bad thing, because clearly, it brings myriad benefits to our lives.

b Answer the following questions according to the text.

- 1 What are the educational benefits and harms of social media?

- 2 What are the findings of the University of Pittsburgh research team?

- 3 For which noble causes can social media be used?

- 4 What does Robin Dunbar claim about expanding social circles on social media?

- 5 What is surprising about the findings of the University of West Illinois study?

- 6 What is the main idea of the text?

c Read the sentences taken from the text and write 'P' for Personal and 'I' for Impersonal statements.

- 1 ____ However, social media is said to cause distraction in the learning process by the authorities.
 - 2 ____ It is also claimed that it impairs the intellectual abilities such as information processing and deductive reasoning.
 - 3 ____ It is found that one in four social media users are clinically depressed.
 - 4 ____ It is claimed that people cannot have a meaningful communication and relationship with the people in their lives when they are over "Dunbar Number".
 - 5 ____ It is argued that social media causes loss of self-confidence because of the posts shared at the happiest times.
 - 6 ____ Social media is found out to be the reason of narcissistic behaviours and self-centred attitudes.
- d Discuss with your partner. What is the place of social media in your daily life? What would you do and how would you feel if you don't have access to social media for two weeks?**

b Give students some time to read the text. Then, ask them the questions and elicit the answers. This activity enables students to read a research on social media to answer the questions and find out the main idea and details of the research.

Answer Key

- 1 *People update themselves on the latest happenings around the world by social media. However, it causes distraction in the learning process and is said to impair the intellectual abilities.*
- 2 *They proved that the more people spend time on social media, the more they get depressed and found out that one in four social media users are clinically depressed.*
- 3 *It can be used for promoting a non-governmental organisation, conducting social welfare and donation activities.*
- 4 *He claims that people can only have 150 friends at most and cannot have a meaningful communication and relationship with the people in their lives when they have more friends.*
- 5 *While people think that social media causes loss of self-confidence, it is found out to be the reason of narcissistic behaviours and self-centred attitudes as well.*
- 6 *Though excessive use is inadvisable, social media is not a universally bad thing, because clearly, it brings myriad benefits to our lives.*

TEACHER'S NOTES

c Give students some time to read the sentences taken from the text and tell them to write 'P' for Personal 'I' for Impersonal passive sentences. Ask and elicit the answers. This activity enables students to distinguish personal and impersonal statements in the text.

Answer Key

- 1 P
- 2 I
- 3 I
- 4 P
- 5 I
- 6 I
- 7 P

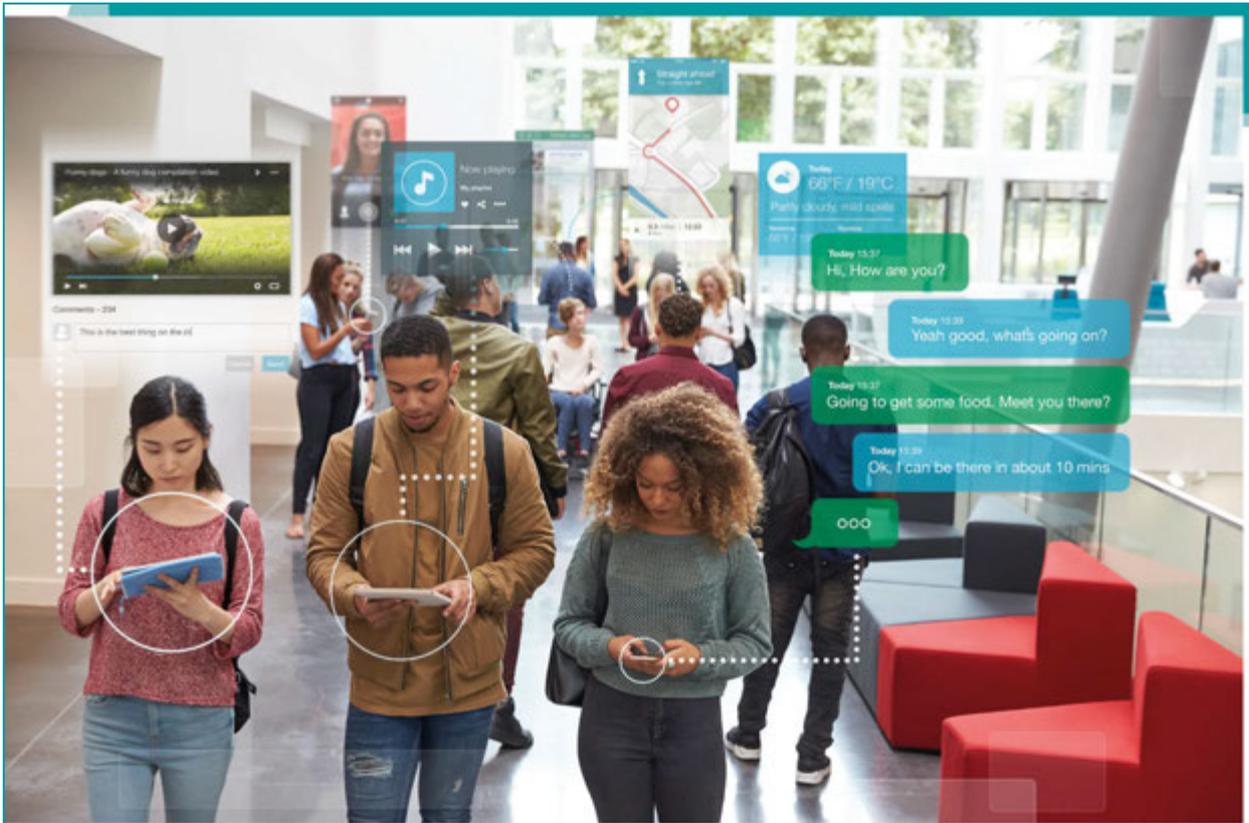
d Give students some time to discuss the given questions about the importance of social media in their lives.

Answer Key

Students' own answers

TEACHER'S NOTES





a Discuss the following question with your partner.

How many hours do you spend on social media each day? Is this a problem?

b Listen to the audio to complete the sentences below. Track 15

- 1 Social networking sites have both _____

- 2 Because of the excessive usage of social media, students do not _____

- 3 One of the positive effects of social media in education, is that students _____

- 4 Students also use various social networking sites _____

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

- 1 How much time do students spend on social media daily according to the research?

- 2 Why do students suffer from poorer sleep quality and distractibility?

- 3 According to the research how do social media affect students' academic performance?

- 4 How do social media help students develop social skills?

Listening

- a** Ask students to think about the question. Then, have them discuss it with their partner. Let them share their opinions with class.
- b** Have students listen to the text and complete the sentences. If necessary, play the audio again. Check the answers with class. This activity enables students to listen to a text about effects of social media on people to get required information. *Track 15*

Answer Key

- 1 *positive and negative effects.*
- 2 *take their meals on time. / get proper rest.*
- 3 *get up-to-date information. / connect with learning groups. / obtain knowledge from renowned experts and professionals.*
- 4 *as a way of giving voice to voiceless.*

- 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. This exercise also enables students to listen to a text about effects of social media on people to get required information.

Answer Key

- 1 *They spend nearly 4 hours daily using social media.*
- 2 *They suffer from poorer sleep quality and distractibility because of night-time social media use.*
- 3 *It leads to decrease in students' academic performance.*
- 4 *It enables teens from different countries to connect and explore a range of diverse ideas.*

TEACHER'S NOTES



Speaking

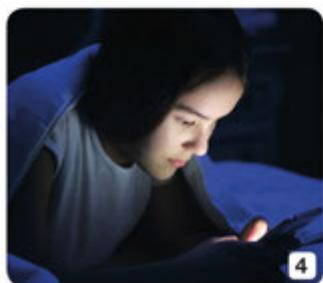
a Discuss the following questions with your friends.

- 1 How many friends do you have on a social platform? How many of them are real-life friends?
- 2 Some people collect friends on social networks. Is it possible to have 500 friends in real life?
- 3 Do you think social media addiction is a real disease? Why/Why not?

b Work with your partner. Put a tick (✓) to the feelings and situations that are aroused by social media. Discuss the reasons behind them.

- | | |
|--|---|
| <input type="checkbox"/> Loneliness | <input type="checkbox"/> Addiction |
| <input type="checkbox"/> Envy | <input type="checkbox"/> Sleeping Disorders |
| <input type="checkbox"/> Insecurity | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Happiness | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Stress |

c Work with your partner. Describe the people in the photos and comment on their behaviours as in the example.



e.g. In the first photo, the man uses his mobile phone, probably texting on social media, while driving a car. He may be overusing his mobile phone. With this behaviour, he is risking both his own and other people's lives.

Speaking

a Give students some time to discuss the given questions.

Answer Key

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

b Ask students to put tick the feelings that are aroused by social media. Give them some time to discuss their ideas with their partners.

Answer Key

Students' own answers

c Draw students' attention to the photographs. Ask them to describe the photos to their partners and comment on the behaviours in them. This activity enables students to comment on the photographs related to the topic.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



3B TECHNOPHOBIA OR TECHNophilia?

Pronunciation

- a Listen and repeat the Internet symbols below. *Track 16*



- b Listen and write the URLs and e-mail addresses. *Track 17*

- 1 _____
- 2 _____
- 3 _____
- 4 _____

- c Read out the URLs and e-mail addresses below. Then, listen to check your pronunciation. *Track 18*

- 1 hamza-khan@vmail.com.pk
- 2 www.ox-edu.uk/personal/login.jsp
- 3 https://glitter.com/elven_light/status/1+13#20
- 4 carmen_lopez18@barcelona.edu.es
- 5 https://www.ruetube.com/watch?v=0vf-pn6zr&y

Writing

- a Think of how social media affects school life, learning environment and academic success. Write a sentence for each part of the essay below.

1 Introduction

- Introducing the topic

- Thesis statement

2 Body

Paragraph 1 - The first issue, situation or problem

- Topic sentence

- Equally, support both for and against points

Paragraph 2 - The second issue, situation or problem

- Topic sentence

- Equally, support both for and against points

3 Conclusion

- Summary of the subject

- Stating your opinion

Pronunciation

- a** Ask students to listen and repeat the given Internet symbols. Play the audio twice if needed. This activity enables students to practise how to say letters and Internet symbols. *Track 16*
- b** Have students listen to the audio carefully and write the URLs and e-mail addresses they hear. You can play the audio once again if needed. *Track 17*

Answer Key

- 1 www.turkiye.gov.tr
- 2 emma_bruno@email.it
- 3 jason78@brazilmail.com.br
- 4 www.anadolu.edu.tr/en/open-education

- c** Ask students to read out the URLs and e-mail addresses. Then, play the audio and tell them to listen to check their pronunciation. This activity also enables students to practise how to say letters and Internet symbols. *Track 18*

TEACHER'S NOTES



Writing

- a** Give students enough time to think and take notes about how social media affects school life, learning environment and academic success. Then, ask them to write a sentence for each part of the essay. Remind them that they can benefit from the reading text on 'Module B' as a model. This activity enables students to plan to write a discursive essay.

Answer Key

1 Introduction

- *Introducing the topic*
Students' own answers _____
- *Thesis statement*
Students' own answers _____

2 Body

Paragraph 1 - The first issue, situation or problem

- *Topic sentence*
Students' own answers _____
- *Equally, support both for and against points*
Students' own answers _____

Paragraph 2 - The second issue, situation or problem

- *Topic sentence*
Students' own answers _____
- *Equally, support both for and against points*
Students' own answers _____

3 Conclusion

- *Summary of the subject*
Students' own answers _____
- *Stating your opinion*
Students' own answers _____

- b Write an essay of 250-300 words about the effects of social media on communication skills using the structure of the essay above as a model. You should...**
- 1 search the topic on the Net in detail considering various viewpoints.
 - 2 draw an outline as in 'Exercise a'.
 - 3 use the words and phrases you have learned in this theme.
 - 4 mention various viewpoints on the topic.
 - 5 use the linking words of contrast and addition to discuss various views about the topic and state your opinion in the conclusion paragraph.
- c Swap your paper with your partner's. Check your partner's essay if he/she considered the structure of the essay.**

Discussion time



Discuss the following questions with your classmates.

- 1 How different do you think our lives would be if there were no social networking sites?
- 2 How would you respond to a stranger trying to contact you through your social media accounts?
- 3 Teasing, name calling, threatening, insulting, spreading rumours, and making racist remarks are all forms of bullying. Are these things regarded less harming when online? Why/Why not?
- 4 If you were harassed, threatened, or blackmailed online, would you try to solve this problem by yourself or ask your parents or teachers for help? Why/Why not?

Project

Work in groups of three or four. Create a new page on any social networks or a blog about your hobbies and interests such as review about a book or a film that you think it will draw reader's attention. Then, share your pages with your friends in the class and comment on one another's posts. Every student in the class must post a comment at least once.



b Ask students to write an essay of 250-300 words about the effects of social media on communication skills using the structure of the essay in 'Exercise a' as a model. If the time is limited, you can give them this exercise as homework and ask them to bring it to class the next day. This activity enables students to write a discursive essay about social media mentioning various viewpoints using contrasting linkers.

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 structure of the essay. Ask them to share their opinions and thoughts about their friends' papers with class.

Answer Key

Students' own answers

Discussion time

Have students discuss the given 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*
- 3 *Students' own answers*
- 4 *Students' own answers*

Project

Ask students to work in groups of three or four to create a new page on any social networks or a blog. Tell them that before creating a page, they should inform you about what kind of a page they think, and what contents and photos will be covered.

TEACHER'S NOTES



Audio script 14

We asked people what social media means to them and what kind of purposes they have been using it for mostly. And now, three of them will tell us what they think about social media.

Speaker 1 Actually, social media is a discovery engine that allows us to share, find, discover and learn different ideas, news, and interests; shortly everything about life. So, it plays a significant role and has a remarkable influence in every aspect of our lives. We use it mostly for many purposes in our daily lives. For example, it is the best source for people to know about a product or service they want to buy in detail. Before buying a product, people can get some reliable information about it, asking other people on social media.

Speaker 2 Social media is a very good resource for education. As students, we use it mostly for free educational programmes, inspirational websites, and discussion platforms to achieve our academic goals. For example, before going abroad for an Erasmus programme, I joined a discussion platform on social media to get more information about the programme and the country. And now, I am very happy to be in London.

Speaker 3 Social media is the best way to increase awareness about some social issue. It is used mostly for spreading information and news from one part of the world to the other. Even a single image that is shared and spread quickly on social media may lead to a global

reaction. For example, a shocking photo of Alan, a three-year-old Syrian refugee... He was found lying face-down on a beach near the Turkish resort of Bodrum. This image on social media created an emotional reaction to the refugee crisis across the world, and caused many countries and people to take some actions to help refugees.

Audio script 15

Nowadays, the fact that students spend a lot of time using different social networking sites probably comes no surprise to anyone. What is shocking, however, is just how much time they actually spend doing this. A study by researchers found that students, between the ages of 13 and 18, spend nearly 4 hours daily using social media. Undoubtedly, social media covering all the spheres of their lives has a wide range of negative and positive effects. It is said that the excessive usage of these sites has an impact on mental as well as physical health. Teens' self-esteem suffers due to comparing themselves to others. Besides, they do not take their meals on time and get proper rest. Especially night-time social media use is associated with poorer sleep quality, distractibility, and depression. These, inevitably, lead to a drop in overall grades and decrease in academic performance.

However, social media is not all bad. The use of social networking sites in education has positive impact on students. For example, students get up-to-date information, connect with learning groups and obtain knowledge from renowned experts and professionals. No matter what their educational background is, students can learn various skills for free.

Social media can also help develop students' social skills. It enables teens from different countries to connect and explore a range of

diverse ideas. Being Gen Z they are much concerned about social issues, so they use various social networking sites as a way of giving voice to the voiceless, too.

All in all, it can be said that everything is not bad with social media. It is presently a tool and like any other tool, how you use it depends on you.

Audio script 16

- 1 at
- 2 hyphen
- 3 hash
- 4 ampersand
- 5 plus sign
- 6 underscore
- 7 equal sign
- 8 slash
- 9 colon
- 10 question mark
- 11 dot

Audio script 17

- 1 www.turkiye.gov.tr
- 2 emma_bruno@email.it
- 3 jason78@brazilmail.com.br
- 4 www.anadolu.edu.tr/en/open-education

Audio script 18

- 1 hamza-khan@vmail.com.pk
- 2 www.ox-edu.uk/personal/login.jsp
- 3 https://glitter.com/elven_light/status/1+13#20
- 4 carmen_lopez18@barcelona.edu.es
- 5 <https://www.ruetube.com/watch?v=0vf-pn6zr&y>

TEACHER'S NOTES

TEACHER'S NOTES



3A INFOBAHN



The word 'blog' derives from 'web-log' which means an online diary written by many people around the world to express and share their ideas, thoughts, and feelings on their personal interests. Whatever their passion is blogging allows people to connect and network with like-minded individuals who share the same passions.

Since the advent of the Internet, millions of blogs have been created on many different purposes such as diaries on social activities, records of cooking, tips for visiting different destinations or book reviews. Although many lost their interests or their followers early on, others have made a tremendous progress and have continued to grow, make money and earn a steady income. Indeed, it can be said that the main purpose of blogging is the love of writing and sharing information on your own passions. If you are really into writing and want to improve your writing skill, blogging would be a good start. Here are some guidelines to help write and structure your blog content in a way that will make it more accessible and relevant to your followers.

First, you can create a blog for free on many different platforms with limited use or create a self-hosted blog that is paid regularly to get your own domain name and support on the virtual environment. After designing your blog with relevant photos and contents of what your blog is about, you can start to post regularly, at least three posts with interesting title and theme per week to keep your followers' attention. Your posts should be specific, authentic, informative and eye-catching with uploaded relevant and updated photos. Try to use such an informal and a chatty language that your followers should feel you are friendly and reliable. The last but not the least, always try to respond to your audiences' comments and answer their questions related to your posts.

All in all, blogging has become a way of expressing and sharing ideas, thoughts, and feelings on personal passions, in particular; preferred those who are keen on writing. Some blogs make a lot of money while others are just kept as a hobby to share information with people. No matter what the purpose of blogging is—to earn money or to keep as a hobby—, with the help of authentic and informative contents, charming photos and a chatty language bloggers will make progress on their own paths.



a Read the text and answer the following questions.

- 1 What does 'blog' mean?
Blog means an online diary written by many people around the world to express and share their ideas, thoughts, and feelings on their personal interests.
- 2 What kind of an opportunity does blogging give people?
It allows people to connect and network with like-minded individuals who share the same passions.
- 3 What is the difference between a blog for free and a self-hosted blog?
A blog for free has limited use and a self-hosted blog is paid regularly to get your own domain name and support on the virtual environment.
- 4 Why should you use an informal language in your posts?
Using an informal and a chatty language make your followers feel you are friendly and reliable.
- 5 How will bloggers make progress on their own paths?
With the help of authentic and informative contents, charming photos and a chatty language bloggers will make progress on their own paths.

b Read the text again and circle the subjects below that are not mentioned in the text.

- 1 What the blog means
- ② Why many blogs have lost their interests or their followers
- 3 The main purpose of blogging
- 4 The number of the posts we should post per week
- ⑤ Unemployed people creating blogs to make money
- 6 How blogging can contribute to people

c Write tips and advice on how to stay safe on social media using verb collocations below.

- 1 back your data up to a drive
Students' own answers
- 2 disclose login information or password
Students' own answers
- 3 hack into an online account
Students' own answers
- 4 install a virus checker
Students' own answers
- 5 access computer files
Students' own answers

d Complete the sentences with the correct form of the words and phrases below.

hack into

disclose

click on

install

access

back up

upload

- 1 You can click on any links to entertain yourself with songs, films, get lots of information you need and communicate with anybody throughout the world.
- 2 backing up your files, studies, photos, music collection, and films onto a hard disk regularly will reduce the fear of losing data because of a computer problem.
- 3 The police have been questioning people who hacked into the bank's computer last week.
- 4 In many cities of Europe, you can access the Internet freely at some certain zones which are allocated by the city government.
- 5 Although having been under a lot of pressure, he refused to disclose the details of the new plan before the due date.
- 6 We would be pleased if you could upload the file of your study on environmental problems as soon as possible so that we can have a chance to check it before the presentation.
- 7 Some installed antivirus software on your computer will help prevent viruses and spyware from infecting the computer.

3B TECHNOPHOBIA OR TECHNOPHILIA?

BE WISE; STAY SAFE

Social media is a perfect tool for networking and communications. However, it has a risky side with fake profiles, sometimes being used to gather personal data and information. If we use social media wisely, we can protect ourselves and surf on the Net safely.

Here are a few general guidelines you should always follow when it comes to your social media activity:

- Be respectful of others' posts, even if you don't agree with them. Don't comment on posts to humiliate others. It's neither ethical nor legal.
- Do not share personal information unless you think it is important. Check your privacy policy before you post personal information such as your location and be sure that strangers do not see it.
- Verify those you accept into your social network. Do not befriend strangers.
- Maintain the highest privacy settings, but do not always trust they will work for you.
- Google yourself sometimes and see if anything is wrong with your online presence.

In general, you should always remember that once you post something, it is there forever.

Even though you delete items, they always remain accessible on other people's servers and accounts. There's no way to be absolutely certain that your post will remain private. Don't rely on privacy settings to hide what you don't want everyone to see. If you create networks such as schoolmates, family and friends, you can be sure that you share posts with the correct audience. This will help you stay a bit more private.

On the other hand, never forget that there's nothing as 'true anonymity'.

Even though you create a post or share something online 'anonymously', it is actually a lot easier than you think to track it back to you. Don't stalk people as an anonymous user; you will probably have to face with it sooner or later.

a Answer the following questions according to the text.

- 1 What is the risky side of social media?
It is sometimes used to gather personal data and information.
- 2 What should you do before sharing personal information?
Check privacy policy and be sure that no one can see the information.
- 3 Why should you google yourself occasionally?
To see if anything is wrong with the online presence.
- 4 Why deleting items and posts is not a solution for privacy?
They always remain accessible on other people's servers and accounts.
- 5 Can someone remain unidentified on the Net for a long time?
No, there's nothing as 'true anonymity'.

b Read Jade's and Philip's attitudes towards social media and write sentences using contrasting linkers given in brackets.



	Jade	Phil
e.g.	hates posting photos	posts photos several times a day
1	uses anonymous name	uses real name and surname
2	doesn't comment on posts	comments on his friends' every post
3	avoids sharing personal information	shares personal information without doubt
4	doesn't accept random friends	accepts every friend request
5	stays online for an hour daily	stays online for more than three hours a day

e.g. Jade hates posting photos whereas Phil posts several times a day. (whereas)

- Jade uses anonymous name on the other hand, Phil uses real name and surname. (on the other hand)
- Although Jade doesn't comment on posts, Phil comments on his friends' every post. (although)
- Jane avoids sharing personal information, however Phil shares personal information without doubt. (however)
- Jane doesn't accept random friends, on the contrary, Phil accepts every friend request. (on the contrary)
- Jane stays online for an hour daily whereas Phil stays online for more than three hours a day. (whereas)

c Circle the correct linking word.

- On the contrary / **Although** Clara was warned of the risks of sharing information online, she kept doing it carelessly.
- Young engineer couldn't get the job he applied online **however** / **despite** his graduation degree.
- Older adults are less interested in using social media **whereas** / **in spite of** teenagers are crazy about it.
- I think the singer on whose profile you wrote an unfair comment won't forgive you **despite** / **even though** your apology.
- The richest video publisher always looks so lonely **although** / **in spite of** his supporters and popularity.

d Rewrite the sentences as given in the example.

e.g. Many people say that Brad Pitt and Angelina Jolie are the richest couple of Hollywood.

- It is said that Brad Pitt and Angelina Jolie are the richest couple of Hollywood.
- Brad Pitt and Angelina Jolie are said to be the richest couple of Hollywood.

- After his impressive speech, everybody thought that Steve Jobs was highly gifted and talented.
 - It is thought that Steve Jobs was highly gifted and talented after his impressive speech.
 - After his impressive speech, Steve Jobs is thought to be highly gifted and talented.
- Teenagers believe that reading books online is much better than buying them from the bookstores.
 - It is believed that reading books online is much better than buying them from the bookstores.
 - Reading books online is believed to be much better than buying them from the bookstores.
- Researchers report that at least 10,000 bank accounts are hacked worldwide daily.
 - It is reported that at least 10,000 bank accounts are hacked worldwide daily.
 - At least 10,000 bank accounts are reported to be hacked worldwide daily.

4A LIKE THERE IS NO TOMORROW

Lead in

Discuss the following questions with your classmates.

- 1 What do you think can be considered a global issue? Give a few examples.
- 2 What is the most important issue concerning the environment today? Why?

Listening

- a Look at the photos below and match them to the phrases. Talk with your partner about the causes and effects of each.



- 1 plastic pollution
- 2 fish kill
- 3 plastic bags floating underwater
- 4 suspended solids
- 5 untreated water

- b Listen and put a tick (✓) to the three statements that express the main idea of the audio. Track 19

- 1 The problem of water pollution is jeopardising the general well-being of all species on earth. ()
- 2 Waterborne diseases are infectious, and generally strike people living in developing countries. ()
- 3 Limiting water pollution is the best course of action to protect terrestrial and aquatic beings. ()
- 4 Contamination of water bodies is a big threat to the health of animals and humans. ()
- 5 The food chain gets adversely affected by contaminated water due to industrial processes. ()

- c Read the sentences. Then, listen again and circle the answer that best completes each statement.

- 1 Water pollution usually happens as a result of _____.
A human activities
B natural processes
- 2 Heavy metals from industrial processes _____.
A are toxic to marine life
B affect humans instantly
- 3 Young children in developing countries mostly die of _____.
A water shortage
B infectious diseases
- 4 Drinking water quality can suffer when _____.
A photosynthetic micro-organisms grow in water
B there are suspended particles in freshwater
- 5 Marine animals lose their lives if _____.
A there is not enough oxygen in water
B they consume plastic materials

THEME 4 GLOBAL ISSUES



4A LIKE THERE IS NO TOMORROW

Lead in

Encourage students to answer the following questions and express their opinions.

Answer Key

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

Listening

a Draw students' attention to the photos and ask students to match them to the phrases. Give students a few minutes to do the activity and elicit the answers. Then ask them to work in pairs to talk about the photos.

Answer Key

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

b Have students skim the sentences quickly and listen to the text to check the three statements that express the main idea. Remind students that they will be listening to the passage for the main ideas and that they should avoid getting lost in the details. Ask them just to focus on the gist. This activity enables students to find out the main idea. *Track 19*

Answer Key

- 1 ✓
- 2
- 3 ✓
- 4 ✓
- 5

c Ask students to read the sentences first so that they can know which details they should focus on. Play the audio and have them listen and circle the answer for each statement. Then, elicit the answers.

Answer Key

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

TEACHER'S NOTES

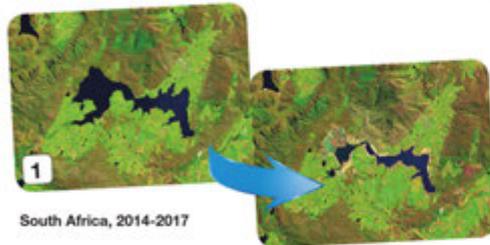


Speaking

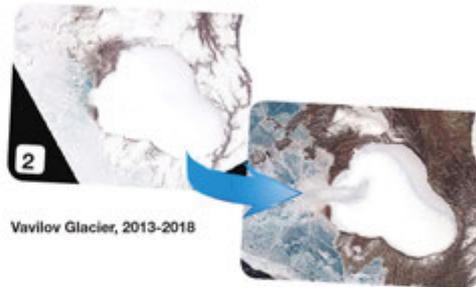
- a Work in pairs. Search on the Net to find at least three current environmental issues and explain them in a few sentences to your classmates.

1 _____
 2 _____
 3 _____

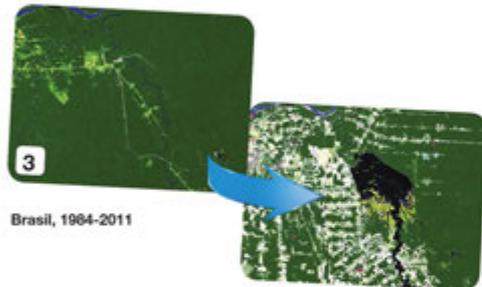
- b Work in pairs. Look at the photos below and discuss what must have happened. Offer solutions and produce ideas to solve the problems.



1 South Africa, 2014-2017



2 Vavilov Glacier, 2013-2018



3 Brazil, 1984-2011



4 Paraguay, 1985-2010

IDIOM OF THE DAY

Quote of the day!



"Destroying rainforest for economic gain is like burning a Renaissance painting to cook a meal."

Edward O. Wilson

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

- Mia:** What do you think about the damage done to the environment?
Ian: We really **shoot ourselves in the foot**, by exploiting the world's resources to the maximum extent.
Mia: What should we do then?
Ian: Wrongful acts performed for the sake of profit must be stopped, or we will perish.

Speaking

- a** Tell students to work in pairs. Ask them to search the Net and find at least three current environmental issues. Give them a few minutes. Then, let them explain the issues in a few sentences to their classmates. This activity enables students to talk about current conditions related to global issues.

Possible Answers

- 1 Loss of Biodiversity:** *The lack of biodiversity puts the food chain, water sources and other resources at risk. Without biodiversity, ecosystems deteriorate until they no longer exist.*
- 2 Deforestation:** *There are fewer trees to produce oxygen and absorb carbon dioxide. Forests are in major need of preservation.*
- 3 Climate Change:** *Global temperatures are climbing, ice caps are melting, and droughts, wildfires, and super hurricanes are tearing their way across the landscape.*

- b** Tell students to work in pairs. Ask them to look at the photos and discuss what must have happened. Let and help them offer solutions and produce ideas to solve these problems. This activity enables students to offer solutions to global issues.

Answer Key

- 1** *drought*
- 2** *polar melt*
- 3** *deforestation*
- 4** *flood*

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 'to make a situation worse for oneself unintentionally'.

TEACHER'S NOTES



4A LIKE THERE IS NO TOMORROW

Reading

- a Discuss the following question with class.

Are social issues are much more important than environmental ones or vice versa? Why?



THE CALL OF THE WORLD

As global citizens, we have many challenges to face. The United Nations (UN) has listed eighteen 'Global Issues', which can be seen as an overview of some major issues we all should beware. Below is a short list of some of our planet's greatest challenges.

Hunger and Malnutrition

During the past decade, the number of people struggling with hunger and malnutrition has increased. Nearly eleven per cent of people in the world go hungry on a regular basis and therefore experience dietary deficiencies. What's worse, around 9 million people die of hunger and hunger-related diseases annually. The problem is not just because of food shortages but because of lack of access to food; not many people can afford food or grow their own.

Health

In the past, the major focus of attention was communicable diseases such as cholera, tuberculosis, and hepatitis. People's having access to clean water and being educated about proper sanitation has decreased the prevalence of infectious diseases around the world. However, the



global healthcare community now feels concern for non-communicable diseases like cancer, obesity, and diabetes. The statistics are fearsome: one in six women and one in five men get cancer during their lifetime while almost one-third of the world's population is obese or overweight. Besides, over 425 million people are living with diabetes worldwide.

Habitat and Biodiversity Loss

Besides aforementioned problems, environmental issues also deserve consideration. One of them is habitat loss, which is the greatest threat to our planet's biodiversity. Human activities such as deforestation and industrial-scale mining are leading to drastic changes in the natural habitats which wildlife depends on.

Forests produce the air we breathe, yet we are depleting them at an ever-increasing rate. Species living there are accordingly becoming extinct about one thousand times faster than scientists have estimated. We are damaging the ecosystems, thereby leaving them out of balance and losing some special flora and fauna. The effects of our activities cannot be accurately predicted as ecosystems have a complex and delicate nature.

Electricity Production

Humans use an amount of energy equivalent to what would be consumed if 7.5 billion people boiled 70 kettles of water an hour daily. One can blame the rise of population and industrialisation as people need more energy than in the past. To meet this need, we generally burn fossil fuels causing air pollution. Renewable resources such as wind, solar, hydro and geothermal, come as greener alternatives to the former, and they should immediately replace non-renewable energy sources. Hydroelectric power and wind is currently the main source, yet solar energy is expected to surpass other green ways to produce electricity in the near future.



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 **Reading**

a Give opportunity to students who want to express their opinions. Ask for reasons.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



b Read the text and answer the following questions.

- 1 What is the reason behind some people's having dietary deficiencies?

- 2 How has the incidence of communicable diseases fallen worldwide?

- 3 Why are some species going extinct faster than estimated by scientists?

- 4 What leads to the loss of flora and fauna?

- 5 What are the environmentally friendly electricity production sources?

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

- 1 d _____ : to starve to death
- 2 f _____ : famine, extreme scarcity of sustenance
- 3 c _____ : an illness spread from one person to another through various means
- 4 h _____ : the process by which a natural environment becomes incapable of supporting its native species
- 5 b _____ : to die out; to perish
- 6 r _____ : types of energy that can be replaced as quickly as they are used

d Complete the following sentences with the correct form of the words in the box.

extinct

global

deplete

pollution

sanitation

environmental

- 1 The help of international organisations is very important in the _____ of conservation efforts.
- 2 Poor _____ conditions play a crucial role in the spread of infectious diseases.

- 3 It is possible that nuclear power plants may cause damage to the _____ as they produce radioactive waste.
- 4 Ozone _____ is the number one culprit for developing a wide range of skin disorders.
- 5 The primary reason behind the _____ of species is the vast increase in human population.
- 6 Heavy metals, hydrocarbons and endocrine disrupting agents are chemicals that are known to be toxic _____

Writing

- a Look at the photo below. What do you think is the main problem? What can be the solution? Share your opinions with your classmates.**



- b Write a paragraph about one of the current problems in your city. Explain it briefly and offer solutions.**

Do you know?

Some 795 million people, about one in nine people on earth, can't lead a healthy active life as they have insufficient food. A large majority of them live in third world countries, in which nearly 14% of the population is undernourished.

b Give students enough time to read the text and answer the given questions. After they have finished the activity, check the answers with class.

Answer Key

- 1 *They have to go hungry on a regular basis.*
- 2 *With the help of access to clean water and proper sanitation techniques.*
- 3 *Because their habitats are being depleted by humans at an ever-increasing rate.*
- 4 *The damage done to ecosystems and disturbing their balance lead to the destruction of flora and fauna.*
- 5 *Wind, solar, hydroelectric and geothermal power sources are environmentally friendly.*

c Tell students to read the definitions and find the appropriate phrases from the text for each. After the activity is finished, elicit the answers. This activity enables students to identify word collocations related to the topic.

Answer Key

- 1 *die of hunger*
- 2 *food shortage*
- 3 *communicable disease*
- 4 *habitat loss*
- 5 *become extinct*
- 6 *renewable resources*

d Ask students to complete the given sentences with the correct form of the words in the box. Give students enough time to do the activity. Then, check the answers with class. This activity enables students to change the forms of the words in the text to make meaningful sentences.

Answer Key

- 1 *globalisation*
- 2 *sanitary*
- 3 *environment*
- 4 *depletion*
- 5 *extinction*
- 6 *pollutants*

Writing

a Ask students to look at the photo and tell what the main problem is. Let them offer solutions and share their opinions with their classmates.

Answer Key

Students' own answers

b Tell students to write a paragraph about one of the current problems in their city to explain it briefly and offer solutions.

TEACHER'S NOTES



4B READY TO LOOK INTO THE FUTURE?

Lead in

Discuss the following questions with your classmates.

- 1 Which environmental changes have you seen in the past years? Tell briefly.
- 2 Do you think Earth can recover if people struggle hard? Why/Why not?

Reading

a Discuss the following questions with your partner.

- 1 Why do you think we owe a clean world to the next generations?
- 2 How would food and water shortage affect you in your daily life?

THE APOCALYPSE



According to the environmentalists, by 2100, human beings will have faced hundreds of disasters that will strike the balance of life on earth. If significant precautions are not

taken immediately, earth will not have sufficient resources to feed its inhabitants.

In fifty years, climate change will make three-fourths of the world uninhabitable, which will lead to the greatest mass movement of people in history. The question is: Where will all these people go? We are talking about millions of people who need to find somewhere else to live as there will be a decrease in natural resources in their homelands.

As a result of global warming and the growth in population, people will be facing with food and water shortage. Due to sudden cooling and

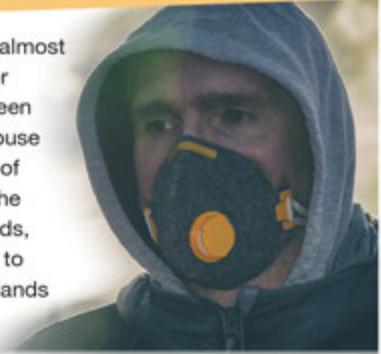
excessive rainfalls, almost all of the fresh water sources will have been polluted by greenhouse gases. The melting of polar glaciers into the seas will cause floods, and floods will lead to destruction of farmlands in the near future.

People will not have enough land to be engaged in agriculture; thus, food shortage will have occurred by 2100.

In addition, health problems such as asthma, infections and cholera epidemic will be becoming widespread as a result of mass movement. Medical care will no longer treat them as all viruses will have changed forms; pills or vaccination will not have been inactivating them any more.

Furthermore, due to sudden changes in lives, mental illnesses will be affecting people. The everlasting need for shelter, food and clean water will make them feel unsafe all the time. They will be more sceptic in their thoughts and manners. Sharing limited spaces with limited resources with many other people will bring aggression and chaos.

Now you may think that this scenario is too pessimistic and dystopian, but humanity is going to look back and deeply regret when global warming starts to punch and that will be within the next fifty years. Taking action now, at this very moment, may change this apocalyptic scenario. So, except for praying or sending wishes, why don't we start from somewhere?



4B READY TO LOOK INTO THE FUTURE

Lead in

Give students some time to discuss the questions. Encourage them to share their opinions with class.

Answer Key

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

Reading

a Tell students to discuss the following questions with their partners. Encourage them to share their opinions with class.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



b Read the text and put a tick (✓) to the statements that can be inferred from the text.

- 1 Human beings use up natural sources like there is no tomorrow.
- 2 There is nothing to do for the earth no matter which precautions are taken.
- 3 Animals and plants will be safe in the future as forests and oceans are not in danger.
- 4 More than half of the world will not be suitable for people to live.
- 5 No matter what happens, earth can renew its natural sources for its inhabitants.
- 6 Melted polar glaciers will turn into a fresh water source for people.
- 7 Sudden changes in weather conditions will affect people's access to fresh water.
- 8 Medications will no longer cure the illnesses as a result of microbiologic changes.
- 9 People will be mentally strong as they are survivors from the beginning.

c Write at least two suggestions that may change the apocalyptic scenario above.

- _____
- _____

d Find the words in the text with the same or similar meaning to the given words below.

- | | |
|--------------------|--------------------|
| 1 hit _____ | 5 contagious _____ |
| 2 protection _____ | 6 doubtful _____ |
| 3 citizen _____ | 7 depressed _____ |
| 4 extra _____ | |

e Find and write the other sentences from the text on continuing and completed events which take places in the future.

Continuing Events	Completed Events
e.g. As a result of global warming and rising population, people will be facing with food and water shortage.	e.g. By 2100, human beings will have faced hundreds of disasters which will strike the balance in lives.
1 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____
3 _____ _____	3 _____ _____

b Ask students to read the text and put a tick to the statements that can be inferred from the text. Give them some time to complete the exercise. Then, elicit the answers together. This activity enables students to make inferences about the topic.

Answer Key

- 1 ✓
- 2
- 3
- 4 ✓
- 5
- 6
- 7 ✓
- 8 ✓

c Tell students to write at least two suggestions that may change the apocalypse scenario. Encourage them to think as wisely as possible and share their opinions.

Possible Answers

- We should reduce carbon emissions.
- We should use water and electricity less.

d Ask students to find the words in the text with the same or similar meaning to the given words. Give them some time to complete the exercise. Then, elicit the answers. This activity enables students to use simple text clues to determine the meaning of new words in the text.

Answer Key

- 1 *strike / punch*
- 2 *precaution*
- 3 *inhabitant*
- 4 *excessive*
- 5 *epidemic*
- 6 *sceptic*
- 7 *pessimistic*

e Tell students to find and write the other sentences from the text on continuing and completed events taking place in the future. Give them some time to complete the exercise. Then, elicit the answers. This activity enables students to distinguish between continuing events and completed events which takes places in the future in the text.

Answer Key

Continuing Events

- 1 *In addition, health problems such as asthma, infections and cholera epidemic will be becoming widespread as a result of mass movement.*
- 2 *Medical care will no longer treat them as all viruses will have changed forms; pills or vaccination will not have been inactivating them any more.*
- 3 *Furthermore, due to sudden changes in lives, mental illnesses will be affecting people.*

Completed Events

- 1 *Due to sudden cooling and excessive rainfalls, almost all of the fresh water sources will have been polluted by greenhouse gases.*
- 2 *The melting of polar glaciers into the seas will cause floods, and floods will lead to destruction of farmlands in the near future.*
- 3 *People will not have enough space to be engaged in agriculture; thus, food shortage will have occurred by 2100.*

TEACHER'S NOTES

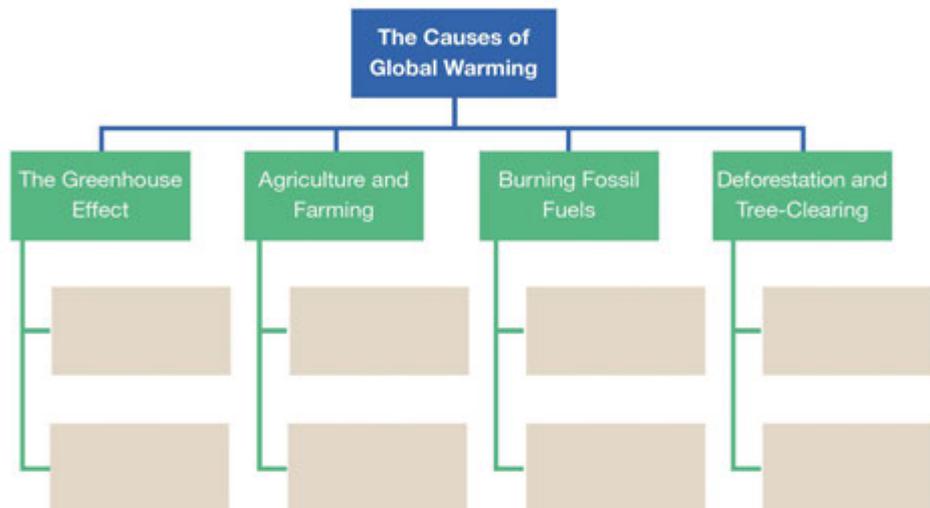


4B READY TO LOOK INTO THE FUTURE?

Speaking



- a Discuss the following question with class.
What kind of changes have you noticed in the weather patterns in your city since you were a child?
- b Average global temperatures have been rising since the 1970s. The diagram below shows several causes of global warming identified by scientists. Think and write about some possible future consequences of the given causes.



- c Now work in pairs. Talk to each other about the causes and effects of global warming on climate in the future by comparing the results you have written in 'Exercise b'.
- d Read the following table on global issues that will possibly continue to emerge in the future and add three more issues along with their causes. Then, discuss them in groups.

Lack of Education	<ul style="list-style-type: none"> • inequality • poverty
Unemployment	<ul style="list-style-type: none"> • lack of education • lack of skills for employment
Pollution	<ul style="list-style-type: none"> • industrial waste • pesticides

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Speaking

a Direct the question to students and encourage them to talk about the topic. Then, let them share their opinions with class.

Answer Key

Students' own answers

b Have students look at the given diagram. Ask them to write some possible results of the given causes in the future. Give them enough time to complete the activity.

Answer Key

Students' own answers

c Ask students to work in pairs and discuss the causes and effects of global warming on climate in the future. Have them compare the results they have written in 'Exercise b'. This activity enables students to talk about causes and effects of global warming on climate in the future.

d Ask students to read the table and add two more issues which they think will keep happening in the future. Give them enough time to complete the table. Then, divide students into groups of four or five. Have them share their opinions with one another. Offer help when needed. This activity enables students to talk about global events which will keep happening in the future.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



 **Listening**



a Look at the photo above and answer the questions.

- 1 Do you think there are other planets as comfortable as the Earth for human beings?
- 2 If you had a chance, would you settle in space? Why/Why not?

b Listen to the conversation between two professors from Michigan University and circle the statements that are mentioned.

Track 20

- 1 Toxic wastes are not only dangerous for the environment, but also for people's health.
- 2 The owners of the factories do not take on the responsibility for causing pollution.
- 3 There are other planets as comfortable as the Earth for human beings and other species.
- 4 Even if people settle in Mars, other species can keep the Earth's ecosystem alive.

5 Sending robots to other planets does not mean it is safe to send human beings to live there.

6 Till now, greenhouse gases have not affected the environment, but in a few years they will.



c Point out two more possible future problems and find solutions to stop them. Work with your partner.

Possible Future Problems	Solutions
•	•
•	•

Listening

a Ask students to look at the photo and answer the questions. Encourage them to share their ideas with class.

Answer Key

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

b Ask students to pay attention to the audio which is a conversation between two professors from Michigan University. Tell them to circle the statements that are mentioned. If necessary, play the audio again. Check the answers with class. This activity enables students to follow scientists discussing possible future problems to draw conclusion.

Track 20

Answer Key

- 1, 2, 5

c Ask students to point out two more possible future problems and find solutions to stop them. Tell them to work with their partners and encourage them to share their ideas with the class.

Answer Key

Possible Future Problems	Solutions
<ul style="list-style-type: none">• <i>decreasing of natural sources</i>	<ul style="list-style-type: none">• <i>Using less gasoline and electricity, preserving trees and forests, recycling, protecting ecosystems...</i>
<ul style="list-style-type: none">• <i>food shortage</i>	<ul style="list-style-type: none">• <i>Keeping the soil clean of harmful additives, supporting agriculture...</i>

TEACHER'S NOTES



4B READY TO LOOK INTO THE FUTURE?

Writing

- a Study the following outline of a report written about air pollution in Germany.

Topic: Air Pollution in Germany

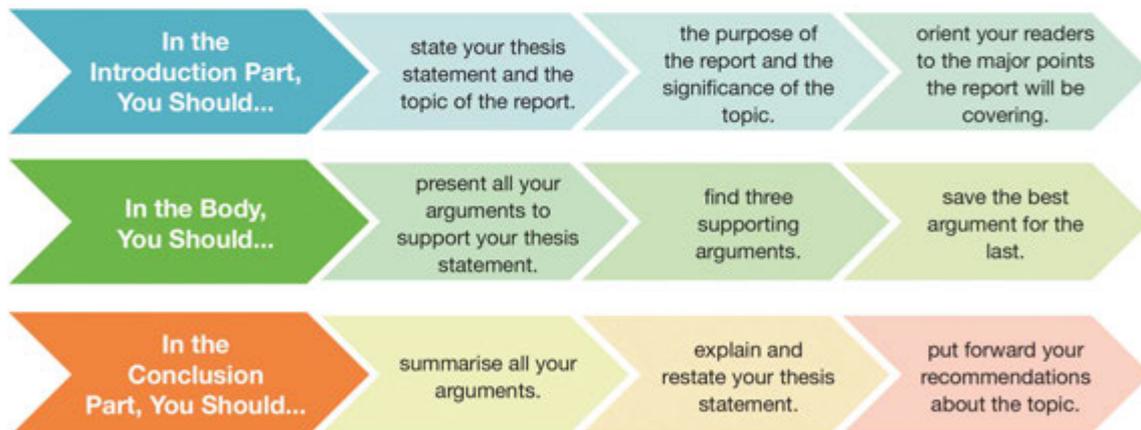
- I. Introduction
 1. Definition of Air Pollution
 2. Significance of the Study
 3. Definition of Terms
- II. Body
 1. Causes of Air Pollution in Germany
 2. Effects of Air Pollution in Germany
 3. Treatment of Air Pollution
- III. Conclusion
 1. Conclusion
 2. Recommendations
 1. How to Deal with Air Pollution

- b Think about the problems or issues that need to be dealt with urgently in your country and choose a topic on which you are going to write a report to make an outline.

Topic: _____

- I. Introduction
 1. _____
 2. _____
 3. _____
- II. Body
 1. _____
 2. _____
 3. _____
- III. Conclusion
 1. Conclusion
 2. Recommendations
 1. _____

- c Study the steps to write a report below.



- d Now write your report following the outline prepared in 'Exercise b', and keeping in mind the tips in 'Exercise c'. Use at least five expressions of quantity such as '(a) few', 'many', 'a number of', 'plenty of', etc. in your report.
- e Swap your paper with your partner's. Check your partner's report if he/she considered the outline of the report.

Writing

- a** Have students look at the given outline of a report which is written about air pollution in Germany. Draw their attention to the subtitles under the main parts of the report.
- b** Ask students to consider the problems and/or issues in their country and choose a topic on which they are going to write a report. Remind them that the topic they should choose must be as specific as possible. Because the broader a topic is, the more difficult it is to supply readers with the full details about the topic.

Answer Key

Students' own answers

- c** Ask students to go over the steps to write a report before they start working on their writings. Walk around the classroom and offer help when needed.
- d** Ask students to write their reports by considering the outline they have made in 'Exercise b' and following the steps in 'Exercise c'. Have them use at least five expressions of quantity in their writings. You can write a few of the following on the board to remind students of quantifiers:

a couple of, a large amount of, (a) few, a great deal of, (a) little, a lot of / lots of, a number of, all, any, both, each, either, every, half, many, most, much, neither, no, none of, plenty of, several, some, whole

This activity enables students to follow the outline and write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration, etc. and use expressions of quantity in their reports.

- e** Ask students to swap their papers for peer correction. Have them check one another's reports if they considered the outline of the report. Ask them to share their opinions about the papers they have checked with class.

TEACHER'S NOTES





Pronunciation

Short Vowels

Short vowels are vowel sounds pronounced in a short form. They generally correspond to the letters 'a', 'e', 'i', 'o' and 'u'.

a Listen and repeat the words below.

Track 21

/e/	accept	cleanse	theft
/ɒ/	fond	restaurant	want
/ʌ/	luck	sponge	touch
/æ/	ankle	band	stand
/ə/	appeal	initiative	surgeon
/ʊ/	hook	cushion	wolf
/ɪ/	biscuit	crystal	emotion

b Listen and say the sentences below.

Track 22

- 1 You **should** **value** your **friends** and **family**.
- 2 A patient of my **brother's** has **stomach** **cramps**.
- 3 Don't **forget** to **put** a little **butter** on the **egg**.

Long Vowels

Long vowels are vowel sounds longer than short, or normal, vowels. Phonemic symbols for these sounds have a /:/ to indicate their length.

c Listen and repeat the words below.

Track 23

/i:/	beach	ceiling	feed
/u:/	blew	fruit	moon
/ɜ:/	circle	early	murder
/ɑ:/	apart	father	heart
/ɔ:/	author	broad	raw

d Listen and say the sentences below. Track 24

- 1 I've **heard** that her **birthday** **party** was a **fiasco**.
- 2 We couldn't **reach** the **mall** on the **shore**.
- 3 A **senior** police officer left his **blue** **suitcase** by the **stool**.

e Read out the words and write (S) for short vowels or (L) for long vowels. Then, listen and check your answers. Track 25

- e.g. axe __S__ 5 heal __ 10 truck __
 1 charm __ 6 lock __ 11 world __
 2 cruise __ 7 match __ 12 would __
 3 false __ 8 minute __ 13 youth __
 4 feather __ 9 salad __



Discussion time



Discuss the following questions with your classmates.

- 1 Which one is easier in the long term: to protect the environment or to create a world in which the environment does not need protection? Why?
- 2 Do you think wealthy people can stop hunger and poverty? Why/Why not?



Project

Work with your partner. Take photos of the problems around your neighbourhood. Create a #hashtag on social media and post the photos with brief information. You can also tag people in charge, charities and organisations to raise awareness.

Pronunciation

Ask students to read the first table and practise the sounds together.

a Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity enables students to produce short and long vowel sounds. *Track 21*

b Tell students to listen to the audio and repeat the sentences they hear. You can play it once again if necessary. This activity also enables students to produce short and long vowel sounds. *Track 22*

Ask students to read the second table and attract students' attention to the symbol /:/. Give brief information about it if needed.

c Tell students to listen to the audio and repeat the words they hear. You can play it once again if necessary. This activity also enables students to produce short and long vowel sounds. *Track 23*

d Tell students to listen to the audio and repeat the sentences they hear. You can play it once again if necessary. This activity also enables students to produce short and long vowel sounds. *Track 24*

TEACHER'S NOTES



e Ask students to categorise the words and write (S) for short vowels or (L) for long vowels. Monitor and walk around the class while they are doing the exercise. After they have finished, play the audio and tell students to check their answers. This activity also enables students to produce short and long vowel sounds. *Track 25*

Answer Key

- 1 *charm* (L)
- 2 *cruise* (L)
- 3 *false* (L)
- 4 *feather* (S)
- 5 *heal* (L)
- 6 *lock* (S)
- 7 *match* (S)
- 8 *minute* (S)
- 9 *salad* (S)
- 10 *truck* (S)
- 11 *world* (L)
- 12 *would* (S)
- 13 *youth* (L)

Discussion time

Ask students to read the questions and have them discuss the questions with class. Encourage them to share their ideas.

Answer Key

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

Project

Tell students to work with their partners and take photos of the problems around their near surroundings. Then, ask them to create a #hashtag on social media and post the photos with brief information. Help them to raise awareness.

Audio script 19

Water pollution is the contamination of water bodies such as lakes, rivers, oceans, and groundwater. Several things contribute to it, but the most important ones include industrial and domestic waste. This type of pollution is a big issue which needs to be considered seriously due to the extreme dangers it poses to our health.

Almost every type of water pollution is harmful to the well-being of the living. It may not damage our health in an instant, but can be destructive in the long run. For example, heavy metals coming from factories can accumulate in water bodies. Aquatic animals such as shellfish and fish get affected by them directly, and subsequently the humans eating seafood are influenced indirectly. Heavy metals are known to delay physical development, which can lead to birth defects.

There are also microbial pollutants in the sewage; they cause terrestrial and aquatic beings to get infected with diseases in many occasions. Microbial water pollution is a critical issue mostly in developing countries, where the biggest causes of infant mortality are diseases such as dysentery, typhoid, and cholera.

Suspended particles in freshwater, on the other hand, impairs drinking water quality, which is hurtful for both humans and sea creatures. Suspended particles limit the amount of sunlight falling into the water, inhibiting the growth of microorganisms and plants which photosynthesise. This depletes the oxygen supply in the water, causing the suffocation of marine animals.

To put it bluntly: Contaminated water makes all creatures ill. To lead a healthy life, do your part to prevent water pollution. You can start by reducing your plastic consumption and properly disposing of chemical cleaners. Always remember that every change starts with a small step.

Audio script 20

Prof. Smith: Did you see the posters on the walls of the faculty?

Prof. Black: Yes, I saw them yesterday. A group of environmentalist students are protesting the factories which cause air and water pollution.

Prof. Smith: I can't believe these factories still cause toxic waste like there's no tomorrow! We don't have much time; the world is in the throes of death! Fish can no longer live in the rivers; people have asthma. Why are they playing the blind man?

Prof. Black: They think they owe nothing to the future. They only care about their incomes and profits. Our university sent them many research results last year, but no one cared. They pretend as if there's another place in space that we can settle.

Prof. Smith: Ha-ha, bad news! There's nowhere else in the solar system that is as comfortable as Earth. Even if a majority of people will have settled on Mars by 2100, thousands of species will have died because of our unconsciousness. The greatest cause of extinction of species is habitat loss. Why do we destroy the habitats like brutal killers?

Prof. Black: It is estimated that constructing a self-sustaining environment on Mars or in any other planet would take hundreds of years; we have only sent robots and a couple of human beings so far, which doesn't mean it is safe to go settle there. I suspect that the contained ecosystem problem will turn out to be much more challenging, though.

Prof. Smith: I agree with that! Studies have proved that too much of greenhouse gases destroyed the ecosystem already. If we don't take action right now, all the species on earth including human beings will have become extinct by the year 3000.

Prof. Black: We have nowhere to live in; we owe to the future.

Audio script 21

/e/	accept cleanse theft
/ɒ/	fond restaurant want
/ʌ/	luck sponge touch
/æ/	ankle band stand
/ə/	appeal initiative surgeon
/ʊ/	hook cushion wolf
/ɪ/	biscuit crystal emotion

Audio script 22

- 1 You should value your family.
- 2 A patient of my brother's has stomach cramps.
- 3 Put a little butter on the egg.

Audio script 23

/i:/	beach ceiling feed
/u:/	blew fruit moon
/ɜ:/	circle early murder
/ɑ:/	apart father heart
/ɔ:/	author broad raw

Audio script 24

- 1 I've heard that her birthday party was a fiasco.
- 2 We couldn't reach the mall on the shore.
- 3 A senior police officer left his blue suitcase by the stool.

Audio script 25

- e.g. axe
- 1 charm
 - 2 cruise
 - 3 false
 - 4 feather
 - 5 heal
 - 6 lock
 - 7 match
 - 8 minute
 - 9 salad
 - 10 truck
 - 11 world
 - 12 would
 - 13 youth

4A LIKE THERE IS NO TOMORROW



a Skim the text below and decide which of the following could be the best title for it.

- 1 Environmental Problems Caused by Overconsumption
- 2 Overconsumption: A Big Threat to Sustainability
- ③ How Overconsumption Affects the Environment and Society
- 4 The Negative Impact of Overconsumption on Humanity

Living means consuming, and we do consume at a high rate. We breathe, drink and eat, thereby consuming air, water and food all the time. Apart from our basic needs, we purchase goods such as computers, cars, and appliances. We also use a great amount of services like entertainment and travel. We are so dependent on these goods and services that most of us think we cannot manage without them. The advertising industry makes use of our constant and ever-increasing consumption, so they want us to be greedier, urging us to buy, pollute, and waste more.

Everything, however, comes at a price—so does our excessive consumption. Maybe we fail to realise that the things we consume comes from the natural world; they are mined, extracted and cut down. We keep consuming limited resources on the earth extravagantly for the sake of a so-called comfortable life. Our planet suffers the consequences, though. The integrity of the ecosystems gets impaired and wildlife habitats are destroyed; as a result, animal species are exposed to danger. Water, soil and air, which are basic necessities for life, become highly toxic and polluted due to increased consumption.

It is also possible that we cannot grasp the situation in which some have got to live on few resources if others seize the lion's share. Currently, 17% of the world's population exploits 80% of our planet's resources. They are used to manufacture goods and offer services to such a small minority rather than being used to fulfil the essential needs of the rest of the world's population. In addition, useless luxury items are produced by abusing valuable resources to satisfy people's greed, which makes the poor more deprived.

b Read and put a tick (✓) to the statements which can be inferred from the text.

- 1 Our wish to consume more and more helps the plans of the advertising industry succeed.
- 2 Overconsumption leads to waste, polluting the environment and depleting our resources.
- 3 Natural resources are being exploited much faster than they can be replenished.
- 4 The idea that people can lead a comfortable life via overconsumption is an illusion.
- 5 The less selfish a society feels, the more dominant the culture of overconsumption becomes.
- 6 Environmental and social breakdowns due to overconsumption are difficult to recover from.
- 7 The inequality in the distribution of resources around the world has devastating social effects.



C Read the text again and underline the correct alternative.

- 1 Many people think they **can do without / depend on** goods and services polluting the environment.
- 2 The writer is of the opinion that the rate at which we consume natural resources is **surprising / alarming**.
- 3 **Excessive consumption is / Limited resources are** a big threat to the future health of the planet.
- 4 Many animal species are endangered due to **small habitat destruction / population size** caused by human activity.
- 5 83% of the world's population has to do with **one-fifth / one-third** of our planet's resources.
- 6 When valuable resources are exploited to create expensive but unnecessary goods, poor people become far more **prosperous / disadvantaged**.

d Fill in the blanks with the phrases below.

communicable diseases habitat loss die of hunger
renewable resources food shortage become extinct

- 1 Such communicable as tuberculosis and malaria were principal causes of death in the past.
- 2 When all renewable resources of energy are taken into consideration, wind power stands as a feasible option.
- 3 This programme aims to develop permanent solutions to the problems of drought and food shortage in Africa.
- 4 There is no doubt that habitat loss is one of the major threats to biological diversity worldwide.
- 5 The majority of children losing their lives before reaching the age of five generally die of hunger.
- 6 If pollinators like bees and butterflies were to disappear, many plants would become extinct.

e Read the facts about some global issues below. Write solutions for each in one or two sentences.

- 1 Such preventable diseases as pneumonia and diarrhoea cost nearly 2 million children their lives per year as their families can hardly afford proper treatment.
Students' own answers
- 2 On average, female workers in the labour market still earn a quarter less than their male counterparts globally.
Students' own answers
- 3 Due to man-made emissions of CO₂ into the atmosphere, our planet's surface temperature has risen about 0.9°C since the 1880s.
Students' own answers
- 4 Overuse of antibiotics in factory farming promotes growth of antibiotic-resistant bacteria, which causes a major concern for public health.
Students' own answers
- 5 Nearly half of the world's tropical forests have been cleared so that more land can be made available for housing and urbanisation.
Students' own answers
- 6 Approximately, 218 million children aging 5-17 are in employment worldwide; 152 million of them are victims of child labour.
Students' own answers

4B READY TO LOOK INTO THE FUTURE?

IF NOT NOW, WHEN?



Human actions are, no doubt, affecting not only the global climate system but also other global processes, which are important for the environment on Earth, now and in the future.

Climate is controlled by how much of the Sun's thermal energy reaches and remains on the surface of the Earth. Scientists state that they do not expect major changes in heat arriving from the Sun for many years to come. Therefore, any change we will observe in the climate from now until 2050 will mostly be related to the amount of incoming temperature remaining here. This is where our greenhouse gas emission becomes important. If necessary precautions are not taken immediately, the concentration of these gases in the atmosphere will cause more heat to remain, which will increase the temperature and pollute the Earth.

As a result of this warming, global temperatures will be playing out differently in different regions of the world. For example, in Africa, where the population grows faster than elsewhere, larger areas will be affected by drought. This will increase the potential of mass migration of people as they can no longer grow food and find clean water. As a result of this, there will be contagious diseases and vaccination of people will become impossible. In Northern Europe, people will have warmer winters but also more rain, an increasing number of cloudbursts, stronger storms, and changes in nature. Some already wet lands will become too wet to farm, and the sea level will continue to rise. Moreover, coastal regions will have eroded globally; the buildings will have been destroyed by floods.

Considering this scenario, it may not be possible to take it from the beginning. However, in order not to let it get worse, we can make a quick move!

a Answer the following questions according to the text.

- | | |
|---|---|
| <p>1 How is greenhouse gas emission important for the climate change?
<i>It causes more heat, higher temperature and pollution on the Earth.</i></p> <p>2 Why will people migrate to other regions?
<i>They will no longer be able to grow food and find water.</i></p> <p>3 What will be the most common health problem?
<i>Contagious diseases</i></p> | <p>4 How will the rise in sea level affect agriculture?
<i>They will have destructed by floods.</i></p> <p>5 What will happen to the buildings in coastal areas?
<i>Wet lands will become more wet to farm.</i></p> |
|---|---|

b Look at the daily planner notes of the Minister of Environment below and answer the following questions.



e.g. What will she be doing at 9.00?

She will be having breakfast with the President.

1 By 10.00, what will she and the President have already done?

They will already have had breakfast.

2 What will she be doing between 12.00 and 13.00?

She will be having lunch with the Prime Minister.

3 By 15.00, what will she already have done?

She will already have discussed the eco-friendly innovations with the Minister of Technology.

4 By 16.00, which important document will they have signed?

They will have signed a new environmental policy agreement by 16.00.

5 Before the day is over, how many meetings will she have had?

She will have had six meetings.

c Circle the correct option in bold.

- By next July, Danny will **have published** / **have been publishing** his third book about Global Warming.
- By the end of August, he will **have lived** / **have been living** in a tent in Amazon for two years.
- At this time next week, I will **work** / **have been working** for this non-governmental organisation for a year.
- I hope it will **have stopped** / **be stopping** raining before it causes destruction or flood.
- The activists will **have** / **have been having** a serious meeting with the factory owners next month.
- People will **be walking** / **have been walking** to Texas from Nevada to create environmental awareness.
- The tropical rainforests will **have been disappearing** / **have disappeared** in thirty years.

d Fill in the blanks with the suitable forms of the given words.



- By the year 2100, we will necessarily have been globalised and interconnected to survive.
- Immunisation against the influenza vaccine is recommended for asthmatic people.
- The amount of CO₂, which is an air pollutant gas, will have doubled in fifty years.
- We should worry more about the destructive effects of nuclear power.
- After the devastating flood, the inner parts of the island were populated by 10,000 people.

5A BLOWING AWAY THE COBWEBS

Lead in

Discuss the following questions with your partner.

- 1 What do you usually do to chill out and have fun?
- 2 What are the most popular entertainment activities in your country?

Listening

a Look at the following entertainment activities below and match them to the photos.

- A Having a bake sale
- B Starting a nature collection
- C Having a nostalgia-hunt at a flea market
- D Having a karaoke night
- E Hosting a family barbecue
- F Taking a flip the penny hike in the woods/city



1



2



3



4



5



6

b Listen to the audio and number the given entertainment activities. Track 26

- A Having a bake sale
- B Starting a nature collection
- C Saving a nostalgia-hunt at a flea market
- D Having a karaoke night
- E Hosting a family barbecue
- F Taking a flip the penny hike in the woods/city

c Listen the audio again and put a tick (✓) to the sentences which are correct.

- 1 The first interviewee thinks that sometimes it's fun to get lost.
- 2 The second interviewee decorates his home with the pictures from art galleries.
- 3 The third interviewee says that she enjoys selling her clothes for charity.
- 4 The fourth interviewee uses the Internet to have fun with friends.
- 5 The fifth interviewee thinks that spending time with family is the best way of entertainment.
- 6 The sixth interviewee loves doing only indoor recreational activities.

d Discuss with your partner. Which of the activities given above would you like to try? Explain your reasons.



5A BLOWING AWAY THE COBWEBS

Lead in

Give students some time to discuss the given questions.

Answer Key

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

Listening

a Draw students' attention to the given activities and ask them to match the activities with the photos.

Answer Key

- A 6
- B 2
- C 1
- D 3
- E 5
- F 4

b Have students listen to the audio and ask them to number the given activities. Ask and elicit the answers. This activity enables students to enumerate different entertainment activities. *Track 26*

Answer Key

- A 6
- B 4
- C 2
- D 5
- E 3
- F 1

TEACHER'S NOTES

c Tell students to put a tick to the statements which are correct according to the audio. Play the audio again. Ask and elicit the answers.

Answer Key

- 1 ✓
- 2
- 3
- 4 ✓
- 5 ✓
- 6

d Give students some time to discuss the given question and explain their reasons.

Answer Key

Students' own answers

TEACHER'S NOTES



Speaking

- a Look at the table below and tick (✓) the types of the activities as in the example. Some activities can have more than one function.

	Social	Creative	Physical	Cognitive	Relaxing	Spiritual
e.g. Camping					✓	
1 Going for a picnic						
2 Trekking						
3 Playing football						
4 Watching TV						
5 Listening to music						
6 Reading						
7 Playing chess						
8 Doing yoga						
9 Lying on the beach						

- b Discuss the necessity and benefits of spending time for entertainment. Justify your opinions as in the example.

e.g. It's quite important to spend time for entertainment. The main reason why I feel this way is that we need to refresh ourselves and get away from the stress of our daily lives. It has many benefits. For example, ...

- c Discuss the following questions with your partner.

- 1 What entertainment activities would you like to do if time, cost, age, and physical condition were not factors?
- 2 Which entertainment facilities do you think schools should have? Why do you think they are necessary?

Do you know?

It takes about 100 hours of video shooting to produce one-hour TV programme. During the shooting of a scene, actors do the same lines 2 or 5 or 10 or 50 times until the director is satisfied or can no longer afford to not move on. Sometimes they get through one scene a day.

Speaking

a Ask students to look at the activities and their functions in the table and tell them to put a tick to the activities as in the example. Ask and elicit the answers.

Answer Key

- 1 *Social*
- 2 *Physical*
- 3 *Physical*
- 4 *Relaxing*
- 5 *Relaxing*
- 6 *Cognitive*
- 7 *Cognitive*
- 8 *Spiritual*
- 9 *Relaxing*
- 10 *Social-Cognitive*
- 11 *Spiritual*

b Give students some time to talk about the necessity and benefits of entertainment activities with their reasons. This activity enables students to express their opinions about entertainment by using justification expressions.

Answer Key

Students' own answers

c Give students some time to discuss the given questions. This activity enables students to talk about what kind of entertainment they like and the reasons.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



5A BLOWING AWAY THE COBWEBS

Reading

a Discuss the following questions with your partner.

- 1 Do you think entertainment is a need? Why/Why not?
- 2 What do people around you mostly do to relax and have fun?

b Take the survey in the photo and compare your answers with your partner's.

ENTERTAINMENT IN TURKEY

Introduction

This survey is to understand the types of entertainment that Turkish people mostly **engage in** and their reasons for choosing those activities. In Turkey, television has been an attraction as the main source of entertainment since the 80s. Today, despite the fact that television gives more variety than before, not everyone prefers it for entertainment because of the changing technology, mostly because of the Internet.

Aim

With this survey, we aim to explore how people consume entertainment in their everyday life by **finding out** whether or not individuals spend time for entertainment, and if so, the types of activities they prefer. Besides, we will also understand what kind of benefits people consider while spending their leisure time.



SURVEY

Name: _____ Surname: _____ Age: _____

1. Which one below do you prefer for entertainment? Rank them 1 to 3.

<input type="checkbox"/> TV	<input type="checkbox"/> Cinema	<input type="checkbox"/> Theatre
<input type="checkbox"/> Sports	<input type="checkbox"/> Art	<input type="checkbox"/> Reading
<input type="checkbox"/> Shopping	<input type="checkbox"/> Games	<input type="checkbox"/> Concerts
<input type="checkbox"/> Travelling	<input type="checkbox"/> Internet	<input type="checkbox"/> None
2. What do you prefer watching?

<input type="checkbox"/> Sports programmes	<input type="checkbox"/> TV series
<input type="checkbox"/> Documentaries	<input type="checkbox"/> Theatre
<input type="checkbox"/> Internet series	<input type="checkbox"/> Comedies/ Talk show
3. Which one do you prefer?

<input type="checkbox"/> Films at the cinema	<input type="checkbox"/> Films at home
--	--
4. Rate how much you would enjoy the following leisure activities on a scale of 1 (no interest in the activity) to 3.

<input type="checkbox"/> Just watching sports
<input type="checkbox"/> Traditional sports: golf, basketball, baseball, etc.
<input type="checkbox"/> Power sports: boating, motorcycling, off road vehicles, etc.
<input type="checkbox"/> Extreme sports: skateboarding, skydiving, etc.
<input type="checkbox"/> Fitness/Exercise: running, CrossFit, yoga, weightlifting, etc.
<input type="checkbox"/> Outdoor: hunting, fishing, camping, etc.
5. Rank the following from 1 (a non-factor) to 5 (extreme importance).

<input type="checkbox"/> Educational/learning something new
<input type="checkbox"/> Distraction/passing the time
<input type="checkbox"/> Spending time with family and friends
<input type="checkbox"/> Health/mind benefits
<input type="checkbox"/> Social/meeting new people
<input type="checkbox"/> Enjoying the outdoors



 **Reading**

a Give students some time to discuss the given questions.

Answer Key

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

b Ask students to take the given survey and ask them to compare their answers with their partners.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



Methods

We sent the survey to 100 people who were **opt-in** from four different age groups to represent the society equally and obtain real results.

Key findings

The answers to the questions about entertainment preferences showed that four out of five people spend time on social media and watch TV as a source of entertainment, and they stated that it is mostly for its being a cheaper way of entertainment. 85 per cent of the respondents reported that they spend at least 1 hour a day on social media. As for the types of entertainment activities, nearly half of the participants responded that they watch series mostly on the Internet which gives us an understanding that the Internet series is more popular than any other type of show on TV. While only 15 per cent of the respondents stated they watch films, most of them reported that they prefer watching films at home rather than going to the cinema. For another source of entertainment, one out of five people read books as a source of entertainment and only two people answered that they read magazine/newspapers. None of the answers **came in** at even amounts, but sports was the third most preferred leisure time activity, followed by games, shopping, travelling, arts and theater. 80 per cent of those who prefer sports reported that they prefer to watch sports instead of actively doing sports. Only four people stated that they spend time for performance activities like theater and bale.

The results of the last question gave us the idea that a significant number of people **seek out** relaxation and distraction. Only 5 % of those who **filled in** the survey prefer educational entertainment.



Conclusion

Based on the overall survey results as, we can conclude that television is still a popular means of entertainment for mostly economic reasons. It's also clear that young people are more likely to use the Internet as a source of entertainment. We can also infer that more people between the ages of 19-25 enjoy entertainment for distraction and relaxation while people aged 36 and up are more likely to spend time with family and friends.

c Read the text and answer the questions.

- 1 What is the purpose of the survey?

- 2 What does the report indicates about TV and social media usage and its reasons?

- 3 What can be inferred about sports from the text?

- 4 What do people seek for when it comes to entertainment?

- 5 What can be said about the entertainment preferences of people over the age of 36 and younger?

d Match the highlighted phrasal verbs in the text to their definitions.

- 1 _____: to finish a race in the first, second, etc. position
- 2 _____: to give necessary or recently acquired information
- 3 _____: to take part in something, to be busy with something
- 4 _____: to learn by study, observation or search
- 5 _____: to choose to be part of an activity, arrangement, etc.
- 6 _____: to search for and find somebody or something

c Tell students to skim and scan the text to answer the given questions. Give them some time. Then, ask and elicit the answers. This activity enables students to scan a survey and its result about entertainment to answer the questions

Answer Key

- 1 *It aims to understand the types of entertainment that Turkish people mostly engage in and their reasons for choosing those activities.*
- 2 *100 people were surveyed and they were broken into groups to represent the society equally and obtain real results.*
- 3 *Four out of five people spend time on social media and watch TV as a source of entertainment, and it is mostly for its being a cheaper way of entertainment.*
- 4 *It is the third most preferred leisure activity and those who prefer sports watch sports instead of actively doing it.*
- 5 *A significant number of people seek out relaxation and distraction. Only 5 % of those who filled in the survey prefer educational entertainment.*
- 6 *They are more likely to spend time with their families.*

d Give students some time to match the phrasal verbs in the text to their definitions. This activity enables students to guess the meaning of phrasal verbs from the context.

Answer Key

- 1 *come in*
- 2 *fill in*
- 3 *engage in*
- 4 *seek out*
- 5 *opt in*
- 6 *find out*

TEACHER'S NOTES



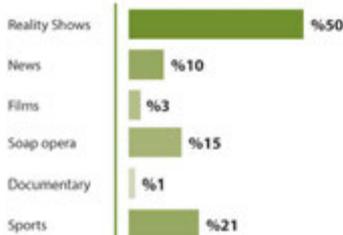
5A BLOWING AWAY THE COBWEBS

- e Find and write three more facts and generalisations about entertainment from the survey report.

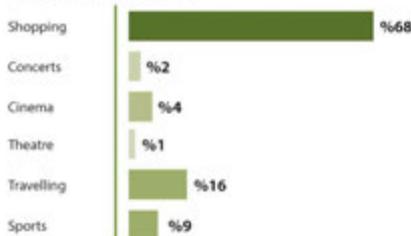
Facts	Generalisations
e.g. ... four out of five people spend time on social media and watch TV as a source of entertainment, ...	e.g. ... nearly half of the participants responded that they watch series mostly on the Internet which ...
1	1
2	2
3	3

- f Discuss with your partner. Which facts and generalisations can be inferred from the charts.

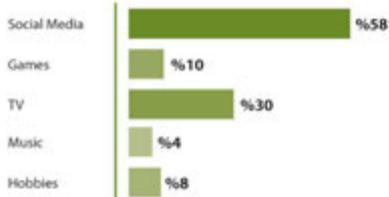
Tv Programmes



Outdoor Activities



Indoor Activities



Writing

- a Create a survey to find out the entertainment preferences of people around you using the tips below and conduct it to at least 25 people.

To build an effective survey:

- Define a clear goal.
- Keep it short and simple.
- Ask direct and close-ended questions.
- Don't ask leading or biased questions.
- Avoid yes-no questions.

- b Draw an outline to write your report about the survey you conducted.

- 1 Introduction: _____
- 2 Aim: _____
- 3 Method: _____
- 4 Key Findings: _____
- 5 Conclusion: _____

- c Write your survey report consisting of facts and generalisations about the topic. Share them with your partner and discuss the differences in your findings.

- e Give students some time to find the statements of facts and generalisations in the text as in the example sentences. Ask and elicit the answers.

Answer Key

Facts

- 1 *85 per cent of the respondents reported that they spend at least 1 hour a day on social media.*
- 2 *While only 15 per cent of the respondents stated they watch films, ...*
- 3 *... one out of five people read books as a source of entertainment and only two people answered that they read magazine/newspapers.*
- 4 *80 per cent of those who prefer sports reported that they prefer to watch sports instead of actively doing sports.*
- 5 *Only four people stated that they spend time for performance activities like theater and bale.*
- 6 *Only 5 % of those who filled in the survey prefer educational entertainment.*

Generalisations

- 1 *... most of them reported that they prefer watching films at home rather than going to the cinema*
- 2 *... a significant number of people seek out relaxation and distraction.*
- 3 *It's also clear that young people are more likely to use the Internet as a source of entertainment.*
- 4 *... more people between the ages of 19-25 enjoy entertainment for distraction and relaxation while people aged 36 and up are more likely to spend time with family and friends.*

- f Draw students' attention to the given charts and let them discuss the other facts and generalisations about the entertainment preferences of people in Turkey.

Answer Key

Students' own answers

Writing

- a Tell students to create a survey to find out the entertainment preferences of people around them using the given tips and conduct it to at least 25 people. Remind them to build an effective survey; they should define a clear goal, keep it short and simple, ask direct and close-ended questions, and to avoid asking leading or biased questions and yes-no questions.

Answer Key

Students' own answers

- b Tell students to draw an outline to write a report about the survey they conducted as in the given table. This activity enables students to draw an outline to write a survey report.

Answer Key

Students' own answers

- c Ask students to write a survey report and share the differences in their findings. This activity enables students to write about a survey report on people's entertainment preferences and express facts and generalisations in their survey reports.

Answer Key

Students' own answers

TEACHER'S NOTES





Pronunciation

a Listen to the audio and match the given mood and emotion to the sentences below. *Track 27*

- happy ■ anger ■ disinterested
- indecision ■ sarcasm ■ surprised
- bored ■ disappointment

Sentence	Mood/Emotion	Tone
1 Let's see how it goes.		
2 I won't do that. It's none of my business.		
3 I can't believe you did that.		
4 Oh, she came to the meeting on time, right?		
5 I can't believe you are going to quit your job!		
6 This film is not good as we expected, is it?		
7 Why you didn't warn me about the due time?		
8 With this surprise, you made me feel so special.		

b Listen to the audio again and put a downward arrow (∨) for falling intonation, and an upward arrow (∧) for rising intonation near the sentences.

c Listen to the audio and pay attention to the second speakers and put a downward arrow (∨) or an upward arrow (∧) for the tone of the speakers and write how they feel. *Track 28*

Sentence	Mood/Emotion	Tone
1 A: Oh, I have just lost my wedding ring. Please, help me to find it. B: No, I am busy now.		
2 A: What an interesting film, isn't it? B: Yeah, great.		
3 A: I am so sorry; I forgot to bring your notes. B: Oh, no! What are we going to do now?		
4 A: I am proud of you. You passed the exam. B: Really?		
5 A: When will you go abroad? B: I haven't decided yet.		

IDIOM OF THE DAY



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

- Stephen:** Did you have fun at the concert last night?
- Joshua:** Yeah, it was great. It was a star-studded concert, but the band was incredibly good. We had a whale of time.
- Stephen:** Right. I watched a couple of videos on the Net and the band absolutely **steals the show**. Sorry to miss that.



d Listen to the audio again and practise the sentences.

Quote of the day!



"The world is a stage; the stage is a world of entertainment."

Howard Dietz

Pronunciation

a Have students listen to the audio attentively and ask them to match the statements to the appropriate mood and emotion. Tell them raising or lowering the pitch or putting stress on different words may change the feeling. Encourage students to change the tone of the sentences and see if they sound excited, sarcastic, angry or surprised. *Track 27*

Answer Key

Sentence	Mood/ Emotion	Tone
1 Let's see how it goes.	<i>indecision</i>	↓
2 I won't do that. It's none of my business.	<i>disinterested</i>	↓
3 I can't believe you did that.	<i>disappointment</i>	↓
4 Oh, she came to the meeting on time, right?	<i>sarcasm</i>	↑
5 I can't believe you are going to quit your job!	<i>surprised</i>	↑
6 This film is not good as we expected, is it?	<i>bored</i>	↓
7 Why you didn't warn me about the due time?	<i>anger</i>	↑
8 With this surprise, you made me feel so special.	<i>happy</i>	↑

b Ask students to pay special attention to the rising and falling intonation while they are listening to the audio. Remind them they will put a downward arrow (↓) for falling intonation, and an upward arrow (↑) for rising intonation near the sentences.

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. This activity enables students to identify the tone, mood, and emotion conveyed in the oral communication. *Track 28*

Answer Key

Sentence	Mood/ Emotion	Tone
1 A: <i>Oh, I think I have just lost my wedding ring. Please, help me to find it.</i> B: <i>No, I am busy now.</i>	<i>disinterested</i>	↓
2 A: <i>What an interesting film, isn't it?</i> B: <i>Yeah, great.</i>	<i>surprised</i>	↑
3 A: <i>I am so sorry; I forgot to bring your notes.</i> B: <i>Oh, no! What are we going to do now?</i>	<i>disappointment</i>	↓
4 A: <i>I am proud of each one of you. You passed the exam.</i> B: <i>Really?</i>	<i>happy</i>	↑
5 A: <i>When will you go abroad?</i> B: <i>I haven't decided yet.</i>	<i>indecision</i>	↓

d Ask students to listen to the audio again and practise the intonation of each sentence.

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 'to do something that will win the greatest praise'.

5B BELLY LAUGHS



Lead in

Discuss the following questions with your friends.

- 1 What kind of things make you laugh?
- 2 What factors do you think affect the sense of humour of a country?



Reading

a Discuss the following question with your friends.

Do you think cultural differences influence people's humour perception and usage? Why/Why not?

CULTURAL SENSE OF HUMOUR

Humour is mostly defined as the tendency to experience or express what is amusing and funny, which is always accompanied by emotional responses and behavioural expressions such as laughter and smiling. Humour is a universal activity, but also culturally specific since people from different cultural backgrounds may perceive humour differently. Country's history and language boundaries influence how individuals perceive and use humour. Although, the British and the American use the same language, there are remarkable differences in their humour perception and usage.

Even though the British appear pretty serious people, they are more likely to make fun of themselves, self-deprecation, as well as the others. Since the British never say what they mean, more often than not with the exact opposite, and tend towards reticence and understatement, their humour is partly based on an exaggeration of this facet of their own character. While in conversation they, therefore, avoid confrontation; that's why, their humour is more conserved, silent and subtle but with a dark or sarcastic undertone. They use irony which means saying less than you think or feel, in particular, in unpleasant or difficult situations to make someone look stupid. For example, if someone is very impolite or rude towards another person, you might hear them say, "She's very friendly!". The British also use irony daily, whereas it is not the foundation of American humour.

On the other hand, the American sense of humour is generally based on physical comedy and more slapstick than that in Britain. Inasmuch as humour is open, rather than satirising the situation through exaggeration, less emphasis on understatement is seen. This is why American humour tends to be more 'obvious' and less implicit, and can sometimes be considered by other English speaking cultures to be over the top and ridiculous. American humour prefers more observational techniques, which means people focus on their observations of absurd daily behaviour and habits. The jokes usually start out with, "Did you ever wonder why...?" or "Have you ever noticed...?" Americans, however, have no sense of irony, and they also lack subtlety. When Americans use irony, they tend to express that they were "Only kidding". They feel the need to make a joke more obvious than the British do, maybe this stems from a fear of offending people.



5B BELLY LAUGHS

Lead in

Give students enough time to think about the given questions. Ask them to discuss the questions with their partners. Then, let them share their ideas with class.

Answer Key

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

Reading

a Ask students to discuss the question about whether cultural differences influence people's humour perception and usage justifying their opinions.

Answer Key

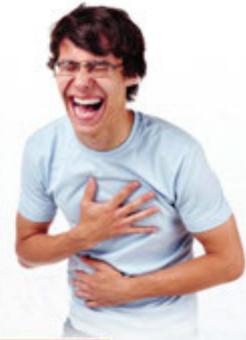
Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



What somebody finds a certain incident funny depends on several elements including age, personal experience, level of education, and geographical location. Therefore, humour is something which is not always based on the language components of a country, but depends on someone's interpretation of an incident in his/her cultural context.



b Read the text and find the words ending with suffixes below and use base and the other forms of at least five of them in a sentence.

words	base form	the other forms
-ion:		
-ing:		
-al:		
-ly:		
-ence:		

c Read the text and find the sentence which is closest in meaning to each sentence below.

1 Humour, because people having different cultural tracks interpret it differently, is culturally unique; however, it is global; though.

2 British people probably mock with not only themselves but other people as well; they, nonetheless, seem unsmiling people.

3 Especially, British people deprecate –covers not more you figure out or feel–anyone to make them feel silly in undesirable and cringy conditions.

4 Instead of ridiculing the condition via overestimation, slighter understatement is emphasised because of their noticeable humour.

d Answer the questions below according to the text.

1 How is humour defined in the text?

2 Why is sense of humour culturally specific?

3 Why is British humour more conserved, silent and subtle?

4 What is the observational technique?

5 Why do Americans want to make a joke more obvious than the British?

b Have students read the text and find the words ending with suffixes given in the table. Ask them to use the base form and at least five of the other forms in a sentence. Remind them they don't have to write all forms of the words; just one is enough for each word and also, there aren't other forms of some words. Check the answers with class. This activity enables students to change the forms of the words to make meaningful sentences in the text.

Answer Key

words	base form	the other forms
-ion: <i>expression, perception, self-deprecation, exaggeration, conversation, confrontation, situation, foundation, observation, education, location, interpretation</i>	<i>express, perceive, deprecate, exaggerate, converse, confront, situate, found, observe, educate, locate, interpret</i>	<i>expressible, expressing, expressibility, perception, perceptive, perceptible, deprecating, deprecatingly, exaggerated, exaggeratedly, confronted, confronting, situated, educated, educating, located, interpreter</i>
-ing: <i>amusing, smiling</i>	<i>amuse, smile</i>	<i>amused, amusement, amusingly, smilingly,</i>
-ly: <i>mostly, culturally, differently, likely, partly, friendly, daily, usually</i>	<i>emote, behaviour, universe, culture, physic, person, geography, observe</i>	<i>emotion, behaviourally, cultured, culturally, physically, personality, observable</i>
-al: <i>emotional, behavioural, universal, cultural, physical, personal, geographical, observational</i>	<i>most, culture, different, like, part, friend, day, usual</i>	_____
-ence: <i>difference, reticence</i>	<i>differ, reticent</i>	<i>different, differentiation, reticency</i>

c Have students read the text and find the sentence which is the closest in meaning to each given sentence. Check the answers with class. This activity enables students to find out sentences on cultural sense of humour.

Answer Key

- 1 *Humour is a universal activity, but also culturally specific since people from different cultural backgrounds may perceive humour differently.*
- 2 *Even though the British appear pretty serious people, they are more likely to make fun of themselves – self-deprecation– as well as the others.*
- 3 *They use irony which means saying less than you think or feel, in particular, in unpleasant or difficult situations to make someone look stupid.*
- 4 *Inasmuch as humour is open, rather than satirising the situation through exaggeration, less emphasis on understatement is seen.*

d 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 the classroom to correct any mistakes you see. Check the answers with class.

Answer Key

- 1 *It is mostly defined as the tendency to experience or express what is amusing and funny, which is always accompanied by emotional responses and behavioural expressions such as laughter and smiling.*
- 2 *Since people from different cultural backgrounds may perceive humour differently.*
- 3 *Because their humour is partly based on an exaggeration of this facet of their own character.*
- 4 *It means people focus on their observations of absurd daily behaviour and habits.*
- 5 *Because they fear of offending people.*

5B BELLY LAUGHS

Listening

- a Look at the title of the song below. What topic do you think the song is about?
 b Listen to the song, *Human* by Rag'n'Bone Man. Complete the lyrics while listening. Track 29

HUMAN

I'm only human
 I'm only, I'm only
 I'm only human, human

Maybe I'm _____ (1)
 Maybe I'm blind
 Thinking I can see through this
 And see what's behind
 Got no way to prove it

So maybe I'm blind
 But I'm only human after all
 I'm only human after all
 Don't put your _____ (2) on me
 Don't put your blame on me
 Take a look in the mirror
 And what do you see
 Do you see it clearer
 Or are you _____ (3)
 In what you believe

'Cause I'm only human after all
 You're only human after all
 Don't put the blame on me
 Don't put your blame on me
 Some people got the real problems
 Some people out of _____ (4)
 Some people think I can solve them
 Lord _____ (5) above

Refrain

Don't ask my opinion
 Don't ask me to lie
 Then beg for _____ (6)
 For making you cry
 Making you cry

'Cause I'm only human after all
 I'm only human after all
 Don't put your blame on me
 Don't put the blame on me

Chorus

I'm only human
 I make _____ (7)
 I'm only human
 That's all it takes
 To put the blame on me
 Don't put the blame on me
 I'm no _____ (8) or messiah
 Should go looking somewhere higher

Refrain

I'm only human
 I do what I can
 I'm just a man
 I do what I can
 Don't put the blame on me
 Don't put your blame on me

- c Talk about the following questions about the song.

- 1 What message do you think the songwriter wants to give with the lyrics?
- 2 What do you think the composer means with these lines?

*"Some people got the real problems
 Some people think I can solve them"*

*Some people out of luck
 Lord heavens above"*

Speaking

- a Rank your favourite forms of entertainment below. Then, ask the class how many of your friends ranked each entertainment.

Entertainment types	Always	Often	Sometimes	Hardly ever	Never
Listening to music					
Watching films/TV					
Playing video games					
Reading					
Surfing on the Net					
Total					

Listening

- a** Ask students to look at the title of the song to guess what the song is about. Let them share their ideas with class.

Answer Key

Students' own answers

- b** Have students listen to the song, *Human* by Rag'n'Bone Man and complete the lyrics while listening. If necessary, play the audio one more time. This activity enables students to fill in the blanks with missing words of a song lyric.
Track 29

Answer Key

- 1 *foolish*
- 2 *blame*
- 3 *deceived*
- 4 *luck*
- 5 *heavens*
- 6 *forgiveness*
- 7 *mistakes*
- 8 *prophet*

- c** Ask students to work in pairs to talk about the questions about the song. Then, let them share their ideas with class.

Answer Key

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

Speaking

- a** Have students rank their favourite forms of entertainment. Then, let them ask the other students how many of them ranked each entertainment. This activity enables students to conduct a survey on entertainment preferences to present the results.

Answer Key

Students' own answers

TEACHER'S NOTES



b Present your survey results to your friends using the following phrases.

- The majority of those who/my friends prefer ...
- A large proportion/a significant number of my friends ...
- 30% of the people ...
- 75% of those who filled in the survey, ...

c Think of your parents, grandparents or any seniors around you. Talk about how they usually spend their time for fun.

Writing

a Work in pairs. Read the statements about Turkish sense of humour below and tick the ones you consider correct and explain the reason.

- 1 Self-deprecation is a common form of humour in Turkey. _____
- 2 Wit and satire are well-embedded in the language components. _____
- 3 Turkish humour makes you think while it makes you laugh. _____
- 4 Turkish people have no sense of irony, and they also lack subtlety. _____
- 5 Fıkra is one of the essential elements of Turkish humour. _____

b Write an essay of 250-300 words about the Turkish sense of humour. You should...

- search the topic on the Net in detail.
- draw an outline.
- use the words and phrases you have learned in this theme.
- mention various senses of humour.
- use the linking words of contrast and addition to present the topic.

c Swap your paper with your partner's. Check your partner's essay if he/she searched the topic in detail and find the differences and similarities between your paper and his/hers.

Discussion time

sense of humour

Discuss the following questions with your classmates.

- 1 Who is the most entertaining famous person you know? Give reasons.
- 2 What is the most prominent feature of entertaining people? Do you think you are an entertaining person? Why/Why not?
- 3 Do you agree with Victor Borge's quote "Laughter is the shortest distance between two people"? Why/Why not?

Project

Prepare a presentation on the cultural sense of humour of two different countries. Then, present it to your classmates. Your presentation should include:

- at least 10 slides with photos or drawings.
- similarities and differences between them.

b Have students work in pairs before they present their survey results to their friends using the given phrases. Remind them that they can take notes and organise their ideas before speaking.

Answer Key

Students' own answers

c Ask students to think of their parents, grandparents or any seniors around them. Let them talk about how they usually spend their time for fun. This activity enables students to talk about sense of entertainment in different ages.

Answer Key

Students' own answers

Writing

a Have students work in pairs. Let them discuss each statement about Turkish sense of humour with their friends. Ask them to put a tick to the ones they consider correct and explain their reasons. Check the answers with class.

Answer Key

- 1
- 2 ✓
- 3 ✓
- 4
- 5 ✓

TEACHER'S NOTES

b Ask students to write an essay of 250-300 words about the Turkish sense of humour. Have them consider the given tips for what they should have in their essay. Since they will search the topic on the Net in detail, this exercise will be given 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 paper to find the differences and similarities between each others'. Ask them to share their opinions and thoughts about their friends' papers with class.

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

Students' own answers

Project

Ask students to work in groups of three or four to prepare a presentation on the cultural sense of humour in two different countries. Tell them that they should consider the given instructions.

TEACHER'S NOTES



Audio script 26

What is the first thing that comes to your mind when you hear the word 'entertainment'? We asked people on the street what they liked doing for entertainment. Here are some of the interesting answers.

Conversation 1

Reporter: What do you do in your leisure time?

Speaker 1: Um... Actually, I don't have much time, but I like taking a 'flip the penny' hike in the woods or in the city streets. I usually assign each side as right or left, and then when I come to a fork in the road, I flip to see which way to go and just keep track of where I'm going not to get lost or sometimes I get lost on purpose. It's quite fun.

Conversation 2

Reporter: Do you have a particular hobby?

Speaker 2: Um... I enjoy having a nostalgia hunt at the flea market. I look for old-fashioned stuff that reminds me of the old days or things that I loved when I was young. Sometimes, I simply look around. It makes me feel good.

Conversation 3

Reporter: What do you do for fun?

Speaker 3: Er... We are a big family with children, so we usually host a family barbecue where the adults catch up while the kids play in the garden. My favourite childhood memories all involve family times with my cousins! It is definitely the best way to relax.

Conversation 4

Reporter: What do you do for leisure?

Speaker 4: Well... I love spending time in nature and exploring it, so I have a nature collection. You know, I collect interesting shaped rocks

and shells and decorate my house with them. I also love collecting leaves and flowers.

Conversation 5

Reporter: What do you do for fun?

Speaker 5: I love singing and dancing. When we meet with friends, we usually find a karaoke channel on the Net and have a karaoke night.

Conversation 6

Reporter: Have you ever had a different entertainment activity?

Speaker 6: I remember having a bake sale with friends in the neighbourhood. Then, we donated the proceeds to the street animals. It was fun to work with friends for charity.

Audio script 27

Sentence	Mood/ Emotion	Tone
1 Let's see how it goes.	indecision	↓
2 I won't do that. It's none of my business.	disinterested	↓
3 I can't believe you did that.	disappointment	↓
4 Oh, she came to the meeting on time, right?	sarcasm	↑
5 I can't believe you are going to quit your job!	surprised	↑
6 This film is not good as we expected, is it?	bored	↓
7 Why you didn't warn me about the due time?	anger	↑
8 With this surprise, you made me feel so special.	happy	↑

Audio script 28

Sentence	Mood/ Emotion	Tone
<p>1 A: Oh, I think I have just lost my wedding ring. Please, help me to find it.</p> <p>B: No, I am busy now.</p>	disinterested	↓
<p>2 A: What an interesting film, isn't it?</p> <p>B: Yeah, great.</p>	surprised	↑
<p>3 A: I am so sorry; I forgot to bring your notes.</p> <p>B: Oh, no! What are we going to do now?</p>	disappointment	↓
<p>4 A: I am proud of each one of you. You passed the exam.</p> <p>B: Really?</p>	happy	↑
<p>5 A: When will you go abroad?</p> <p>B: I haven't decided yet.</p>	indecision	↓

Take a look in the mirror
 And what do you see
 Do you see it clearer
 Or are you deceived In what you believe
 'Cause I'm only human after all
 You're only human after all
 Don't put the blame on me
 Don't put your blame on me
 Some people got the real problems
 Some people out of luck
 Some people think I can solve them
 Lord heavens above
 I'm only human after all
 I'm only human after all
 Don't put your blame on me
 Don't put your blame on me
 Don't ask my opinion
 Don't ask me to lie
 Then beg for forgiveness
 For making you cry
 Making you cry
 'Cause I'm only human after all
 I'm only human after all
 Don't put your blame on me
 Don't put the blame on me
Chorus

Audio script 29

Human

I'm only human
 I'm only, I'm only
 I'm only human, human
 Maybe I'm foolish
 Maybe I'm blind
 Thinking I can see through this
 And see what's behind
 Got no way to prove it
 So maybe I'm blind
 But I'm only human after all
 I'm only human after all
 Don't put your blame on me
 Don't put your blame on me

I'm only human
 I make mistakes
 I'm only human
 That's all it takes
 To put the blame on me
 Don't put the blame on me
 I'm no prophet or messiah
 Should go looking somewhere higher
 I'm only human after all
 I'm only human after all
 Don't put your blame on me
 Don't put your blame on me
 I'm only human
 I do what I can
 I'm just a man
 I do what I can
 Don't put the blame on me
 Don't put your blame on me

5A BLOWING AWAY THE COBWEBS



a Skim the text and circle the best headline for it.

- 1 Entertainment at Home
- 2 Virtual Reality in Media
- 3 Entertainment and Technology

Entertainment is a form of activity that gives pleasure and delight to an audience. Many entertainment forms, like storytelling, drama and music, existed in all cultures in the past and by the time they evolved into sophisticated forms. This evolution has accelerated in modern times with the advancements in modern technology. The most recent and dramatic changes resulted from the technology are augmented and virtual reality (AR and VR) technologies.

AR and VR technologies were developed especially for entertainment purposes as a new means of entertainment in the last decades. However, after having been used for some time, they have become more like a support than a replacement for standard types of entertainment. In the TV industry, for example, augmented reality is being a support since companies are developing a new television called Augmented TV.

Besides the TV industry, the movie industry will also be taking on these technologies fully soon. Some movie companies have already worked using these technologies, but it is expected that it will be a standard in the next couple of years which means it will probably be impossible to imagine watching movies without augmented or virtual technology in the near future.

All in all, with the technological advancements and involvement of AR and VR, the entertainment industry is living a different era today. Thanks to these technologies and advancements, people can even visit many places like famous cities, art galleries, museums or landmarks all over the world while enjoying the comfort of their home. We don't know what the future holds, but it is clear that AR and VR will become a must-have item for a long time until a better alternative comes along.

b Read the text and answer the following questions.

- 1 What are the recent changes in the forms of entertainment?
The most recent changes resulted from the technology are augmented and virtual reality (AR and VR) technologies.
- 2 How did AR and VR technologies effect the standard types of entertainment?
They have become more like a support than a replacement for standard types of entertainment.
- 3 How is Augmented Reality being used in TV industry?
TV companies are developing Augmented TVs.
- 4 How has AR and VR affected movie industry and what is expected for the future?
Some movie companies have used the technology, and it is expected to be a standard in the near future.
- 5 What does the text imply about the place of AR and VR technologies in the future?
It is implied that AR and VR will become a standard and must-have item for everyone in the near future unless a better alternative comes along.

C Read the sentences and write 'F' for facts and 'G' for generalisations.

- 1 The U.S. media and entertainment industry represents a third of the global industry contributing more than \$632 billion to the economy. (.F.)
- 2 Most of the top-name film companies are part of larger media conglomerates which include television, newspaper, and magazine organisations. (.G.)
- 3 In 2000, the daily paid circulation of newspapers was 60 million, but that number plummeted to 33.5 million in 2016. (.F.)
- 4 The Motion Picture Association reported that because of content theft, the U.S. economy loses billions of dollars, as well as thousands of jobs, each year. (.G.)
- 5 Today, the film and television industry provides nearly 2 million people with employment in the world. (.G.)
- 6 The U.S. radio broadcasting and programming industry, all with radio networks and stations, consists of 3,348 companies. (.F.)

d Circle the best option for yourself and justify your opinion.

- 1 Going to the **cinema / theatre** is much more fun.
Students' own answers
- 2 TV shows and movies have **beneficial / harmful** effects on people.
Students' own answers
- 3 It's better to do **team sports / individual sports**.
Students' own answers
- 4 It's better to **be to a concert / watch the concert on TV**.
Students' own answers

- 5 Being a celebrity is something **good / bad**.

Students' own answers

- 6 You prefer to read **books / e-books**.

Students' own answers

- 7 People **spend / don't spend** enough time and money for entertainment.

Students' own answers

- 8 People usually prefer **watching / doing** sports in Turkey.

Students' own answers

e Write an opinion essay choosing one of the topics about entertainment. Use the justifying expressions below. *Students' own answers*

- 1 Sports and fan culture
- 2 The impact of TV shows and series on the society
- 3 Entertainment activities before technology

There are many facts in favour of my opinion. One such fact is...

The reason I believe that is...

The first reason I believe this is...

I don't have any special reason for believing this. It just seems right to me.

I could be wrong as I have no special reason for believing this. I just feel this is right.

The evidence shows...

There are several reasons I believe this. The first is...

There is a lot of evidence to support my point of view. For example...

The facts suggest...

The main reason I feel this way is...

5B BELLY LAUGHS

YOU MAKE US LAUGH



Turkish people are mostly known as friendly, helpful, warm-hearted, tolerant, sociable and entertaining people around the world; they, on the other hand, also do not like to be made fun of themselves. Turkish sense of humour, therefore, has been attributed to some influential figures who make laugh, tell jokes and fikra defined as funny story including a message.

There are two characters named Temel and Dursun who are from the East Black Sea Region. They speak a local dialect, but the funny stories told for centuries under the names of Temel and Dursun in this dialect fundamentally have been figured out by all Turks. These two characters in fikras generally symbolise the main characters of the Turkish ridiculed, and their witty and satirical reactions to the comic situations.

Another prominent figure of Turkish sense of humour through his legendary wit and wise jokes is Nasreddin Hodja, a popular scholar, famously considered the protagonist of comical tales with emotional content and informative message. Born in 1208 in the district of Hortu, in Sivrihisar, he was a well-educated man and had the ability to teach people valuable life lessons on being less judgmental and more thoughtful. While conveying messages to people in a satirical manner, he preferred using love, praise, and gentle mockery words instead of harsh words. A significant component in Nasreddin Hodja stories is the donkey that gives a reflection of the feelings of the people. It is unlikely to imagine Nasreddin Hodja without his donkey, which is itself an instrument of satire. Not only is he known in Turkey, but also in many parts of the world, he is known very well and his anecdotes are being translated into numerous languages.

Even though much more popular in the Ottoman Empire, but now, mostly during the month of the Ramadan performed every night as shadow theatre at some public places, Karagoz and Hacivad play a paramount role in Turkish humour. The images of the coloured and semi-transparent puppets are reflected onto a white curtain with the help of light from a lamp behind the stage. Karagoz represents the ordinary man in the street forthright and trustworthy. He is virtually illiterate, usually unemployed, and embarks on money earning ventures which never work. He frequently tends to beat Hacivad and other characters in the play with his deceitful behaviours and rude talk.

a Read the text and answer the following questions.

- | | |
|--|--|
| <p>1 Why has Turkish sense of humour been attributed to some figures?
<i>They do not like to be made fun with themselves.</i></p> <p>2 What do Temel and Dursun symbolise in Turkish culture?
<i>These two characters in fikras generally symbolise the main characters of the Turkish ridiculed, and their witty and satirical reactions to the comic situations.</i></p> | <p>3 What is the main feature of Hodja's stories?
<i>While conveying messages to people in a satirical manner, he preferred using love, praise, and gentle mockery words instead of harsh words.</i></p> <p>4 What does Hodja's donkey mean in his stories?
<i>It gives a reflection of the feelings of the people.</i></p> <p>5 How is Karagoz and Hacivad play performed?
<i>The images of the coloured and semi-transparent puppets are reflected onto a white curtain with the help of light from a lamp behind the stage.</i></p> |
|--|--|



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

- 1 Turkish people really enjoy being ridiculed. (**F**)
They don't enjoy being ridiculed.
- 2 Temel and Dursun's funny stories are figured out merely by people in the East Black Region. (**F**)
They are figured out by all Turks.
- 3 Nasreddin Hodja's tales have emotional contents and informative messages. (**T**)
- 4 Nasreddin Hodja's tales are also told in many Eastern countries. (**NM**)
- 5 Now, Karagoz and Hacivad play is mostly performed during the month of Ramadan at some public places. (**T**)

c Read the text and find the words ending with these suffixes below and use base or the other forms of them in a sentence.

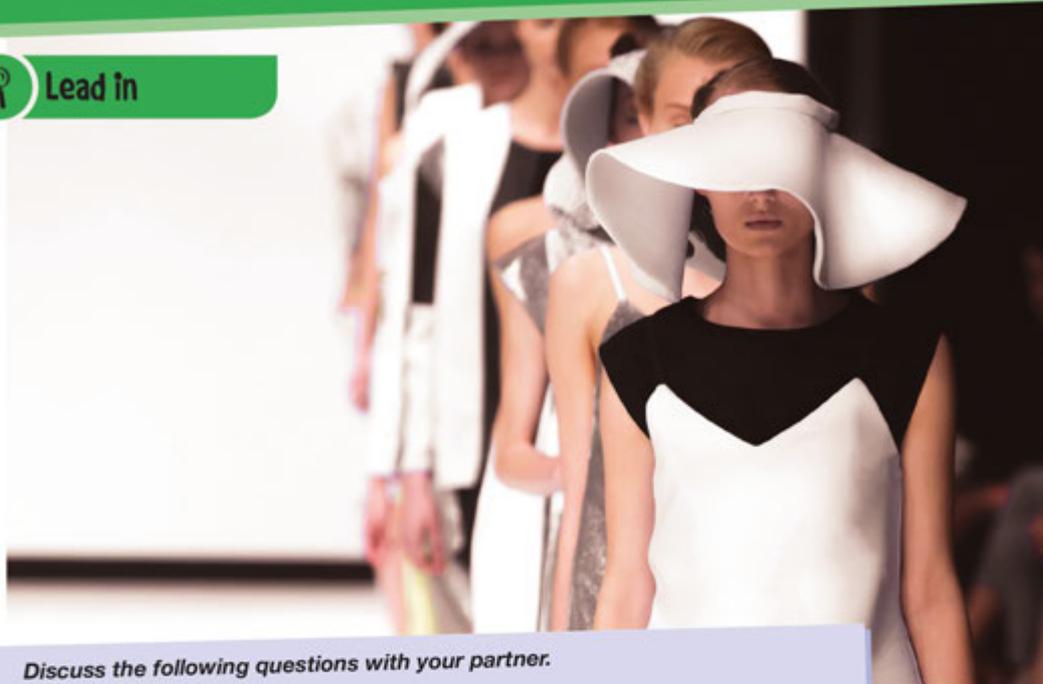
words	base form	the other forms	your sentence(s)
-ion: reaction, situation, reflection	React, situate, reflect	reacted, reacting, situational, reflected, reflecting	Students' own answers _____ _____ _____
-ing: entertaining, feeling	entertain, feel	entertainment, _____	Students' own answers _____ _____ _____
-al: emotional, judgemental, comical, satirical	emote, judge, comic, satire	emoted, emoting, emotionally, judgement, judging, comic, comically, satiric, satirised	Students' own answers _____ _____ _____
-ly: mostly, friendly, fundamentally, generally, famously, usually, unlikely, virtually	most, friend, fundamental, general, famous, usual, unlike, virtual	_____	Students' own answers _____ _____ _____

d Complete the sentences with the correct form of the base word given in bold.

- 1 To be protected from the ultraviolet rays, you should use natural sun cream. (**nature**)
- 2 Global warming issue is highly likely to be discussed comprehensively in this meeting. (**like**)
- 3 We all have responsibility for introducing and keeping the values of our cultural sense of humour. (**responsible**)
- 4 I had the satisfaction of seeing her in a high position that she really deserves. (**satisfy**)
- 5 I still remember my primary school teacher who was an incredibly inspirational person. (**inspire**)

6A BEAUTY BEHIND THE SCENES

Lead in



Discuss the following questions with your partner.

- 1 How do you define beauty?
- 2 Is beauty a completely subjective phenomenon? Why/Why not?
- 3 Why do people say personality is more important than beauty? Do people give more credits to personality in real life?

Listening

- a** What are the essentials of beauty and common features of beautiful and attractive people?
- b** Listen to the audio and complete the methods to improve your appearance.
Track 30
- 1 Stand _____ and keep your chin _____.
 - 2 Have a healthy skin and _____.
 - 3 _____ good.
 - 4 Have a voluminous _____.
 - 5 Boost your _____.
 - 6 Wear _____.
- c** Listen to the audio again and answer the following questions.
- 1 What does a straight posture tell about you?

 - 2 What are the most effective qualities for the first impression?

 - 3 What are recommended to have a vital hair in the audio?

 - 4 To whom do we tend to feel attraction according to the study of the University of Alaska?

 - 5 How do sunglasses make one more attractive?



6A BEAUTY BEHIND THE SCENES

Lead in

Give students some time to discuss the questions.

Answer Key

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

Listening

a Give students some time to talk about the metrics of beauty and common features of beautiful and handsome people.

Answer Key

Students' own answers

b Have students listen to the audio and ask them to fill in the blanks with the missing words or phrases. *Track 30*

Answer Key

- 1 *straight/up*
- 2 *white teeth*
- 3 *smell*
- 4 *hairstyle*
- 5 *adrenaline*
- 6 *sunglasses*

TEACHER'S NOTES

c Ask students to listen to the audio again to find the answers of the given questions. Play the audio. Elicit the answers. This activity enables students to find out the required information in the text. *Track 30*

Answer Key

- 1 *It shows genetic strength, and sends the message that one is more assertive and confident.*
- 2 *An awesome smile and a smooth and glowing skin are the most important qualities for the first impression.*
- 3 *To use products which create an illusion of fullness and taking medical help*
- 4 *We tend to be attracted to other people who take risks or live in extremities.*
- 5 *They enhance facial symmetry hiding the natural anomalies or imperfections on one's skin.*

TEACHER'S NOTES



Speaking

a Discuss the following questions with your partner.

- 1 Which cosmetic and body care products do you usually use? Do you know any beauty tips?
- 2 Have you ever had a health problem because of a cosmetic product? Why do you think it has adverse effects?
- 3 What are the three most important beauty products for you? Why do you need them?

b Look at the beauty and fashion products in the photos. Put a tick (✓) to the ones you prefer to use. Then, make comments on each of them as in the example.



e.g. Anti-ageing creams, most of which are used by young people who do not need them at all, have many adverse effects.

c Look at the natural cures for personal care and beauty. Think of three similar natural cures and share them with your partner.



- Honey is a natural antibiotic and helps to pull the dirt from the pores of the skin.
- Soaking your nails in olive oil for 5 minutes makes your hands softer, and nails prettier.
- Mixing an egg and mashed-up banana and leaving it in your hair for 30 mins helps you have shiny hair.

- _____
- _____
- _____

Speaking

a Give students some time to discuss the given questions.

Answer Key

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

b Tell students to look at the beauty and fashion products in the photos and put a tick to the ones they prefer to use. Then ask them to examine the example sentence and make comments on the products using similar structures. This activity enables students to make comments briefly on fashion and beauty products by looking at pictures.

Answer Key

Students' own answers

c Draw students' attention to the natural beauty cures. Ask them to write three more natural beauty tips. If they don't recall any, let them search on the Net for a few minutes, if possible. Give them some time to share the tips with their partners. This activity enables students to maintain a discussion about a variety of methods to be more beautiful.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



Reading

a Give students some time to discuss the questions. Let them think about and question the concept of beauty.

Answer Key

- 1 *Students' own answers*
- 2 *Society, the media and cosmetics industry*

b Tell students to skim and scan the text and circle the two main ideas. Give them some time. Ask and elicit the answers. This activity enables students to use context clues to get main ideas in the text.

Answer Key

2, 3

TEACHER'S NOTES

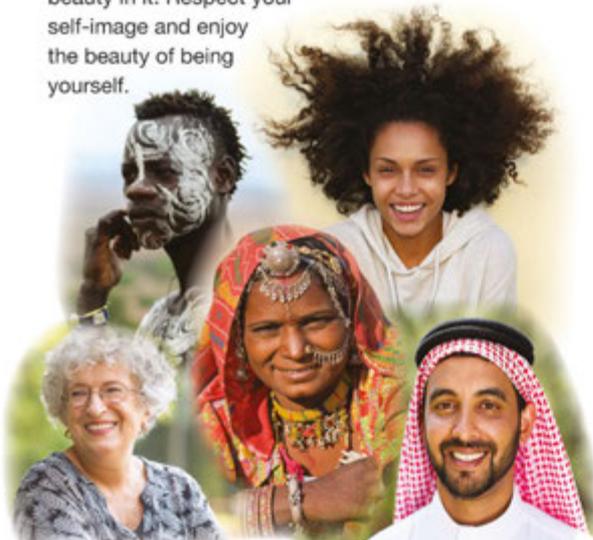
TEACHER'S NOTES



Besides, the ideal created in the advertisements in the cosmetics industry is already unattainable. The people who spend their lives trying to reach the standard beauty actually run after a digitally-altered appearance. Despite dieting, exercising and plastic surgeries, people still feel unhappy with their images. That's because they forget that all those glowing pictures are airbrushed by the editors of the beauty industry. Once, supermodel Cindy Crawford said that she wished she looked like Cindy Crawford. She said this because how she saw herself and what she saw in her photos after retouching was completely different. For that reason, one shouldn't be deceived into thinking the images on the media, films, magazines and advertisements are real.

What's more, we should not forget that the essentials of beauty aren't universally set or steady. They change over time and from culture to culture. For instance, in the past, it was beautiful to be plump or overweight as it is associated with being rich and productive. It was also a sign of beauty to have a fair complexion unlike today's tan skin fashion. The criteria some people run after always change. Therefore, to be beautiful, you don't have to fit any mould.

All in all, don't let the media or others define beauty for you and always remember that the most beautiful feature you can have is having self-confidence and being yourself. Wear no makeup because confidence looks amazing on you. You don't have to wear smart clothes; modesty is beautiful, too. Do whatever you want to do and let yourself and the world appreciate the beauty in it. Respect your self-image and enjoy the beauty of being yourself.



c Find the synonyms of the given words in the text and write them in the correct form.

- 1 simplicity:
- 2 photoshop:
- 3 self-respect:
- 4 form, type:
- 5 cheat:
- 6 compelled:
- 7 change:

d Answer the questions according to the text.

- 1 What does the writer imply with the man-made beauty?

- 2 Why do people have a low self-esteem according to the writer?

- 3 How do people define beauty according to the writer?

- 4 Why are the celebrities more beautiful in the media than they actually are?

- 5 Is it possible to reach the standard beauty which is defined by the media? Why?

- 6 What is the most beautiful feature one can have?

c Ask students to find the synonyms of the words in the text. Give them some time to read the text and write the words in the correct form. Ask and elicit the answers.

Answer Key

- 1 **simplicity:** *modesty*
- 2 **photoshop:** *airbrush*
- 3 **self-respect:** *self esteem*
- 4 **form, type:** *mould*
- 5 **cheat:** *deceive*
- 6 **compelled:** *pressure*
- 7 **change:** *alter*

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

Answer Key

- 1 *Beauty is an abstract phenomenon whose standards are defined by the society and the cosmetics industry.*
- 2 *We see perfect images of celebrities in the media every day and we form an unrealistic depiction and a narrow definition subconsciously.*
- 3 *They form and define it with the media and social expectations of the culture they live in.*
- 4 *Because their pictures are airbrushed by the editors of the beauty industry.*
- 5 *No, because the ideal given by them is already unattainable.*
- 6 *Self-confidence and being himself/herself*

TEACHER'S NOTES

TEACHER'S NOTES



6A BEAUTY BEHIND THE SCENES

e Read the given poem about beauty and discuss the following questions with your partner.

- 1 What does the poet glorify and what does he condemn in the poem?
- 2 What is his claim for physical beauty? What are his reasons for rejecting it?
- 3 What does the poet point out about the essentials of true beauty?

The Unfading Beauty

He that loves a rosy cheek,
Or a coral lip admires,
Or from star-like eyes doth seek
Fuel to maintain his fires:

As old Time makes these decay,
So his flames must waste away.
But a smooth and steadfast mind,
Gentle thoughts and calm desires,

Hearts with equal love combined,
Kindle never-dying fires.
Where these are not, I despise
Lovely cheeks or lips or eyes.

Thomas Carew
(1595-1640)

f Think of the meaning of inner beauty. Which personal qualities should a person have to be beautiful? Share your opinions with your partner.

Writing

a Read the following quotes and proverbs about beauty. Choose the one you agree with the most and discuss it with your partner.

- Beauty passes, wisdom remains.

Turkish proverb

- A thing of beauty is a joy forever: Its loveliness increases; it will never pass into nothingness.

John Keats

- Everything has beauty, but not everyone sees it.

Confucius

- Beauty pleases the eyes only; Sweetness of disposition charms the soul.

Voltaire

b Write an opinion essay on your own sense of beauty considering the following outline and tips. Use quotations to support your point of view.

Outline	
Introduction:	State your thesis/main point in the first paragraph.
Body:	Write three coherent paragraphs. Start each paragraph with a topic sentence. Support your point of view with examples, reasoning, etc.
Conclusion:	Sum up your argument restating your thesis.

e Ask students to read the poem and discuss the questions with their partners. Give them some time. Ask their interpretations and elicit the suggested answers. This activity enables students to interpret a poem.

Possible Answers

- 1 *The poet glorifies a smooth steadfast mind, gentle thoughts and calm desires; he condemns physical beauty without them.*
- 2 *He says time sweeps all those away.*
- 3 *He points out the importance of mind and soul.*

f Ask students to discuss the meaning of inner beauty with their partners and give them some time to share their opinions.

Answer Key

Students' own answers

Writing

a Tell students to read the given quotes and choose the one they agree with the most. Give them some time to discuss it with their partners.

Answer Key

Students' own answers

b Tell students to write an opinion essay about their own sense of beauty. Remind them to read the tips and outline and ask them to use quotations or citations from famous people. This activity enables students to write an essay on their own sense of beauty.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



Tips

- An opinion essay should have at least five paragraphs.
- The opinion should be stated clearly in the first paragraph.
- It should include phrases like "In my opinion", "Some people think", "I don't agree", etc.
- Argumentation should be scientific and convincing.
- Each paragraph should contain a single clear idea.

Do you know?

Over 80 per cent of skin-ageing and deformation is caused by daily sun exposure. That's why it's quite important to use sun screen in your daily life both in summer and winter.

Quote of the day!



"Why do we close our eyes when we pray, cry, kiss and dream? The most beautiful things in life are not seen, but felt only by heart."

Helen Keller

Pronunciation

- a Read out the following sentence aloud by putting stress on the words and syllables in bold.

"I am a pro**FES**sional pho**TO**grapher whose **MAIN** **IN**terest is to **TAKE** **SPE**cial, **BLA**ck and **WHI**TE **PHO**tographs that ex**HIB**it **AB**stract **MEAN**ings in their pho**GRA**phic **STRUC**ture."

- b Listen to the audio. Mark the stress in each sentence. Track 32

"I could never have imagined that one day, I would tell the story of my life as a minimalist. The idea of choosing to live with less was completely foreign to me. But here I am, living proof that change is possible. I have completely transformed my life. The minimalism didn't come easy for me. It was a long and painful journey that required learning and unlearning. But now, I feel a deep sense of freedom and ease."

PROVERB OF THE DAY

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

- Mia:** You won't believe what happened. Today, I met the handsome boy we saw at the concert last week.
- Ron:** So, did you talk to him?
- Mia:** Actually yes. He was bullying another boy. I warned him, but he seemed not to hear me. I had to call the police.
- Ron:** I thought you liked him a lot.
- Mia:** Yeah, but not any more. You know, they say **beauty is only skin deep**.

Pronunciation

- a** Tell students to read out the following sentence aloud by putting stress on the words and syllables in bold. Encourage each student to practise the sentence. This activity enables students to practise sentence stress correctly.
- b** Give students some time to listen to the audio and mark the stress in each sentence. Then, elicit the answers by practising the paragraph aloud. *Track 31*

Answer Key

*I could **never** have imagined that **one** day, I would tell the **story** of my **life** as a **minimalist**. The **idea** of choosing to live with less was **completely** foreign to me. But here **I am**, living proof that **change** is possible. I have **completely** transformed my life. The **minimalism** didn't come **easy** for me. It was a **long** and **painful** journey that required **learning** and **unlearning**. But **now**, I feel a **deep** sense of freedom and ease.*

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 'A person's character is more important than how they look'.

TEACHER'S NOTES

TEACHER'S NOTES



6B GOING MINIMAL

Lead in

Discuss the following questions with your classmates.

- 1 Why do you think some people love to buy lots of stuff and clutter?
- 2 How do you feel after doing shopping? How long does it last?

Reading

a Discuss the following questions with your partner.

- 1 What can be done with the clutter or stuff we do not need any more?
- 2 Why do some people do impulse shopping?

QUALITY VS QUANTITY

Although it is not a new concept, the minimalist lifestyle is a worldwide trend nowadays. The movement has inspired people to move into tiny homes, declutter their wardrobes and donate their possessions. A documentary called *Minimalism* depicts Joshua and Ryan's journey to become a minimalist and their efforts to change people's lives by giving presentations while touring their countries. They support the idea that possessing goods won't make us happy as we will always want more. The human ideal that goods bring happiness is false; yet living more deliberately with less makes life freer and better.

"I was filling the blank with consumer purchases. I was **breaking the bank**, attempting to buy my way to happiness", says Joshua. "As humans, we're wired to become dissatisfied. It's dependence. We are encouraged to maintain the dependence through technology and information."

Also Ryan, who became a minimalist after meeting Joshua, says he used to believe that he really needed all the things he had. He owned a lot of stuff like hundreds of thousands of booklets, DVDs, closets full of expensive clothes, etc. Then, he asked himself: Did all these things that I bought add value to my life? The answer was simple: No. Now, he is working to **keep the wolf from the door** and leads a simple life.

Indeed, there is nothing wrong with consumption. The problem is compulsory consumption. It is stated that fashion designers work in a cycle of 52 seasons per year; while there are only 4 seasons in a year. Technology innovators and companies launch new tools and updates every day that you

may never use once. They want you to feel like you are out of trend and you need to **jump on the bandwagon**. Throwing things when they are no longer usable is okay, but it takes time. They want you to categorise your needs as 'no longer fashionable' or 'no longer sociable' so that you can **pour money down the drain** more often.

Minimalism is not a radical lifestyle; it is to believe in quality over quantity. Going for a few nice shirts than a closet full of shirts that you don't enjoy wearing, or donating the accessories overcrowding the house would be a perfect start. "Love people and use things, because the opposite never works." they say.



7B GOING MINIMAL

Lead in

Give students some time to discuss the questions. Encourage them to share their opinions with their classmates.

Answer Key

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

Reading

a Tell students to discuss the following questions with their partners. Encourage them to share their opinions 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 Why obtaining things does not make people happy?

- 2 How do people maintain their dependence to get satisfied?

- 3 Why did Ryan own a lot of unnecessary stuff?

- 4 Why do designers, innovators and companies want you to feel out of trend?

- 5 How can minimalism be defined as a lifestyle?

- 6 How can we start to lead a minimalist lifestyle?

c Fill in the blanks with the suitable forms of the given words.

trend / fashion / value / consume
dependence / inspire

- 1 Our main problem is: Will the _____ be paying more for a higher quality product?
- 2 It is said that the company got the _____ of their logo from Adam and Eve's apple.
- 3 Hundreds of years ago, salt was the most _____ item to buy from a marketplace.
- 4 The more teenagers become _____ on technology, the less they communicate with others.

- 5 _____ hairstyles like classy curls, tiny waves and chic colours seemed to inspire both teens and adults.
- 6 Her eventual _____ brought her the title 'trendsetter' on social media.

d Guess the meanings of the idioms in bold in the text and circle the correct option.

- 1 **'Break the bank'** means...
 - a to cost/spend more than one can afford.
 - b to earn less than minimum wage.
 - 2 **'Keep the wolf from the door'** means...
 - a to work hard to pay the bills and debts.
 - b to have enough money to avoid hunger and starvation.
 - 3 **'Jump on the bandwagon'** means...
 - a to be jealous of someone else.
 - b to support a cause only because it is popular.
 - 4 **'Pour money down the drain'** means...
 - a to spend money carelessly.
 - b to earn a lot of money.
- e Rewrite the following sentences using the idioms in 'Exercise d'.**

- 1 Frank worked overtime at the weekends, but he could only pay his rent and bills.

- 2 Last year's lottery winner spent the money irresponsibly and now he has nothing in his pocket.

- 3 Kelly is obsessed with fashion. Whenever she sees a trendy item, she buys it.

- 4 The dress in the shop costs only £10. It's not going to empty your wallet!

b Tell students to read the text and answer the given questions according to it. Then, elicit the answers altogether.

Answer Key

- 1 *Because people will always want more.*
- 2 *They maintain their dependence through technology and information.*
- 3 *He believed that he added value to his life.*
- 4 *They want you to jump on the bandwagon.*
- 5 *It is to believe in quality over quantity.*
- 6 *Going for a few nice shirts than a closet full of shirts that you don't enjoy wearing, or donating the accessories overcrowding the house.*

c Tell students to fill in the blanks with the suitable forms (noun, adjective, adverb...) of the given words. Then, elicit the answers. This activity enables students to change the forms of the words in the text to make meaningful sentences such as trend-trendy, fashion-fashionable-fashionableness, etc.

Answer Key

- 1 *consumer*
- 2 *inspiration*
- 3 *valuable*
- 4 *dependent*
- 5 *trendy*
- 6 *fashionableness*

d Tell students to scan the text, guess the meanings of the idioms in bold and circle the correct option. Then, elicit the answers altogether. This activity enables students to guess the meaning of the idioms in the text and use them in a sentence.

Answer Key

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

e Ask students to rewrite the given sentences using the idioms in 'Exercise d'. Then, elicit the answers. This activity enables students to guess the meaning of the idioms in the text and use them in a sentence.

Answer Key

- 1 *Frank worked overtime at the weekends, but he could only keep the wolf from the door.*
- 2 *Last year's lottery winner poured money down the drains and now he has nothing in his pocket.*
- 3 *Kelly is obsessed with fashion. Whenever she sees a trendy item, she jumps on the bandwagon.*
- 4 *The dress in the shop costs only £10. It's not going to break the bank!*

TEACHER'S NOTES



6B GOING MINIMAL

Speaking

- a Discuss the following questions with your partner.
- 1 What sources do you use to follow recent trends?
 - 2 Is there any trend you wish to die out?
- b What are the recent trends in social media, fashion and technology nowadays? Give at least one example for each.

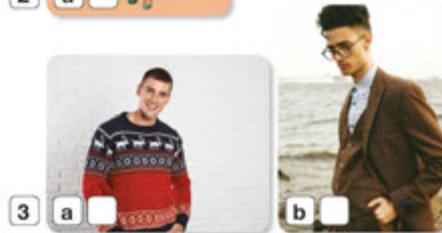
Social media	Fashion	Technology
•	•	•

- c Share your examples with your partner. Talk about which of the trends you would/would not follow. Give the choice to each other using the expressions below.



Listening

- a Listen to the news on beauty and fashion. Put a tick (✓) to the most related picture in each. *Track 31*



- b Listen to the audio again and decide whether the following statements are about News 1, 2 or 3.
- 1 Women cannot be categorised in a single size, height or shape. _____
 - 2 Before starting to declutter your closet, spend a few minutes visualising it. _____
 - 3 Knitted sweaters have always been fashionable in street style. _____
 - 4 Donating your possessions also has a good impact on your mental well-being. _____
 - 5 Intricately knitted pullovers must be worn with simple trousers or jeans. _____
 - 6 Most of the famous brands began to sell clothes for the women in various sizes. _____

Speaking

- a** Give students some time to discuss the questions with their partners. Encourage them to share their opinions with their classmates. This activity enables students to talk about recent trends.

Answer Key

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

- b** Give students some time to think about the recent trends in social media, fashion and technology. Ask them to give at least one example for each.

Suggested Answers

- 1 **Social Media:** *Taking selfies*
- 2 **Fashion:** *Colourful rain boots*
- 3 **Technology:** *Smart watches*

- c** Tell them to share their opinions with their partners. Encourage them to express their choices and give the choice to each other by using the given expressions. This activity enables students to use expressions about giving a choice in their speech.

Answer Key

Students' own answers

TEACHER'S NOTES

Listening

- a** Ask students to pay attention to the audio. Tell them to put a tick to the most related picture in each. Replay the audio if necessary. Then, elicit the answers. This activity enables students to match the dialogues about news on beauty/fashion with photos. *Track 32*

Answer Key

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

- b** Tell students to listen to the audio again and decide whether the following statements are about News 1, 2 or 3. Then, elicit the answers.

Answer Key

- 1 *2*
- 2 *1*
- 3 *3*
- 4 *1*
- 5 *3*
- 6 *2*

TEACHER'S NOTES



DECLUTTER YOUR LIFE

Writing

- a Study the paragraph below. Declutter and rewrite the sentences if necessary.

Are you familiar with the feeling **that** you open up your closet and it's so stuffed with clothes **which** you don't wear any more? Or maybe your desk **which** is piled with papers that need filing, and you waste all the time looking for that one you need? Clutter adds stress and spends your valuable time. ~~You get~~ **Getting** stuck in that mess, you feel more and more stressed every day.

One day, I realised that I spend money on things, most of which I won't even use for once. I thought twice, I decided to create a minimalist fashion challenge to use less than what I had. The challenge for me was to wear 33 items for 3 months, which included clothing, jewellery, accessories, and shoes. I was working in advertising. I had a lot of clients who I had to see every day. I go to sales meetings, and for that first three months, nobody noticed that I had been wearing the same clothes. I probably went full year, during which no one knew that I was dressing with only 33 items. That's why I called it 'Project 333'.

- b Write a paragraph about how to simplify your life. Try to use participles in order to declutter your sentences.

Project



Take the challenge 'Project 111'. Pick 11 of your clothing, accessories, shoes and stationery stuff. Try to wear/use them for 1 month. Take photos and write your feelings daily to create a project portfolio.

Discussion time

fashion & trend victim

Discuss the following questions with your classmates.

- 1 How important is beauty in your daily life? Have you ever felt pressured to look more beautiful/handsome?
- 2 Why do you think people always feel like they do not have enough clothes or stuff?
- 3 Is it sometimes good to stock things? What are the advantages and disadvantages of stocking?

Writing

- a Tell students to study the paragraph and cut or rewrite the sentences/words as in the example if necessary. Give them some time to complete the exercise. Then, elicit the answers

Answer Key

One day, I realised that I spend money on things most of which I won't even use for once. I thought (Thinking) twice I decided to create a minimalist fashion challenge to use less than what I had. The challenge for me was to wear 33 items for 3 months, which included clothing, jewellery, accessories, and shoes. I was working in advertising. I had a lot of clients who I had to see every day. I go to sales meetings, and for that first three months, nobody noticed that I had been wearing the same cloths. I probably went full year during which no one knew that I was dressing with only 33 items. That's why I called it 'Project 333'.

- b Ask students to write a paragraph about how to simplify their lives. Remind them to use participles in their sentences. Then, encourage them to read their paragraphs aloud in the class. This activity enables students to use participles in their writings.

Project

Tell students to take the challenge 'Project 111' and pick 11 of their clothing, accessories, shoes and stationery stuff. Encourage them to wear/use the items for 3 months. Tell them to take photos and write their feelings daily to create a project portfolio. At the end of the month, collect the portfolios and write feedback on each.

TEACHER'S NOTES

Discussion time

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

Answer Key

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

TEACHER'S NOTES



Audio script 30

Hello, everyone. Today, I'm here to give you some beauty tips. Everybody wants to have a better appearance, right? The cosmetics industry is growing faster than ever before, because not just women but also a significant number of men has started spending money and time on cosmetics to look beautiful. What's wrong with our perception of beauty is that we think it is purely biological. Scientists state that beauty is not just a matter of genetics or some facial symmetry. Moreover, you don't have to spend money on various cosmetic products, either. Here are some simple ways to have a better appearance, all of which are backed by science.

Rule number one: stand straight and keep your chin up! According to the findings, a straight posture, defined cheekbones and a large jawbone show genetic strength, and psychologically speaking, send the message that you are more assertive and confident.

Rule number two: have healthy skin and white teeth. Both will help you look healthier and cleaner. For the first impression, nothing is more effective than an awesome smile and a smooth and glowing skin.

Rule number three: smell good. You must have heard that feelings are strongly associated with odours. So, taking shower regularly and putting on some perfume that goes well with your skin will instantly make you more attractive.

Rule number four: have a voluminous hairstyle. Having thick and vibrant hair which is closely associated with health makes people look more attractive. If you have thin hair, you can use products which create an illusion of fullness. Those who have thinning hair may consider taking medical help as well.

Rule number five: boost your adrenaline. Research shows that the level of adrenaline is closely related with one's attractiveness. A study by the University of Alaska says that people tend to be attracted to other people who take risks or live in extremities.

The last rule, rule number six: wear sunglasses. Sunglasses make the wearer look more mysterious because they obscure the eyes. They also enhance facial symmetry by hiding the natural anomalies or imperfections on your skin. *(The sound fades...)*

Audio script 31

I could never have imagined that one day, I would tell the story of my life as a minimalist. The idea of choosing to live with less was completely foreign to me. But here I am, living proof that change is possible. I have completely transformed my life. The minimalism didn't come easy for me. It was a long and painful journey that required learning and unlearning. But now, I feel a deep sense of freedom and ease.

Audio script 32

News 1

In 2006, Courtney Carver set about ridding her life of things that made her anxious, from her debt to her clutter. She decided to try making do with only 33 items, a number she chose just because it 'sounded challenging'. First, she selected her sunglasses, purse and trench coat; next, a few staples that were easy to mix and match, including jeans, a black tank and a grey blazer. Carver wondered whether colleagues would notice her limited wardrobe, but she forged ahead and boxed up the rest of her clothes, planning to rotate them every three months to accommodate the changing seasons. She chronicled her efforts on a blog, Project 333, laying out parameters for those who wanted to try their own experiments: shoes, accessories (even jewellery) and outerwear count toward the 33 items; underwear and exercise clothes do not.

News 2

One of the most famous fashion brands has previously featured plus-size models; however, Cutler is the first model of her size to be

featured prominently in its stores in campaign images.

In an interview with BB! News, Cutler elaborated on the opportunity, explaining: “Size 14 is actually the average size of women in America and I do think that we need to see more of it in the media and fashion because most women are that size. So, we need to be accurately represented in brands and the media.

“For the brand, I am so excited that they decided to put a size-14 woman like me on the wall. I feel like they are headed in the right direction and they are listening to their audience who have requested to see more women of diverse shapes and sizes.” she said.

News 3

Historically speaking, delicate knitwear and streetwear don’t really go hand in hand. However, pullovers featuring punchy, retro logos and intricate graphic designs are beginning to come onto the scene in a big way.

“In terms of fads, this shows no signs of slowing down,” says Willson who is a famous fashion designer, “especially now the likes of most of the top brands are getting in on the action, too.”

Graphic knitwear is vibrant and eye-catching. This considered, if it’s to be pulled off without causing any migraines, it should be worn as a statement piece. This means keeping the other parts of your outfit stripped-back and simple while letting your jumper do the talking.

TEACHER'S NOTES

TEACHER'S NOTES



6A BEAUTY BEHIND THE SCENES

a Skim the text and choose the best title.

- 1 Beauty Pageants
- 2 Beauty around the World
- 3 Aesthetics and Beauty
- 4 Natural Beauty Tips

All people have their own perceptions of the world around them. With regard to beauty, though we all claim it's something subjective, we are all wrapped up with the idea of perfection, beauty and ideal body image of our own culture. Beauty, however, is not perceived in other cultures the same way it is in Turkey. Let's see different beauty trends and expectations in other cultures.

People in many Asian countries avoid sunlight to have a fair skin. Similarly, in some countries like India, people spend millions of dollars to whiten their skins. Japan, Korea and Thailand are also famous for their skincare products because their people care a smooth, milky and unblemished skin more than anything. They cover themselves from head to toe even in hot days and carry umbrellas for they think having a pale skin denotes nobility, luxury and wealth.

Brazilians prefer doing their body care, manicures and sculpting massages almost every day. French also care their bodies a lot. They consider a healthy and natural look as beauty and to protect and accentuate their natural beauty, they wear minimal makeup or no makeup at all. In Iran, on the other hand, wearing bandage after rhinoplasty surgery is seen as a sign of beauty. Women taking this surgery keep wearing it though it's not needed. Even those who haven't undergone the surgery wear surgical tapes in their daily lives.

In Mauritania where famine and drought is common, people don't appreciate being thin. Overweight people are idolised there because being overweight represents prosperity.

In many African countries, men undergo scarification to look more handsome while they adorn tattoos on their

bodies in New Zealand. In Myanmar and Thailand, long-necked women are considered more beautiful and attractive. In Kenya and some other parts of Africa, women with large and elongated earlobes are appreciated. The bigger their earlobes are, the higher their status become. Just like elongated earlobes, stretched lips represent beauty and maturity in Africa and some parts of South America.

Considering all these different practices, one can conclude that no matter what the culture tells, what makes someone actually beautiful or handsome is happiness and self-confidence. Thus, people should learn to embrace who they are, both inside and out.

b Answer the questions according to the text.

- 1 What do Asian people care most for beauty?
To have a fair, milky, smooth and unblemished skin.
- 2 How do French perceive beauty and what do they do for it?
They prefer a healthy and natural look. They also try to protect and accentuate their natural beauty, wearing minimal makeup or no makeup at all.
- 3 Why do people idolise being overweight in Mauritania?
In the countries where famine and drought is common, being overweight shows prosperity and fertility.
- 4 What do elongated earlobes symbolise in some African countries?
They symbolise beauty and maturity.
- 5 What is the main idea of the text?
No matter what the culture tells, what makes someone beautiful or handsome is happiness and self-confidence and consequently, people should learn to embrace who they are, both inside and out.



C Complete the sentences with the given words. Change the forms, if necessary.

pressure

self-esteem

deceive

alter

mould

airbrush

modesty

- 1 A media-literate person doesn't accept any idea or fit any mould the media serves without questioning its truth or benefit.
- 2 All she need is to boost her self-esteem and have the courage to pursue her goals.
- 3 No one should compare their behind the scenes with someone else's airbrushed reel.
- 4 All the applicants used their digitally altered photos in their application forms.
- 5 Tired of the expectations and pressure, nowadays, many celebrities are sharing their no-makeup selfies to show the beauty of minimalism.
- 6 Some sportswear companies are now designing clothes for those who prefer modest clothing, veils or hijabs.
- 7 His dishevelled appearance deceived me into thinking he was depressed.

d Read the poem and circle the correct option.

- 1 Which of the themes is missing in the poem?
 - a) mystery
 - b) appearance**
 - c) ambiguity
- 2 What does 'somewhere I have never travelled gladly beyond' mean?
 - a) his excitement about their trip
 - b) his wish to be away from the crowd.
 - c) a new and exciting experience.**
- 3 What does the poet compare the beauty of the eyes of his beloved one?
 - a) roses**
 - b) stars
 - c) jewels
- 4 What does the line 'your slightest look easily will uncloset me' suggest?
 - a) feeling tired of this mysterious love.
 - b) reproach for her indifference.
 - c) being at the mercy of her, but with delight.**
- 5 In which line the poet mentions about physical appearance of his lover?
 - a) though I have closed myself as fingers
 - b) compels me with the colour of its countries
 - c) nobody, not even the rain, has such small hands**



somewhere I have never travelled gladly beyond
any experience, your eyes have their silence:
in your most frail gesture are things which enclose me,
or which I cannot touch because they are too near

your slightest look easily will uncloset me
though I have closed myself as fingers,
you open always petal by petal myself as Spring opens
(touching skilfully, mysteriously) her first rose

or if your wish be to close me, I and
my life will shut very beautifully, suddenly,
as when the heart of this flower imagines
the snow carefully everywhere descending;

nothing which we are to perceive in this world equals
the power of your intense fragility: whose texture
compels me with the colour of its countries,
rendering death and forever with each breathing

(I do not know what it is about you that closes
and opens; only something in me understands
the voice of your eyes is deeper than all roses)
nobody, not even the rain, has such small hands

E. e. Cummings

6B GOING MINIMAL

5 TINY STEPS FOR THE BEGINNER MINIMALIST

If you want to declutter your life, but don't know where to start; here are a couple of tiny steps:

1

Make a List

Write down all the reasons why you want to live more simply. Mad that you never get any time with your friends? Write it down. Too stressed to sleep at night? Put it on paper. Tired of the mess in the room or the house? Yes, write that down, too. These are your reasons and they will encourage you when you think it's too hard to keep going. Your reasons will help you remember what matters.

3

Maintain a Clutter-Free Zone

This place can be a desk, a coffee table or a drawer in your room. Use that clutter-free zone as an inspiration to live with less. If you enjoy that clean, clear environment, expand the zone a little bit each day. A clutter-free drawer can become a clutter-free room and a clutter free room can become a clutter-free life.

2

Get Rid of the Duplicates

Walk through your home or room with a garbage bag and fill it with duplicates. If you have two sets of the same thing, put one in the garbage bag. Copies of the same book? Put one in the garbage bag, too. You only need one. Once you fill the bag, label it 'DUPLICATES' and put it out of sight for 30 days. If you don't need anything or don't remember what was in the bag, donate it.

4

Dress with Less

You have heard Project 333 before, right? Make it happen. Thousands of people think that it actually makes life easier instead of more challenging.

5

Save £50 Monthly

Collect your pocket money or salary by spending less. Start with £50 a month and try to make it more and more every following months. But, do not ask for extra cash from your parents or boss.

Try these steps for once and be decisive about continuing it. Even if it takes years to get to where you think you want to be, the benefits begin immediately.

Never forget: "Less is more."



a Read the text and write True (T), False (F) or Not Mentioned (NM). Correct the false ones.

- 1 Any negative thing can be a reason to start a simple life. (T)
- 2 Your noted reasons will make you feel bad when you read them afterwards. (F)
They will encourage you afterwards.
- 3 You may sometimes need two sets of the same stuff; keep both. (F)
You only need one.
- 4 When you decide to donate duplicates, call the service and get an appointment. (NM)
- 5 A clutter-free coffee table can turn into a clutter-free environment. (T)
- 6 Thousands of people made their lives more challenging with Project 333. (F)
They made their lives easier.
- 7 It is important not to ask for money from others when you try to collect it. (T)

b Find the words in the text according to the given definitions.

e.g. garbage : unwanted things that you throw away

- 1 declutter : to remove things you do not need any more
- 2 mess : something looks dirty or untidy
- 3 duplicate : an exact copy of something
- 4 donate : to give something without anything in exchange
- 5 challenging : difficult; in a way that tests your determination

c Fill in the blanks with the idioms given below.

break the bank

pour money down the drain

keep the wolf from the door

jump on the bandwagon

- 1 I can't stand people who jump on the bandwagon when a trend pops up!
- 2 They don't have enough money to go on a vacation right now; it would break the bank.
- 3 Mum gets angry every time I pour money down the drain on useless things.
- 4 Before getting retired; Randy needs to work full-time to keep the wolf from the door.

d Reduce and rewrite the underlined phrases.

e.g. The man, who was waiting in the queue, fell down suddenly.

The man waiting in the queue

1 The girl who was picked up by her brother was a social media influencer.

The girl picked up by her brother

2 The shopping mall that stands at the end of the street will soon be closed.

The shopping mall standing at the end of the street

3 The conference which was held last week was about minimalism.

The conference held last week

4 A photo that is shot by the person himself is called selfie.

A photo shot by the person himself

5 Animals which are used for testing in cosmetics industry dies in a short time.

Animals used for testing in cosmetics industry

7A WHAT FRAME OF MIND ARE YOU IN?

Lead in

Discuss the following questions with your classmates.

- 1 What emotion do you feel the strongest?
- 2 Why do you think some people consider showing their emotions a sign of weakness? Do you have sayings or beliefs supporting this idea?
- 3 How do you treat a friend of yours who is in a very bad mood?



Listening

a Discuss the following questions with your partner.

- 1 Do you think colours can affect how people feel? Why/Why not?
- 2 Do you easily pick up on others' emotions? For what reasons could it be important to be aware of other people's feelings?

b Listen to the radio programme. Circle the correct options below for its main points.
Track 33

- 1 It is about how people get affected by colours both physically and mentally.
- 2 It is about the reasons why people should be careful about how they decorate their homes.
- 3 It is about what we can do to minimise the impact of colours on our day-to-day lives.
- 4 It is about the relationship between colours and moods as well as the body.

c Listen to the audio again and complete the table with the moods/feelings the colours evoke.

e.g.	red	angry/anger
1	blue	
2	yellow	
3	green	
4	brown	

d Listen to different dialogues. Try to identify each speaker's tone and complete the table with the moods in 'Exercise c'. Track 34

	Mood
Dialogue 1 - Meg	
Dialogue 2 - Jon	
Dialogue 3 - Customer	
Dialogue 4 - Sue	
Dialogue 5 - Daisy	



7A WHAT FRAME OF MIND ARE YOU IN?

Lead in

Encourage students to answer the given questions and express their ideas.

Answer Key

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

Listening

a 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*

b Ask students to listen to the audio carefully. Tell them that they need to focus on the main idea of the programme. Remind them that there is not just one correct option. Play the audio again if necessary. Then, check the correct answers with class. This activity enables students to catch the main points of a discussion about the relationship between colours and moods. *Track 33*

Answer Key

1 - 4

TEACHER'S NOTES

c Play the audio again and ask students to concentrate on the moods/feelings and the colours they evoke. Have them complete the table. Then, elicit the answers.

Answer Key

1	<i>blue</i>	<i>peaceful/peacefulness</i>
2	<i>yellow</i>	<i>happy/happiness</i>
3	<i>green</i>	<i>relaxed/relaxation</i>
4	<i>brown</i>	<i>sad/sadness</i>

d Play the audio and ask students to listen to the dialogues and identify each speaker's tone and then complete the table with the moods in 'Exercise c'. You can play one dialogue at a time. After students have completed the exercise, check the answers with class. This activity enables students to identify the speaker's mood, tone, etc while listening to a short dialogue. *Track 34*

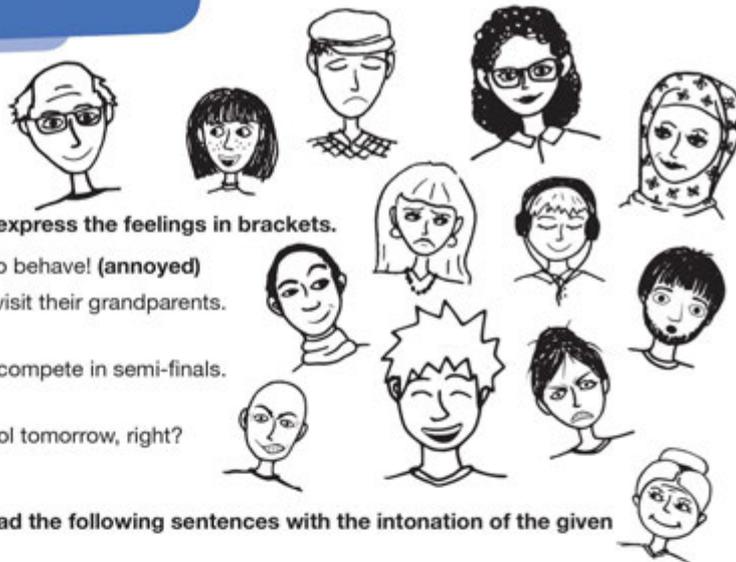
Answer Key

	Mood
<i>Dialogue 1 - Meg</i>	<i>sad</i>
<i>Dialogue 2 - Jon</i>	<i>peaceful</i>
<i>Dialogue 3 - Customer</i>	<i>angry</i>
<i>Dialogue 4 - Sue</i>	<i>happy</i>
<i>Dialogue 5 - Daisy</i>	<i>relaxed</i>

TEACHER'S NOTES



Speaking



a Read the sentences below to express the feelings in brackets.

- 1 How dare you tell me how to behave! (**annoyed**)
- 2 I don't mind when they will visit their grandparents. (**disinterested**)
- 3 Yeah! Now, we'll be able to compete in semi-finals. (**enthusiastic**)
- 4 So, we're not going to school tomorrow, right? (**uncertain**)

b Work with your partner and read the following sentences with the intonation of the given feeling.

	<i>Feeling #1</i>	<i>Feeling #2</i>
1 I never watch TV in the evenings.	aggressive	bored
2 Hey, what's your problem?	angry	interested
3 Here comes the bus.	grateful	sad
4 That's just what we need.	happy	sarcastic
5 They don't live here any more.	indifferent	relieved
6 Write your name here.	impatient	excited
7 May I borrow your pencil?	stressed	surprised
8 I'll be right back.	irritated	nervous

c Work with your partner and write a short dialogue between two speakers as in the example. e.g.

A: Well, you can't buy happiness.

B: Are you serious?

A: Yes, I am. There are many unhappy people rolling in money.

B: That's very naïve of you to think like that.

A: I don't think being rich guarantees being happy.

B: So, you say money doesn't bring happiness. That's a rather worn-out cliché, isn't it?

A: Yeah, maybe, but it's true.

d Swap your dialogues with different pairs. Choose a feeling from 'Exercise b' and act out the dialogue you are given by using the intonation of that feeling. Then, guess how your partner was feeling.

Speaking

- a** Explain students that intonation is very important in English in order for the speaker to show his/her feelings and attitude towards the listener(s). Tell them that their facial expressions and gestures can help produce the right emotion. After that, ask students to read the sentences by paying attention to the given feeling. This activity enables students to express feelings by using different voice levels.
- b** Ask students to work in pairs and read the sentences with the intonation of the given feelings in the table. One of them should intonate the sentences with the adjectives under the title 'Feeling #1' while the other with 'Feeling #2'. Walk around and monitor the class during the activity. This activity also enables students to express feelings by using different voice levels.
- c** Ask students to work in pairs to write a short dialogue in which two people speak (A and B). Tell them that the maximum number of sentences for each speaker should be four. Give them enough time to complete the activity and offer help when needed.
- d** Ask students to exchange the dialogues they have written with different pairs. Have them read the dialogue they have been given quickly. Then, ask them to choose an adjective from 'Exercise b', which they shouldn't tell their partner. Have the pairs act out the dialogue by using the intonation of the adjective they have chosen. When they have finished acting out, their partner is supposed to say which adjective they chose (how they were feeling). This activity also enables students to express feelings by using different voice levels.

TEACHER'S NOTES



7A WHAT FRAME OF MIND ARE YOU IN?

Reading

a Discuss the following questions with class.

- 1 What springs to your mind when you hear the word 'relaxation'?
- 2 What do you do to relax when you are stressed?

b Read the following text and order the instructions for relaxation (1-5) given under the 'Practising Deep Breathing' subtitle.

RELAXATION TECHNIQUES FOR STRESS RELIEF

To handle stress properly, we should evoke our body's natural relaxation response. This is a state of deep rest which slows the breathing and heart rate, lowers blood pressure, and thereby restores the balance in the body and mind. Techniques such as meditation, visualisation, self-massage, and deep breathing can help a lot. Not every technique, however, works for everyone, so we should choose the one that best fits our lifestyles. Below are two of the techniques which boost our energy and mood, erase negative emotions, and improve our sleep and overall health when applied regularly.

VISUALISATION

Visualisation is a kind of meditation that requires imagining a scene where you feel free of anxiety and tension. You can choose a lovely beach, a pine forest, or a favourite childhood spot such as an amusement park. You can also opt to do your visualisation in silence, or listen to a recording in which birds sing should you choose a forest, for instance.

How to Practise Visualisation

Shutting your eyes, imagine your peaceful place. Try to picture it as clearly as you can; you should employ all your senses to do this. For example, if you are thinking about a tropical island:

- See the sunrise or the sunset
- Hear the waves lapping the sand
- Taste the saltiness of the sea
- Smell the fresh air
- Feel the seawater on your feet

DEEP BREATHING

Deep breathing is an easy but effective relaxation technique, and it is the keystone of different practices followed to relax. It can be practised almost anywhere; all you have to do is to find a quiet place to sit.

Practising Deep Breathing

Breathe out through your mouth; push out as much air as possible while stiffening your abdominal muscles. The hand on your belly should fall when you breathe out. The other hand, however, shouldn't move a bit.

While inhaling, count to four; while holding your breath count to seven, and while breathing out, count to eight.

Inhale through your nose. The hand on your chest should be moving very little while the other one on your stomach should rise.

Sit comfortably, straightening your back. Put one hand on your stomach and the other on your chest.

Keep inhaling through your nose and exhaling through your mouth. You should be breathing in and out enough in order that your lower abdomen moves up and down. Count slowly as you do this.

Tip: If it is hard for you to do these things when sitting up, try lying down. Put a light book on your belly. The book should rise as you breathe in and fall as you breathe out.

Reading

a Give opportunity to students who want to express their opinions.

Answer Key

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

b Ask students to read the text about two relaxation techniques for stress relief. Have them order the instructions (1-5) under the 'deep breathing' subtitle. After students have finished the activity, elicit the answers. This activity enables students to sort clearly written instructions for relaxation/meditation.

Answer Key

- 1 3
- 2 5
- 3 2
- 4 1
- 5 4

TEACHER'S NOTES

TEACHER'S NOTES



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

- 1 Except for professional massage, most relaxation techniques can be done on your own. _____
- 2 Almost all techniques, especially meditation and visualisation, work for everyone. _____
- 3 You can practise visualisation with the aid of an audio to get in a more relaxed mood. _____
- 4 During visualisation, muscle twitching and feeling of heaviness may be experienced. _____
- 5 Deep breathing provides a fairly quick way to bring your stress and anxiety level down. _____
- 6 One is recommended to breathe in through his/her mouth and out through his/her nose. _____

d Complete the following table as in the example by using the given words from the text. Then, write five sentences with the words added to the table.

words expressing actions	nouns	words describing nouns
meditate	meditation	meditative
	visualisation	
imagine		
	amusement	
opt		
		effective
stiffen		

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

e Work in groups and discuss the following questions.

- 1 What affects your mood and how does your everyday life get affected by changes in your mood?
- 2 What do you generally do to boost your mood?
- 3 Do you think meditation can help elevate one's mood? Why/Why not?

c Have students read the sentences first. Then, tell them to read the text again. Ask them to write true, false or not mentioned in the blanks. Remind them to correct the false statements. Check the answers with class.

e Ask students to work in pairs and talk about the subjects given. Walk around and monitor the class during the activity. This activity enables students to talk about what affects their moods.

Answer Key

- 1 NM
- 2 F - Not every technique works for everyone.
- 3 T
- 4 NM
- 5 NM
- 6 F - One should breathe in through his/her nose and out through his/her mouth.

d Draw students' attention to the word formation table. Ask them to complete it with the correct part of speech of the given word. After students have filled in the table, check the answers with class. Then, ask them to write five sentences with the words added to the table. Walk around and monitor the class during the activity; offer help when needed. This activity enables students to change the forms of the words to make meaningful sentences.

Answer Key

words expressing actions	nouns	words describing nouns
<i>visualise</i>	<i>visualisation</i>	<i>visual</i>
<i>imagine</i>	<i>imagination</i>	<i>imaginative</i>
<i>amuse</i>	<i>amusement</i>	<i>amusing / amused</i>
<i>opt</i>	<i>option</i>	<i>optional</i>
<i>affect / effectiveness</i>	<i>effect</i>	<i>effective</i>
<i>stiffen</i>	<i>stiffness</i>	<i>stiff</i>

Students' own answers

TEACHER'S NOTES



7A WHAT FRAME OF MIND ARE YOU IN?

Writing

- a Below is a series of paintings called *The Seasons* by Giuseppe Arcimboldo, an Italian artist of the 16th century. Examine the paintings and discuss the following questions with your partner.



- 1 How does each painting remind you of a particular season?
- 2 What did the artist do to communicate the mood or feel of the season?
- 3 How do you think the colours used in paintings represent the artist's feelings and thoughts about that particular season?
- 4 How are the four paintings similar to or different from one another in terms of the artist's mood?

- b Read the extract from *The Raven* by Edgar Allan Poe. Work in groups and write a few sentences about the mood that the poet wants to communicate and how the narrator feels.

*And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door;—
This it is and nothing more."*

*Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the door;—
Darkness there and nothing more.*

*Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the stillness gave no token,
And the only word there spoken was the whispered word, "Lenore?"
This I whispered, and an echo murmured back the word, "Lenore!"—
Merely this and nothing more.*



Writing

a Ask students to work in pairs and examine the paintings called *The Four Seasons* by Giuseppe Arcimboldo. Then, have them discuss the given questions about the paintings with their partners. Below you can find some information about the artist and the interpretation of the series.

Giuseppe Arcimboldo (1526-1593)

He was born into a family of painters in Milan. The city was considered the cradle of naturalism, a mode of artistic expression based on the direct observation of nature. This approach to art was shaped by Leonardo da Vinci, whose work Arcimboldo likely studied in Milan.

Artwork Description and Analysis

The series can be seen as the epitome of the Mannerist trait which emphasises the close relationship between mankind and nature. Each portrait represents one of the seasons and is made up of objects that characterise that particular time of year.

- Spring is a smiling young woman, whose face comprises pink and white blossom skin with a lily-bud nose and the ear of a tulip. Her hair is made up of colourful flowers while her dress is made of green plants and a white floral ruff.
- Summer is made up of seasonal fruit and vegetables, whose bright colours stand out against the dark background, Summer's smiling face reassures the viewer of the warm benevolence of the sunshine season.
- Autumn shows a man whose body is a broken barrel and whose face comprises a pear (nose), apple (cheek), pomegranate (chin) and mushroom (ear), all ripe to bursting. Autumn demonstrates the fertility of the seasons and, in his protruding tongue, the artist's anticipation for these ripened fruits.
- Winter is an old man wrapped in a straw mat. He is made up of an aged tree stump, with pieces of broken-off branch and scratched bark for his features, and a swollen mushroom for a mouth.

Answer Key

Students' own answers

b Ask students to read the extract from *The Raven* by Edgar Allan Poe. Have them work in groups of four or five and write a few sentences about the mood the poet wants to communicate and how the narrator feels.

Edgar Allan Poe (1809-1849)

Poe was an American writer, editor, and literary critic. Being an early pioneer in the genre of science fiction, he is best known for his short stories and poems of mystery.

Poem Analysis

Stanza 3: To combat the fear caused by the windblown curtains, the narrator tells that there is a visitor at the door.

Analysis: Why the speaker is so frightened by the curtains fluttering in the wind is unclear. It could be a supernatural movement of the curtains, which would cause even a mentally stable individual to mutter to himself, or the speaker could be crazy.

Stanza 4: The narrator finds the courage to speak to the 'visitor' at his door. Nobody answers. He opens the door and sees only darkness.

Analysis: Things are getting stranger. Poe builds suspense by delaying the unveiling of the 'visitor'.

Stanza 5: The narrator stares into the darkness. He stares. He stares some more. He starts dreaming about the impossible and finally whispers 'Lenore'. 'Lenore' is echoed back.

Analysis: We begin to sense the heartbreak experienced by the narrator. He so longs for his lost love that he begins whispering her name, desperately hoping for a response. Does he actually hear a response or is he hallucinating?

Answer Key

Students' own answers

- c Find a photo, picture, or poem and write about it by following the tips below.

Your writing should include the following:

- brief information about the artist/poet
- the setting (the time and location)
- the meaning or message of the photo/picture/poem
- which sensory experiences the photo/picture/poem evokes (sight, sound, taste, smell, sensation)
- the feeling that the photo/picture/poem arouses
- how the light/colours/language is used to convey the mood
- how the photo/picture/poem represents that particular photographer/painter/poet

While writing, you should:

- make an outline first.
- do some free writing, clustering, or other brainstorming activities.
- use correct grammar and punctuation.
- avoid unnecessary repetition and redundancy.
- not use flowery language consisting of wordy phrases and sentences.
- revise your writing before having your partner check it.
- update your paper with the changes your partner has proposed.
- go over your writing for the last time before submitting it to your teacher.

IDIOM OF THE DAY

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

- Jake:** How was your French exam yesterday?
- Rosa:** When the teacher started handing out the papers, I became **a bundle of nerves**.
- Jake:** Oh, come on! Don't tell me you'll fail just because you were anxious.
- Rosa:** Of course not. I pulled myself together later and did my best. I hope I'll pass.

Quote of the day!



"Let's not forget that the little emotions are the great captains of our lives and we obey them without realising it."

Vincent Van Gogh

Do you know?

Positive emotions can easily be faked, but when it comes to negative ones, they are not easy to fake at all. Emotions such as sadness, anger, fear, etc have a number of physical signs that can't be mimicked or produced out of context.

c Ask students to find a photo, picture, or poem and write about it by following the given tips. This activity enables students to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips.

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 'someone who is extremely nervous and worried'.

TEACHER'S NOTES

TEACHER'S NOTES



7B IDIOSYNCRASY

Lead in

Discuss the following questions with your partner.

- 1 What are the main characteristics of your personality?
- 2 What personality trait(s) would you like to develop? Why?

Reading

a Discuss the following questions with your partner.

- 1 How do people around you usually describe you?
- 2 What type of personalities do you get on well with? Why?

b Read the personality questionnaire below and choose the most appropriate options for you. Then, add up your points to see the results.

- 1 What do you usually do when you encounter an unfamiliar problem?
A Tackle the problem immediately
B Think about what to do and then take action
C Sit back and let things work out for themselves
D Worry about why the problem found me, then take an action
- 2 When you need to work as a team member (like completing a group project), how do you usually act?
A Rarely participate
B Act as a team player
C Take charge
D Participate if the rules are clear before

3 How would your family and friends remark on you?

- A Cheerful and carefree
- B Cautious and detail-oriented
- C Overly cautious and pessimistic
- D Hard-working and ambitious

4 You have been waiting at the hospital 30 minutes past your appointment time, What do you do?

- A Read a magazine
- B Ask someone why he/she is late
- C Get impatient and somewhat angry
- D Complain to the nurse

5 When you have free time, what would you prefer to do?

- A Make a to-do list for the next day
- B Spend time with my family as usual
- C Watch TV/film
- D Study or do homework

6 Looking back now, how would you rate your behaviour as a child?

- A A problem child
- B Difficult to discipline
- C An obedient child
- D A little angel

7 What is an ordinary day in your life like?

- A Full of problems
- B No enough things to keep me busy
- C A mixture of problems and fun
- D Full of fun

POINTS

- | | |
|---------------|---------------|
| 1 A4 B2 C3 D1 | 4 A3 B2 C4 D1 |
| 2 A2 B3 C4 D1 | 5 A2 B1 C3 D4 |
| 3 A3 B2 C1 D4 | 6 A2 B4 C1 D3 |
| | 7 A1 B4 C2 D3 |

7B IDIOSYNCRASY

Lead in

Give students enough time to think about the given questions. Ask them to discuss the questions with their partners. Then, let them share their ideas with class.

Answer Key

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

Reading

a Ask students to discuss the questions about their own personalities and personalities around them justifying their opinions and giving examples.

Answer Key

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

b Have students read the personality questionnaire and choose the most appropriate options for them. Then, let them add up their points to see the results. Ask them to share their results with class. This activity enables students to determine their personality type by answering given personality questionnaire.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



RESULTS

23-28

Type A – The go-getter

Having an entrepreneurial spirit, you are really ambitious, proactive, rational and organised, highly competitive, which makes you set goals and strict deadlines. You achieve them as many as possible because of your inner driving force. You are also sympathetic, sensitive, truthful and always eager to help others. You have the ability to solve the problems practically. Time is priceless for you since you are a workaholic; so, you get angry when you are wasting your time doing things of no worth, such as standing in lines or waiting for the bus.



18-22

Type B – The calming influence

You are quite relaxed in any situation, even in seemingly stressful situations; that's why you are described being happy-go-lucky. You are also unable to be in a rush, enjoying getting work done in your own pace, without being driven by deadlines. You are also very cheerful, carefree, tolerant, flexible, and adaptable in new environments, and you hardly ever complain about things. Being less competitive, despite usually worrying about the outcome and success, you can deal with failures very well without stress—taking them as obstacles and moving on to other achievements.



12-17

Type C – The perfectionist

Before starting a job or making a decision, you separate the work into pieces detailed and focus on each to find out how things work and restart the process. You think very systematically and analytically and make decisions based on research and information backing them up. That you stick to detail and knowledge, backing every decision with research makes you cautious and arrange facts in a logical order. You are highly sensitive, and known for other character traits like being emotional and thoughtful.



7-11

Type D – The worrywart

You are a great compassionate, existential, and emotional person by nature; therefore, you are looking at life with your rose-tinted glasses taken off. You generally prefer for your day-to-day surroundings to remain the same because of being stressed, angry, worried, hostile, and tense. You always tend to feel safe in any situation; therefore, you prefer to stick to the trodden paths and established routines over the uncertainty of change. Owing to your negative emotions such as worry, irritability, gloom, etc. about life, you are not able to take responsibility and risk.



c Based on the results above answer the following questions.

- 1 Why is the time priceless for Type A personalities?

- 2 Why are Type B personalities described being happy-go-lucky?

- 3 What do Type C personalities do before starting a job or making a decision?

- 4 How do Type D personalities look at life?

- 5 Why do they stick to the trodden paths and established routines?

d Work in pairs. Create questions considering the following topics about your friend's personality. Then, take turns to ask and answer the questions.

- 1 describing personality
- 2 strengths and weaknesses of the personality
- 3 the differences and similarities with family members
- 4 how being known by family/friends

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

Answer Key

- 1 *Because they are workaholic; therefore, they get angry with wasting their time on doing something not worthwhile.*
- 2 *Because they are quite relaxed in any situation, even in seemingly stressful situations.*
- 3 *They separate the work into pieces in detail and focus on each one to find out how things work and restart the process.*
- 4 *They look at life with their rose-tinted glasses taken off.*
- 5 *Because they always tend to feel safe at any situations.*

d Have students work in pairs. Encourage them to create questions considering the given topics about their friends' personalities. Then, let them take turns to ask and answer the questions. This activity enables students to ask and answer questions about personality.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



7B IDIOSYNCRASY



Listening



a Discuss the following questions with your partner.

- 1 Do you think you can change a major characteristic of your personality if you try?
- 2 Which personal traits would you like to change? Why?

b Listen to the audio and write suggestions given by the psychologist for each problem below. Then, compare the suggestions and decide which one is more easily implemented, giving reasons. *Track 35*

Problems	Suggestions	Your decision	The reasons
1 being stressful	1 _____		
	2 _____		
2 procrastination	1 _____		
	2 _____		
3 lack of communication	1 _____		
	2 _____		
4 being overly cautious	1 _____		
	2 _____		

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

- 1 How does the psychologist define personality?

- 2 How will starting journal help stressful people?

- 3 What is the role of the collaboration in group works?

- 4 What should people with communication difficulty do?

- 5 Why are some people overly cautious?

d Work in pairs. Talk about people with problems mentioned in the audio or similar problems around you, and how you think they can improve their weaknesses.

Listening

a Ask students to think about the questions for a while and discuss with their partners. Let them share their ideas with class.

Answer Key

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

b Have students listen to the audio attentively and write suggestions given by the psychologist for each problem given. Then, ask them to compare the suggestions and decide which one is more easily implemented, giving reasons. This activity enables students to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. *Track35*

Answer Key

Problems	Suggestions	Your decision	The reasons
1 being stressful	1 <i>to start journalling</i> 2 <i>to take a deep breath</i>	<i>Students' own answers</i>	<i>Students' own answers</i>
2 procrastination	1 <i>to set a time schedule</i> 2 <i>to work in groups</i>	<i>Students' own answers</i>	<i>Students' own answers</i>
3 lack of communication	1 <i>asking people opinions</i> 2 <i>listening to criticism</i>	<i>Students' own answers</i>	<i>Students' own answers</i>
4 being overly cautious	1 <i>to take one little risk each day</i> 2 <i>to empty their mind of negative thoughts</i>	<i>Students' own answers</i>	<i>Students' own answers</i>

c Have students read the questions before listening to the audio again 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 *It is the typical pattern of thinking, feeling, and behaviours that make a person unique.*
- 2 *They will be aware of their tendencies and feel less overwhelmed, see the applicable solutions.*
- 3 *Collaboration in groups will drive carefree people to obey the deadlines.*
- 4 *While working, they should ask other peoples' opinion even if they won't use. These kind of small conversations help strengthen their relationships with people around them.*
- 5 *Because they are natural pessimists; they are always waiting for the worst to happen.*

d Ask students to work in pairs to talk about people with problems mentioned in the audio or similar problems around them, and how they think these people can improve their weaknesses. Then, let them share their ideas with class.

Answer Key

Students' own answers

Speaking

a Discuss the following questions with your partner.

- 1 Why do you think people come into conflict with each other?
- 2 How do you usually react or feel when you have disagreements with your friends or parents about an issue?
- 3 Do you usually give advice to your friends when they have a problem? Why/Why not?

b Read the dialogue between two friends below and discuss with your partner what's the problem in the dialogue, and if the suggestion given is well-taken or not? Why?

DORA: What is the matter with you? You look so angry?

ANNA: I don't get on well with my sister because she is arrogant. She always tends to think that she is always right, stuck in false beliefs, and refuses to listen to me. I don't know how to treat her.



DORA: Dealing with arrogant people is really challenging, so you should be firstly compassionate and patient. Then, remind her that she should try to listen to you even in having opposite views about issues with a pleasant voice.

ANNA: Thank you; I'll have a try.

c Work in pairs. Talk about what suggestions can be given for each situation below.

- 1 Although I usually do my homework on time, my parents always remind me to study or read something. I don't know how to make them feel relaxed about my education life.
- 2 I have a very talkative friend, but if he goes on talking too much, I don't know, but I think I'll go away from him soon.
- 3 I am fed up with our senior neighbour who always asks me how the school goes and how I spend time with my friends at school.
- 4 We moved to a new city that is much more crowded than the place we left; therefore, I am always afraid of getting lost while going to school, which is a bit far away from our house.

d Think of your decent problems with your friends, parents or neighbours. Then, ask for your friends' suggestions to overcome them as in 'Exercise b'.

Speaking

- a Ask students to think of each question about the conflict and discuss the questions with their partners.

Answer Key

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

- b Have students read the dialogue between two friends and discuss with their partners about what's the problem in the dialogue, and whether the suggestion given is well-taken or not, justifying their opinions.

Answer Key

Students' own answers

- c Ask students to work in pairs in order to talk about what suggestions can be made for each situation given. 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*

- d Have students think of their recent problems with their friends, parents or neighbours. Then, ask them to take turns to give suggestions for their friends' problems. This activity enables students to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions.

Answer Key

Students' own answers

TEACHER'S NOTES



7B IDIOSYNCRASY

Writing

- a Read the following problems sent by readers to a newspaper and offer solutions using the highlighted phrasal verbs.

Hi there! We all are given a task to prepare a presentation about environmental problems in our country by our teacher in groups of four. All the members of my group are really eager, hard-working and enthusiastic about what would be better for our project, except for Tom who is a procrastinator in the group. He doesn't want to **opt into** anything and is overly uninterested. I don't know how to remind him to **carry out** his responsibilities on time.



Suggestion: _____



Icall for your help! Are you able to give me a lead? Although having graduated from a well-known university two years ago and having comprehensive knowledge of my own specialty, I still haven't got a job. While in job interview, due to being overexcited, I sweat like a race horse; my mouth goes dry and I can't **put myself across** well. I am looking forward to your suggestions.

Suggestion: _____

Iam in great trouble! I have been working in a company as an accountant sharing at the same office with a senior who is almost at the age of 60. He is a rather deep thinker and likes to **figure out** every detail in regards to every work we are on together, **enquiring into** how and why questions. I am really fed up with his taking our time with the details and often check and recheck our work for accuracy. How can I make him feel relaxed and trust me about the job?



Suggestion: _____

- b Compare your suggestions for each problem above with your partner's to see if they are similar or not.



Writing

a Ask students to read the problems sent by readers to a newspaper and offer solutions using the highlighted phrasal verbs. This activity enables students to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic.

Answer Key

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

b Have students compare their suggestions for each given problem with their partners to see if they are similar or not.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



Pronunciation

a Listen to the audio and underline the stressed words. *Track 36*

- 1 I don't think she should decide on the date.
- 2 She is really good at speaking Japanese.
- 3 I said they might inform us about the procedure.
- 4 We all have responsibilities to live in harmony.

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

- 1 I don't think she should decide on the date.
A Somebody else should decide on the date.
B It's not true that I think she should decide on the date.
- 2 She is really good at speaking Japanese.
A She is good at not something else, just Japanese.
B Just she is good at speaking Japanese, not someone else.
- 3 I said they might inform us about the procedure.
A It was possible to inform us about the procedure.
B Not someone else, I said they might inform us about the procedure.
- 4 We all have responsibilities to live in harmony.
A Living in harmony, not anything else, is our responsibility.
B Responsibility is required to live in harmony, not anything else.

c Listen to the audio and underline the stressed words in each sentence. Then, discuss how the meaning of each sentence changes. *Track 37*

- 1 Next week, we are flying to Ankara to visit our grandparents.
- 2 Next week, we are flying to Ankara to visit our grandparents.
- 3 Next week, we are flying to Ankara to visit our grandparents.
- 4 Next week, we are flying to Ankara to visit our grandparents.

Discussion time



Discuss the following questions with your classmates.

- 1 Do you think your favourite colour has an impact on your personality? Why/Why not?
- 2 How do you think people should overcome when in negative moods?
- 3 Do you think if you were named differently, there would be a difference in your personality? Why/Why not?

Project

Search the personality characteristics of two famous people on the Net. Prepare a presentation about them, comparing their personality traits. Then, present it to your classmates. Your presentation should include

- at least 10 slides with photos.
- similarities and differences between them.

Pronunciation

a Ask students to pay close attention to the audio and underline the stressed words.

Track 36

Answer Key

- 1 I don't think she should decide on the date.
- 2 She is really good at speaking Japanese.
- 3 I said they might inform us about the procedure.
- 4 We all have responsibilities to live in harmony.

b 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 A
- 3 A
- 4 B

c 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. This activity enables students to practise sentence intonation and stress. Track 37

Answer Key

- 1 Next week, we are flying to Ankara to visit our grandparents.
- 2 Next week, we are flying to Ankara to visit our grandparents.
- 3 Next week, we are flying to Ankara to visit our grandparents.
- 4 Next week, we are flying to Ankara to visit our grandparents.

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
- 3 Students' own answers

Project

Ask students to search the personality characteristics of two famous people on the Net to prepare a presentation. Tell them that they should consider the given instructions.

TEACHER'S NOTES



Audio script 33

Presenter: Colours, being an effective communication tool, can be utilised to influence mood, and even trigger some certain bodily reactions. Our guest Maria McCormick, a well-known colour therapist, takes up the story.

Maria: Colours affect how we act and feel subconsciously. This has to do with colours' brightness and saturation. Brightness is how light a colour seems and saturation is how pure it is. More saturated and less bright colours like sapphire blue are energising whereas less saturated but bright ones like sage green are relaxing.

Presenter: And what effects do colours have on our physiology and psychology? Red, for example?

Maria: Red is known to increase the respiration rate and raise blood pressure. For this reason, it can make one irritable and is associated with anger.

Presenter: Oh, that's quite true. The walls of my sister's living room are red and I become aggressive whenever I visit her. (giggling) Um, how about my favourite colour, blue?

Maria: Unlike red, it lowers blood pressure. Blue makes us feel peaceful and calm, so you can put this colour to use when feeling distressed.

Presenter: Interesting. What about your favourite colour?

Maria: Well, mine is yellow. It makes muscles stronger and more energetic. It is a really happy and exhilarating colour.

Presenter: We have talked about primary colours. Shall we continue with the secondary colours?

Maria: Of course. Let's start with green. It relaxes our muscles and helps us breathe deeper and slower thereby creating feelings of laziness and relaxation. When it comes to orange and purple, they have some physiological effects but almost no psychological ones.

Presenter: I see. How about brown?

Maria: Brown can create feelings of sadness and loneliness, especially when one receives too much exposure. It has no proven physiological effect on our bodies.

Presenter: Well, Ms McCormick. Could you please tell us what colour therapy is and how it works? Many of our...

Audio script 34

Dialogue 1

Dad: You don't look good. Are you OK, Meg?

Meg: No! Julie and I fell out with each other.

Dad: I thought you are bosom buddies.

Meg: Of course, we are.

Dad: Don't worry. I'm sure you'll find a way to sort things out.

Meg: I hope I will.

Dialogue 2

Jon: I love spending most of my time by the seaside.

Pam: No need to say that, Jon. If one can't find you at home, here is the only place you should be looked for.

Jon: Well, that's because the sound of the waves makes me feel calm and serene.

Pam: I see.

Dialogue 3

Customer: What? Why do I have to pay extra for children's channels?

Customer: Because you are subscribed

Service: to our basic plan. You need to upgrade your subscription plan to premium by paying another \$5.

Customer: No way! I'm sure you told me that children's channels were also included in this plan. I'm going to file a complaint with the consumer rights agency.

Customer: Sorry, madam. There is nothing I

Service: can do now for you.

Dialogue 4

Sue: Mum, I have great news!

Mum: What is it, Sue? Tell me, quick!

Sue: I've passed the driving test.

Mum: Wow, congratulations. Now you can buy your dream car.

Sue: Exactly! What about coming with me to the auto showroom?

Dialogue 5

Daisy: Ah, there is nothing better than a hot bath after a long tiring workday.

Gary: You're right, Daisy. I'll drink coffee; do you want some?

Daisy: No, thanks. Can you please make me a cup of camomile tea, instead?

TEACHER'S NOTES



Audio script 35

- Interviewer:** Hello! Today, psychologist Mr Kevin will talk about whether we can improve our personality or not. If yes, what we can do to overcome our weaknesses. Welcome, Mr Kevin.
- Psychologist:** Thank you.
- Interviewer:** Mr Kevin, actually we all wonder if the personality can be improved or not.
- Psychologist:** Personality is the typical pattern of thinking, feeling, and behaviours that make a person unique. These typical patterns can change. So, we have the ability to develop the personality as much as we want. Just we should know how to change or overcome our weaknesses.
- Interviewer:** For example, some people around us are very successful at their job and life, but they mostly seem impatient, have low tolerance for incompetence. So, they highly suffer from stress. How can they get rid of being stressful?
- Psychologist:** The first exercise for them is to start journaling. It means they should write on a paper how many times they lose their temper in a day, treat people rudely, or feel overwhelmed by frustration. In doing so, they will be aware of their tendencies and feel less overwhelmed, see the applicable solutions. The second exercise is, and breathe out when they are stressful. Just a few breathing exercises can do wonders because to take a deep breath it will let them relieve.
- Interviewer:** The other problem is contrary to being stressful, some people are much more casual, carefree, relaxed and highly flexible. So, they are criticised by people around them being a procrastinator. That means they don't finish a work until the last minute, mostly miss the deadlines.
- Psychologist:** Yes, the tendency to procrastinate should really be overcome. The first exercise is to set a time schedule. They should make detailed plans and to-do list with certain time written on and stick to the time for each task. The second exercise is to work in groups. Collaboration in groups will drive them to obey the deadlines.
- Interviewer:** Another problem is that some people just focus on their job and never break the rules. It is difficult for them to communicate with people. So, they can't easily share their emotions, feelings and needs with others.
- Psychologist:** Firstly, asking people opinions. Especially; while working, they should ask other peoples' opinion even if they won't use. These kind of small conversations help strengthen their relationships with people around them. Secondly, listening to criticism. Take notes people's criticism and think about them with an objective eye.

Interviewer: The last problem is some people are overly cautious about everything, avoiding social interaction in their life because they are natural pessimists; they are always waiting for the worst to happen.

Psychologist: They should take one little risk each day, even something as small as trying a new flavour of ice cream, to help build their confidence. The second one is to empty their mind of negative thoughts. They should be interested in more creative and enjoyable activities.

Audio script 36

- 1 I don't think she should decide on the date.
- 2 She is really good at speaking Japanese.
- 3 I said they might inform us about the procedure.
- 4 We all have responsibilities to live in harmony.

Audio script 37

- 1 Next week, we are flying to Ankara to visit our grandparents.
- 2 Next week, we are flying to Ankara to visit our grandparents.
- 3 Next week, we are flying to Ankara to visit our grandparents.
- 4 Next week, we are flying to Ankara to visit our grandparents.

TEACHER'S NOTES



7A WHAT FRAME OF MIND ARE YOU IN?

a Scan the following article and choose the best definition of emoji.

- 1 a group of keyboard characters that represents a facial expression, an attitude or emotion
- 2 3D animated emoticons showing facial expressions which can be sent as a video with sound
- 3 a small image or icon used in digital communication in order to express an idea or emotion

WHY DO EMOJIS MATTER?

A With the advent of e-messages, emojis have become an important way to convey our emotions. They may, however, bear different meanings depending on the context. Thus, it's not advisable that they be used out of context if you don't want to be misunderstood.

B While communicating face-to-face, people can establish empathy and relate to one another's feelings. While texting, on the other hand, emojis are utilised for converting emotions to ideograms showing facial expressions. Research shows that when someone sees an emoji, the same sections of the brain become activated as when seeing real-life facial expressions. By allowing users to translate their feelings and opinions to picture characters, emojis come to their rescue for expressing emotions.

C Apart from feelings, emojis can also represent voice tones and human gestures people use in vocal communication. A red face emoji can mean raising one's voice in anger, for example. Emojis therefore help articulate the meaning of text messages. Some researchers have claimed that emojis serve three linguistic functions: emotional indicators (e.g. happy), non-emotional indicators (e.g. affirmative), and intentional indicators (e.g. mocking).

D To summarise, emojis aid in expressing emotions and reducing the complexity of electronic communication. Some of them may be misleading for the receiver and misunderstandings may occur, though. These things can be avoided by using the right emoji in the right context. You are advised to check out the emoji search engines that categorise the official meaning of every emoji. The six most commonly searched emojis are given below with their meanings:

star-struck: It may express that someone or something is amazing, impressive, or exciting.

laughing tears: It is widely used to show something is pleasing or funny.

face with monocle: It may show that someone is questioning, or considering something.

heart face: It conveys enthusiastic feelings of love and adoration.

upside-down face: It is generally used to convey sarcasm, joking, or a sense of foolishness.

hugging face: It may be used to offer thanks and support, or express warm, positive feelings.

b Read the text again carefully. Which paragraphs answer these questions? Write the paragraph letters in the circles and answer the questions.

- 1 **C** Why are emojis used from the perspective of linguists?
They are used to serve three linguistic functions: emotional indicators, non-emotional indicators, and intentional indicators.
- 2 **A** What is the relationship between electronic messaging and the use of emojis?
Electronic messaging has made the use of emojis a necessity to display one's emotions.
- 3 **D** What benefits can we get from being emoji-literate?
We can avoid misunderstandings and express our emotions better by reducing the complexity of electronic communication.
- 4 **B** What kind of reaction do emojis cause in our bodies?
When we see emojis the same sections of our brains become activated as when seeing real-life facial expressions.

c Write what emotion, mood, or intention the following emojis express.

- | | |
|--|--|
| 1  _____ <i>questioning</i> _____ | 4  _____ <i>thankful/supportive</i> _____ |
| 2  _____ <i>sarcasm/foolishness</i> _____ | 5  _____ <i>amazed/impressed</i> _____ |
| 3  _____ <i>pleased</i> _____ | 6  _____ <i>love/adoration</i> _____ |

d Complete the following sentences by changing the form of the words in brackets.

- 1 One can perform miracles in achieving happiness by coming up with an imaginative way to boost his/her mood when in distress. (**imagine**)
- 2 A particular form of relaxation may not be a practical option for you, but I'm sure you'll find one that works. (**opt**)
- 3 Daily practice of meditative techniques helps reduce hypertension, which can lead to a poor quality of life or even a fatal heart attack. (**meditation**)
- 4 The aim of this study is to assess the effectiveness of body scan, a relaxation technique, on one's quality of life and physical well-being. (**effective**)
- 5 To create a relaxing image while meditating, you can visualise yourself at the edge of a stream in a lush green forest. (**visualisation**)
- 6 If you want to maintain optimal muscle health, you should begin with reducing the stiffness in muscles, which also helps improve posture. (**stiffen**)
- 7 I'm of the opinion that children should be taught how to amuse themselves in the absence of a smartphone or tablet screen. (**amusement**)

b Read the text and answer the following questions.

- 1 What is the power of reading?
It expands our vocabulary and provides us with expressing ourselves for softly and clearly.
- 2 What does using an appropriate and a vivid language mean?
It means we should know when, how, and how much to talk to people.
- 3 Why should we show our unique, authentic sides to the people?
In order to feel people trust, believe in what we say and do.
- 4 How should we behave when in unpleasant situations?
We should think positively and exploit negative circumstances as a strategy for interpreting what happens to us in a useful, constructive way.
- 5 What does being honest contribute to our life?
It contributes us the admiration, respect and gratitude of others.

d Complete the sentences below with the phrasal verbs given.

- opt into enquire into call for
carry out put across figure out

- 1 I don't understand why she has difficulties with putting her views across.
- 2 All employees in this company are calling for when to be paid.
- 3 First of all, before making a decision, we need to enquire into how the process developed.
- 4 Do you think we should opt her into this such a delicate job that will help us to promote?
- 5 If he carries out his responsibilities on time, we will submit the report by Friday.
- 6 After a clear explanation by the teacher, all students figured out what they would do during the exam.

c Based on the text, circle the option which below cannot be inferred.

- 1 The personality can be improved just as we enhance our outlook.
- 2 Expanding our knowledge helps us to show off.
- 3 A good conversationalist is also a good listener.
- 4 Having a positive outlook and attitude doesn't mean denying pain and discomfort.



8A GREASE THE WHEELS!

Lead in

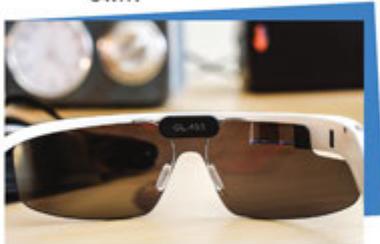
Discuss the following questions with your partner.

- 1 What do you think is the greatest technological invention of all time? Why?
- 2 Which type of technology do you find the most helpful in your daily life?

Listening

a Discuss the following questions with your partner.

- 1 What kind of technology do you think people cannot live without? Why?
- 2 What technological gadgets do you own?



b Listen to the audio and write which speaker talks about the following features of the smart glass below. Track 38

- 1 How to set up the smart glass from the phone: _____
- 2 What the smart glass and its features are: _____
- 3 How to set up the smart glass from the phone: _____

c Listen to the audio again and complete the missing operating instructions of the smart glass from both a phone and a computer below.

Setting up the smart glass from phone

- 1 First, _____ to make sure it fits.
- 2 Next, _____ your Google account.
- 3 Then, _____ the 'My Glass app'.
- 4 As a fourth step, _____ the terms and conditions.

Setting up the smart glass from computer

- 1 Visit _____ from a browser and _____ with the Google account.
- 2 Read and accept the _____
- 3 Enter the Wi-Fi _____
- 4 Click show _____

d Answer the following questions according to the audio.

- 1 How does the smart glass look like?

- 2 What kind of functions does it provide us?

- 3 How does it work?

- 4 What does 'pairing' mean?

- 5 After getting a QR code, what should you do?

e Work in pairs. Think of a technological gadget you have recently owned, and then talk about its operating instructions.



8A GREASE THE WHEELS!

Lead in

Give students enough time to think about the given questions. Ask them to discuss them with their partners. Then, let them share their ideas with class.

Answer Key

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

Listening

a Ask students to think about the questions for a while and discuss with their partners. Let them share their ideas with class.

Answer Key

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

b Have students listen to the audio attentively and write which speaker talks about the given features of the smart glass. Check the answers with class. *Track 38*

Answer Key

- 1 Speaker 3
- 2 Speaker 1
- 3 Speaker 2

c Have students listen to the audio again and complete the missing operating instructions of the smart glasses from both a phone and a computer. This activity enables students to find out technical information, such as operating instructions for everyday equipment.

Answer Key

Setting up the smart glass from phone

- 1 First put the Glass on to make sure it fits.
- 2 Next, sign into your Google account.
- 3 Then, install the 'My Glass app'.
- 4 As a fourth step, read and accept the terms and conditions.

Setting up the smart glass from computer

- 1 Visit *google.com/myglass* from a browser and sign in with the Google account.
- 2 Read and accept the terms and conditions.
- 3 Enter the Wi-Fi network and password.
- 4 Click show QR code.

d Have students read the questions before listening to the audio again 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 It looks like a pair of eyeglasses.
- 2 It works with motion and voice recognition to process commands from the wearer.
- 3 It provides you to browse the Internet, obtain directions to locations, send text messages, make calls, take pictures, and so on.
- 4 It means that the Glass is connecting to the Internet by sharing your phone's data connection.
- 5 After getting a QR code, you should point the Glass at the QR code.

e Have students work in pairs. Tell them to think of a technological gadget they have recently owned, and talk about its operating instructions with their partners.

Answer Key

Students' own answers

Speaking

a Discuss the following questions with your partner.

- 1 In what situations do you usually want to renew the technological gadgets you own?
- 2 What do you usually do when you have a problem with the daily equipment you use?

b Work in pairs. Read the dialogues below and talk about if you have ever had problems like them and what you did.



- A:** Sorry to bother you, but I think there is a problem that requires an urgent solution.
- B:** What's the problem?
- A:** It's about the phone battery I use. It is running out of energy, it needs recharging every thirty minutes.
- B:** Oh, maybe, the open background apps drain the battery. Let me check.



- A:** Hello! I bought this computer a few months ago here. I have a warranty certificate for two years.
- B:** What is the problem with it?
- A:** Actually, the screen was sometimes freezing; however, it was working slowly. But now, when the computer is on, the screen is blank.
- B:** OK. I'll check it to be sure if the monitor is plugged into a power point, and the connection between the monitor and computer hard drive is secure.



- A:** I have some problems with the headphones.
- B:** What's the problem?
- A:** I can't hear the sound well. I think the headphone jack doesn't work.
- B:** You know, we bought the original ones. So, I don't think it has a software malfunction. Maybe, you can clean it with a paperclip to remove the dirt.

c Work in pairs. Write dialogues to describe the problems about the life-saver products you have used as in 'Exercise b' and then act out the dialogues you have written.

Speaking

a Ask students to think of each question about the technological gadgets they own and daily equipment they use to discuss the questions with their partners.

Answer Key

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

b Have students work in pairs. Ask them to read the given dialogues and talk about whether they have ever had problems like them and what they did. Then, let them share their ideas with class.

Answer Key

Students' own answers

c Have students work in pairs. Ask them to write dialogues to describe the problems about the life-saver products they have used as in 'Exercise b' and then act out the dialogues they have written. This activity enables students to describe the problems about the life-saver products they have used.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



8A GREASE THE WHEELS!

Reading

a Discuss the following questions with your partner.

- 1 For what purposes do you usually use your mobile phone?
- 2 What kinds of apps are downloaded on your phone?

b Skim the text and write the main idea below.



PERSONAL ASSISTANT

Over the years, mobile phones have changed from a basic communication device to a functional tool, and with new features, they have turned into natural assistants in our daily life. These new features, mobile applications in particular, make smartphones more functional and useful.

From getting information, ordering a meal, doing shopping, having entertainment, doing courses to calling for help in jeopardy situations at any hour of the day, it smoothes out much more the daily life. Even though doing personal jobs without making an effort was a luxury before, now mobile apps have come about natural assistants for users to regulate their lives as in all the areas.

With the help of mobile apps, smart devices turned into a private education institution. It is quite likely to find educational applications about passions and interests such as learning languages, coding and playing an instrument. For instance, students in Turkey can access to their course books and various relevant activities and study wherever they want just by scanning the QR code on the books.

The security applications, on the other hand, help people feel safe in dangerous situations and mostly save their lives. For example, in the UK, when his mother collapsed at home, a four-year old boy, Roman, rescued his mother using his mother's smartphone.

Reading

a Ask students to discuss the questions about their mobile phones and for what purposes they have been using it and what kinds of apps are downloaded on their phones, justifying their opinions and giving examples.

Answer Key

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

b Ask students to skim the text and write the main idea of the text. Remind them that while skimming the text, they should try to understand the answers of who, what, where, when, and why questions to catch the main idea. This activity enables students to skim the text to find out the main idea.

Answer Key

With the help of mobile applications, smartphones have turned into natural assistants, offering a lot of comforts to regulate our lives in all the areas, in particular, in education, health, and security.

TEACHER'S NOTES

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He firstly managed to unlock it by pressing her thumb on the phone and then used a virtual voice assistant application to ask for help. The phone dialled 999 to put him through to the emergency services.

The satellite and voice-guided navigation applications are also a saviour that shows people the way and destination along with time saving the traffic details as well as allows the security forces to reach people in danger. For example, in the USA-Virginia, a twenty two-year-old man having an asthma attack called the emergency service, but as he was having difficulty in breathing, he was unable to speak and tell the dispatcher his address. The dispatcher put his phone number into the new RapidSOS system, which can determine the location of a cell phone down to a couple of metres. The emergency service pinpointed the address and rescued him.

Just like other technological devices, the mobile app industry is changing, advancing, and keeping abreast of users' needs day by day. They are mostly designed to make people's lives more comfortable and save time in their daily routines. That's why they have been an indispensable part of life.

c Read the text. Highlight the phrasal verbs in the text and match them to the meanings given below.

- 1 _____ : to become something
- 2 _____ : to make sure that you know all the most recent facts about a subject
- 3 _____ : to take place, happen
- 4 _____ : to connect somebody by telephone
- 5 _____ : to make problems or difficulties disappear
- 6 _____ : to say that you want to speak to somebody or be directed to a place

d Answer the following questions according to the text.

- 1 Why have mobile phones become natural assistants in our daily life?

- 2 How do students in Turkey benefit from the educational app?

- 3 What is the feature of the security applications?

4 How does the navigation help people?

5 What is RapidSOS system?

e Work in pairs. Talk about the applications in your country on the following areas.

- Education
- Health
- Security
- Social
- Entertainment

Do you know?

Turkish Interior Ministry launched a mobile application 'Women Emergency Assistance Notification System' (KADES in Turkish) for the victims of violence. In any dangerous situation, women can connect to the system at the touch of a button, which will automatically send the details of their location to the police.

c Ask students to read the text and highlight the phrasal verbs in the text that match the meanings given. Tell the students that they can use a dictionary and make meaningful sentences with the target phrasal verbs. Check the answers with class. This activity enables students to highlight phrasal verbs in the text to match them with their meanings.

Answer Key

- 1 *turn into*
- 2 *keep abreast of*
- 3 *come about*
- 4 *put through*
- 5 *smooth out*
- 6 *ask for*

d Ask students to read the results 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 *Because of new features of smartphones, mobile applications in particular, make smartphones more functional and useful.*
- 2 *They can access to their course books and various relevant activities and study wherever they want just by scanning the QR code on the books.*
- 3 *They help people feel safe in dangerous situations and mostly save people's lives.*
- 4 *It shows people the way and destination along with time saving the traffic details as well as allows the security forces to reach people in danger.*
- 5 *It is a system that determines the location of a cell phone down to a couple of metres.*

e Have students work in pairs and talk about the applications in their country on the given areas.

Answer Key

Students' own answers

TEACHER'S NOTES



8A GREASE THE WHEELS!

Writing

a Discuss the following questions with your partner.

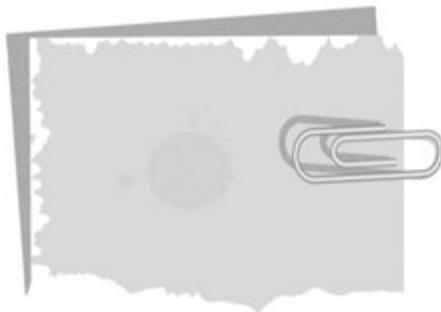
- 1 Which technologies replaced the sticky note papers?
- 2 In what situations do you usually ask someone to do something for you?

b Read the situations below, and write a note on behalf of each person for something having been done as in the example.

e.g. While leaving her mother's office, Alice forgot to take her project assignment with her yesterday. It is on her mother's desktop in the office. Her mother is at home now, Alice is about to leave home for school.



- 1 Tony wants to throw a surprise birthday party for his friend, but he hasn't got enough time to decorate the house. He needs his father's help.



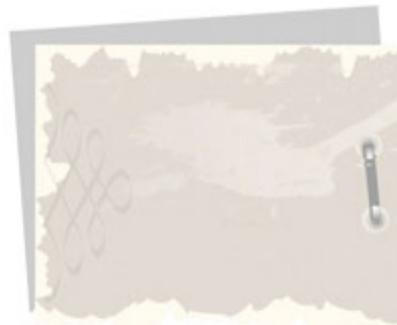
- 2 The photocopy machine does not work. Mr March asks his secretary, Alina, to print all the exam papers for the students.



- 3 Arwa feels terribly tired after an exhausting business trip. On the way back home, she texts her husband to get a cleaner to clean the house.



- 4 Mrs Taylor asks the nurse, Anna, to get a mechanic to set up the new ultrasound device.





Writing

a Ask students to think of the given questions for a while and talk about them with their partners.

Answer Key

Students' own answers

b Ask students to read the given situations, and write a note on behalf of each person for something having been done as in the example. If they have some difficulties with the target grammar subject, explain it with more examples. This activity enables students to write a note asking someone to have something done.

Answer Key

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

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- c Suppose you have been very busy studying for an exam. Write a similar note that ask someone in your family or a friend to have something done for you.



Pronunciation

- a Read the following sentences aloud by stressing the bold words. Then, discuss how the meaning of each sentence changes.

- 1 I **didn't** find anything about the operating instructions for it.
- 2 I didn't **find** anything about the operating instructions for it.
- 3 I didn't find **anything** about the operating instructions for it.
- 4 I didn't find anything about the **operating** instructions for it.
- 5 I didn't find anything about the operating instructions for **it**.

- b Listen to the audio, then match each sentence to its intended meaning below considering the stressed words. Track 39

- A I called Marry for something else.
- B I called someone else, not Marry.
- C I called Marry anytime else.
- D Somebody else called Marry, not me.

- c Using intonations, practise the following sentences to give the specified meanings in the parentheses. Underline the words you emphasised.

- 1 Alice will graduate from high school next year. (Not anyone else will graduate, Alice will.)
- 2 My father started to work at a new firm. (My father isn't working anywhere else; he is working at a new firm.)
- 3 She says she doesn't know how to set up her new phone. (Not anyone else knows how to set up her new phone, just she doesn't know.)

Quote of the day!



"The advance of technology is based on making it fit in so that you don't really even notice it, so it's part of everyday life."

Bill Gates

IDIOM OF THE DAY

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

John: This is the first time I have seen the latest model of this phone brand. It really looks perfect.

Katty: I couldn't help buying this lovely device when I saw it at a techno-science fair yesterday. Actually, it cost a lot of money.

John: What new features does it have?

Katty: It has all the latest **bells and whistles** such as sapphire crystal lens cover, 100% focus pixels and night mode, etc.

c Ask students to suppose they have been very busy studying for an exam and write similar notes that ask someone in their family or a friend to have something done for them.

Answer Key

Students' own answers

Pronunciation

a Ask students to read the sentences aloud by stressing the bold words. Then, discuss how the meaning of each sentence changes. Tell them that the stressed word in a sentence emphasises the speaker's intentions, tones and moods.

Answer Key

Students' own answers

b Ask students to listen to the audio, then match each sentence to its intended meaning considering the stressed words. *Track 39*

Answer Key

- A I called Marry for something else. 3
- B I called someone else, not Marry. 2
- C I called Marry anytime else. 4
- D Somebody else called Marry, not me. 1

TEACHER'S NOTES

c Ask students to practise the sentences to give the specified meanings in the parentheses, using intonations and underline the words they emphasised. Check the answers with class. This activity enables students to practise sentence intonation and stress.

Answer Key

- 1 Alice will graduate from high school next year. (Not anyone else will graduate, Alice will.)
- 2 My father started to work at a new firm. (My father isn't working anywhere else; he is working at a new firm.)
- 3 She says she doesn't know how to set up her new phone. (Not anyone else knows how to set up her new phone, just she doesn't know.)

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 'additional features or accessories which are non-essential but very attractive'.

TEACHER'S NOTES



8B TECHNOLOGICAL BREAKTHROUGHS

Lead in

Discuss the following questions with your classmates.

- 1 What do you think has been the most important technological innovation in the last century? Why?
- 2 Are technological developments always for the better? What disadvantages could technology have?

Reading

a Discuss the following questions with your partner.

- 1 Does farming fight against or contribute to global warming? Why?
- 2 How do you think the use of technology in agriculture could affect the environment and society?

INNOVATIVE WAYS TO REDUCE OUR FOOTPRINT

While agriculture has been around for almost 11,000 years, tremendous technological advancements have only recently been made in this field. All these things are done so as to meet the needs of the ever-increasing world population without wasting our limited resources. Agriculturalists want more food to be grown with smarter processes lest we cause further environmental degradation. Here are some precision agriculture technologies which make farming more efficient and sustainable.

Water Recycling

A waste water treatment plant takes raw sewage, filters it, then filters it again with microorganisms and keeps cleaning it till it becomes safe to drink. Such plants can recycle over 85% of waste water in a region, and thus make it ready to use for irrigation.

Drip Irrigation

This is a system that drops water directly into the roots of plants. It significantly reduces water usage and increases crop yields. A number of studies have also shown that electricity saving by using drip irrigation is particularly much higher than the conventional flood irrigation method. Today, sustainable projects that include hi-tech greenhouses providing proper monitoring of watering platforms are offered to serve farmers worldwide.

Agridrones

These drones shoot aerial footages and satellite photographs in a really high resolution in order to monitor fields, which means even a tiny insect on a leaf can be detected. When footages and photos are received, computers are set to work for analysing the field so that they can find the exact location of insects, weeds or diseases. After that, farmers are given reports and they can know where in the field they should apply pesticides, herbicides or fungicides.

Biopesticides and Biofertilisers

For healthy generations, farmers are strictly advised against soaking their plants in chemicals. The use of predatory wasps as a biopesticide is the greenest alternative as it reduces the need for traditional pesticides by up to 70%. Wasps eat insects, thereby controlling pest population within a field.



8B TECHNOLOGICAL BREAKTHROUGHS

Lead in

Encourage students to answer the given questions and express their ideas.

Answer Key

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

Reading

- a 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*

TEACHER'S NOTES

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Biofertilisers, on the other hand, are tiny microscopic fungi that enable plant roots to absorb more nutrients and increase the yield with a lesser amount of fertiliser. These fungi are able to break down nutrients, which otherwise cannot be acquired from the soil, and mobilise them into the plant.



Robots and Sensors

Any farmer's life-long dream to automate fresh fruit harvesting has come true thanks to a robot picking fruit straight off the trees. This harvesting platform utilises computing and robotics in order that it can emulate human hand-picking process for bruise-free, cost- and time-effective harvesting.

Another dream—talking to plants—has been a source of inspiration for some agriculturalists. This is possible by using sensors with which farmers may know exactly what nutrients plants need and when they require watering.



b Read and put a tick (✓) to the statements that can be inferred from the text.

- 1 Agricultural production could impair the integrity of the ecosystem if greener steps are not taken. ()
- 2 Water recycling for irrigation is a method that can be used conveniently only in arid regions. ()
- 3 Compared to its conventional counterparts, drip irrigation is highly economical on electricity and water. ()
- 4 Agridrones are aerial vehicles which enable farmers to cut down on the use of agricultural chemicals. ()
- 5 When agrochemicals are applied on crops sparingly, they do almost no damage to the environment. ()
- 6 Biofertilisers can separate nutrients into smaller parts, and thus help plants get nutrient-dense content in the soil easily. ()
- 7 Fruit harvesting robots are bound to replace agricultural labourers in the near future. ()
- 8 Sensors used in farming may reduce the amount of water used for irrigation. ()

c Scan the text. Find and write five more clauses expressing purpose.

e.g. so as to meet the needs of the ever-increasing world population

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

d Complete the following table with the missing forms of the given words. Then, write five sentences with the words added to the table.

words expressing actions	nouns	words describing nouns
sustain		
		electric/ electrical
	analysis	
		fertile
	automation	
inspire		

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

e What are your opinions as to the agricultural innovative technologies about which you have read? Share what you think in groups using the following expressions.

- In my opinion...
- I would say that...
- I think/believe/suppose/assume that...
- I have the feeling that...
- If you ask me...
- I'm of the opinion that...
- As far as I'm concerned...

b Ask students to read the text and put a tick to the statements that can be inferred from the text. Give them some time to complete the exercise. Then, check the answers with class.

Answer Key

- 1 ✓
- 2
- 3 ✓
- 4 ✓
- 5
- 6 ✓
- 7
- 8 ✓

c Ask students to scan the text and find five more clauses expressing purpose as in the example.

Answer Key

- 1 *lest we cause further environmental degradation*
- 2 *to serve farmers worldwide*
- 3 *in order to monitor fields*
- 4 *so that they can find the exact location of insects, weeds or diseases*
- 5 *in order that it can emulate human hand-picking process*

TEACHER'S NOTES



d Draw students' attention to the word formation table. Ask them to complete it with the correct part of speech of the given word. After students have filled in the table, check the answers with class. Then, ask them to write five sentences with the words added to the table. Walk around and monitor the class during the activity; offer help when needed. This activity enables students to change the forms of the words to make meaningful sentences.

Answer Key

words expressing actions	nouns	words describing nouns
<i>advance</i>	<i>advancement</i>	<i>advanced</i>
<i>sustain</i>	<i>sustainability</i>	<i>sustainable</i>
<i>electrify</i>	<i>electricity</i>	<i>electric / electrical</i>
<i>analyse</i>	<i>analysis</i>	<i>analytic / analytical</i>
<i>fertilise</i>	<i>fertiliser</i>	<i>fertile</i>
<i>automate</i>	<i>automation</i>	<i>automated / automatic</i>
<i>inspire</i>	<i>inspiration</i>	<i>inspiring / inspirational</i>

Students' own answers

e Divide students into groups of three or four. Ask students to express their opinions as to the agricultural innovative technologies about which they have read. Tell them to share what they think in groups using the given expressions. This activity enables students to express views, news about the text.

8B TECHNOLOGICAL BREAKTHROUGHS

Listening



- a Discuss the following question with your partner.

If you could design some innovation in medicine technology, what would you do and why?

- b Listen and circle the correct statement that expresses the main point emphasised in the audio. Track 40

- 1 Defibrillators are miracles of modern technology which can restore the heart's beating.
- 2 Life-saving technologies can now be designed small enough for a drone to carry them.
- 3 The most important consideration in case of a medical emergency is the response time.
- 4 With the help of ambulance drones, cardiac arrest survival rates could increase a lot.

- c Listen to the audio again. Write True (T), False (F) or Not Mentioned (NM). If the statement is false, correct it.



- 1 Drones can fly autonomously and locate the destination by using GPS coordinates. _____
- 2 Ambulance drones can decrease emergency response time to only a few minutes. _____
- 3 Only ten per cent of the people suffering a cardiac arrest in non-medical settings can't survive. _____
- 4 There have been several obstacles to a widespread use of ambulance drones. _____
- 5 An ambulance drone is equipped with a cam and loudspeaker so that people on the scene can be guided by professionals. _____

Speaking

- a Work in groups and choose a technology product. By using visuals, prepare a presentation to introduce it and keep the following tips in mind.

Before the Presentation

- Make an Internet search about the product.
- Find the visuals you are going to use.
- Prepare a slideshow by using the visuals.
- Do not fill the slides with lots of writing.
- Know more than what you write on the slides.
- Write script notes to remind you of the details.
- Get ready for questions you might get from the audience.

During the Presentation

- Ask warm-up questions to get the attention of the audience.
- Do not force yourself to sound formal; just be yourself.
- Pace yourself while speaking; do not rush.
- Do not look away or at your notes all the time.
- Make eye contact with the audience.
- Ask if there are any questions from the audience.

- b After each presentation, talk about what you think about the technology product your friends have introduced and how it makes you feel.

Listening

- a Tell students to work with their partners. Give them some time to discuss the given question.

Answer Key

Students' own answers

- b Ask students to listen to the audio and circle the correct statement that expresses the main point emphasised in it. Tell them that they should not pay attention to trivial details. After listening, check the correct answer with class. This activity enables students to identify main point about technology on TV or radio programme. *Track 40*

Answer Key

4

- c 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.

Answer Key

- 1 NM
- 2 T
- 3 F – *Ninety per cent of the people suffering a cardiac arrest in non-medical settings can't survive. Only ten per cent of the people suffering a cardiac arrest in non-medical settings can survive.*
- 4 NM
- 5 T

TEACHER'S NOTES

Speaking

- a Before the lesson, ask students to work in groups of four or five and choose a technology product by searching the Net. Have them prepare a presentation to introduce it by using visuals and the given tips. This activity enables students to introduce a technology product or life-saver technology by using visuals.
- b After each group finishes their presentation, ask the members of other groups what they think or feel about the presented technology product. Encourage them to share their opinions. This activity enables students to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products.

TEACHER'S NOTES



Writing

- a Search the Net to find information about a life-saver product of your choice and fill in the table below to make an outline of your writing.

Introduction	<ul style="list-style-type: none"> the name of the product the inventor's name and the place of invention 	
Body	<ul style="list-style-type: none"> what the product looks like the reason for which it was developed 	
Conclusion	<ul style="list-style-type: none"> how important the product is for saving lives 	

- b Write about the life-saver product you have chosen considering the outline above. While writing, use clauses expressing purpose.

Discussion time

technology: A Saviour?

Discuss the following questions with your classmates.

- Why do you think some people are obsessed with using the latest technology in their daily lives?
- "All of the biggest technological inventions created by man - the airplane, the automobile, the computer - say little about his intelligence, but speak volumes about his laziness," said Mark Kennedy. Do you agree? Why/Why not?
- In what ways do you think technology could be dangerous?
- Which do you think is more important: using a new piece of life-saver technology or the ethical issues that might arise from using it?

Project

Work in groups and come up with an invention. Keep in mind that it should be something unique. After deciding on your invention, name it with a new word you have created by compounding, clipping or blending existing words in English. Then, draw its picture and write one or two paragraphs to describe it.



Writing

- a** Before the lesson, ask students to search the Net to find information about a life-saver product of their choice and fill in the given table to make an outline of their writing, which should consist of 'introduction', 'body' and 'conclusion' parts.
- b** Have students write about the life-saver product they have chosen by considering the outline made in 'Exercise a'. Tell them that they are supposed to use clauses expressing purpose while writing. This activity enables students to write a description and purpose of a life-saver product by using the information they have searched on the Net and use clauses of purpose in their writings.

Discussion time

Have students discuss the given 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*
- 3 *Students' own answers*
- 4 *Students' own answers*

TEACHER'S NOTES

Project

Divide students into groups of four or five. Have each group come up with an invention. Tell them that their inventions can be feasible or impossible, or simple or complex. Ask students to name their invention after they have established their ideas. To help them name their inventions, you can give some examples of how words are formed:

Compounding

air + plane → airplane

fire + work → firework

lap + top → laptop

Clipping

disrespect → dis

science fiction → sci-fi

situation comedy → sitcom

Blending

cybernetic + organism → cyborg

spoon + fork → spork

web + seminar → webinar

Then, tell them to write one or two paragraphs describing the invention and draw its picture. Remind them that the picture they are supposed to draw doesn't have to be pretty.

TEACHER'S NOTES



Audio script 38

Speaker 1: Google Glass is a wearable computer that looks like a pair of eyeglasses. It displays information directly in the user's field of vision without needing to look at a handheld device. It works with motion and voice recognition to process commands from the wearer. A touchpad is available on the upper right hand side of the glass. Also, it enables you to browse the Internet, obtain directions to locations, send text messages, make calls, take pictures, and so on.

Speaker 2: To set up it from your phone, first, put the Glass on making sure it fits, and the display is just above your eye. Next, sign into your Google account and connect to the Internet. Then, install the 'My Glass app' which will allow you to set up your contacts. As a fourth step, read and accept the terms and conditions. You'll be shown a video and then asked to pair your phone. What is pairing? It means that the Glass is connecting to the Internet by sharing your phone's data connection. In your phone, you will choose your Glass from the list of the Bluetooth devices and confirm your password. When the Glass is connected, use MyGlass to add contacts, turn on Glassware, and find out more about your new Glass.

Speaker 3: In order to set up it from your computer, visit abcd.com/myglass and sign in with the Google account you wish to use through Glass. Read and accept the terms and conditions, then enter the Wi-Fi network and password. Now, click show QR code. Next, you'll see a black and white square QR code in your browser. Point the Glass at the QR code. Tap to confirm, and then align the square brackets, so it fits the corners of the QR code. Your account and Wi-Fi network information should now be set up.

Audio script 39

- 1 I didn't call Marry for the party yesterday.
- 2 I didn't call Marry for the party yesterday.
- 3 I didn't call Marry for the party yesterday.
- 4 I didn't call Marry for the party yesterday.

TEACHER'S NOTES



Audio script 40

Ms Walker: From monitoring fields to serving up food, drones can offer convenience, and access to remote regions. Today, we're going to talk about ambulance drones carrying heart defibrillators with my guest, Doctor Clyde Yancy, the chief of cardiology at Northwestern School of Medicine. Welcome, Dr Yancy. Could you please define a defibrillator for those who haven't heard that term before?

Dr Yancy: Well, a defibrillator is a machine that gives the heart an electric shock to make it start beating again after a heart attack or cardiac arrest.

Ms Walker: Thanks. A new study by Swedish researchers suggests speedy drones could help save lives. They have tested arrival times and it has been observed that a drone can arrive somewhere remarkably faster than ambulances. That's a big deal for conditions in which minutes mean life or death, isn't it, Dr Yancy?

Dr Yancy: That's true! When a drone equipped with a defibrillator is dispatched after an emergency call, it can cut the response time down to a few minutes. This means everything because when we're trying to save a life, it's not "Time is money"; it's "Time is life".

Ms Walker: I see. It's said that the cardiac arrest is the biggest cause of death killing more than 6 million people worldwide each year. The statistics also show that most cases occur in non-medical settings.

Dr Yancy: And what's more unfortunate is that only one in ten people experiencing out-of-hospital cardiac arrest can recover completely. In other words, nine in ten people collapsing outside of a hospital can't make it. That's because the chance of survival decreases each minute a patient goes without defibrillation.

Ms Walker: I think this is what makes ambulance drones an ultimate life-saver technology as they carry defibrillators.

Dr Yancy: Exactly, and they are very easy to use, too. All you should do is to open the box of the defibrillator and follow the instructions you get through the audio and visual feedback.

Ms Walker: How do we get that feedback?

Dr Yancy: The drones have an on-board live camera and audio connection. This allows the operator to observe the scene and ensure that the defibrillator pads have been applied properly.

Ms Walker: Wow! I'm sure ambulance drones will save many lives and increase survival chances. Thanks for being our guest, Dr Yancy.

Dr Yancy: You're welcome.

TEACHER'S NOTES



8A GREASE THE WHEELS!

HOME AUTOMATION

Home automation is the automatic and electronic control of the household features, activities and appliances. In other words, you can easily control the smart utilities and features of your home using the Internet to make life more comfortable and secure. The home automation system even helps you save on heating and energy costs. Each smart device at home has sensors and is connected to Wi-Fi, so you can manage them from your smartphone or tablet whether you are at home, or miles away.

Smart home appliances allow you to do many things such as turning your lights on from your smartphone, locking your doors remotely, cleaning, heating, cooling your home. Not only does it make life convenient, but it also lets you know if someone's trying to break in, or notify you when there's some other emergency even when you are miles away.

Home automation is no longer a sophisticated and expensive concept that has developed so much and become popular; now anyone can integrate home automation systems into their houses. With just a few smart switches, smart door locks and other similar smart gadgets can be incorporated into the system.

It is not difficult any more to get back and check if all the lights are on or not. Thanks to the smart switches and smart lighting systems, turning them off with just one click on your smartphone gives you an opportunity to feel relaxed and calm. You can open or close all the blinds and control the ambient lighting in the rooms as well.

Also, you can control the heating and cooling of the house, by using of both time and parameter-based functions. With heat-sensitive sensors placed outside to detect changes in weather conditions, you can choose to turn on the heating when the external conditions drop below a certain temperature.

Security is one of the significant benefits that home automation systems offer. There are many options here. For example, home automation systems can connect to motion detectors, surveillance cameras, automated door locks, and other tangible security measures so you can activate them from one mobile device before leaving home or heading to bed. Some security systems coming with motion sensors notify you via emails or messages if any movement or noise is sensed in a set perimeter.

Home automation apps would continue to increase as we move forward making lives easier and try to improve the quality of living. As home automation systems and smart home gadgets and appliances develop, the life will be more enjoyable owing to not being afraid of our house to be damaged.



a Read the text and write the main idea of the text below.

With just a few smart switches, the home automation system offers people many things to make their lives easier and improve the quality of living.

b Answer the questions according to the text.

- 1 How can house automation be defined?
Home automation is the automatic and electronic control of the household features, activities and appliances.
- 2 What do smart home gadgets let you do?
It allows you to do many things such as turning your lights on from your smartphone, locking your doors remotely, cleaning, heating, cooling your home.
- 3 How can you control the heating and cooling of your home?
You can control the heating and cooling of the house, by using of both time and parameter-based functions.
- 4 What is the benefit of home automation in terms of security?
It notifies you via emails or messages if any movement or noise is sensed in a set perimeter.
- 5 Why will the life be more enjoyable?
The life will be more enjoyable owing to not being afraid of our house to be damaged.

c Read the text again and decide which below cannot be inferred.

- 1 Home automation is no more expensive.
- 2 Thanks to the sensors of the devices, you can easily control your home.
- 3 It is so sophisticated that you need to know how to use smart gadgets.
- 4 Even miles away, you can connect to your house via the Internet.

e Read the situations below and write a note on behalf of each person for something having been done for them.

- 1 Alice will go away tomorrow, so she finished all the office work today. She wants her colleague to get them to be presented to the boss.
- 2 Ahmet wrote an essay about the benefits of smart devices used at home. He wants his friend to get it checked to an editor.
- 3 Mallina will go on a holiday for three weeks. She wants her brother to get the surveillance camera system set up both inside and outside the house.

d Complete the sentences with the phrasal verbs below using the correct forms of the verbs.

- turn into put through
smooth out come about
keep abreast of ask for

- 1 People outside have been asking for a clear explanation about their insurance rights.
- 2 Don't let you the holiday expectations turn into a nightmare because of the travel agency.
- 3 Could you please help me to understand how that accident might come about on this such a straight road?
- 4 As a big firm, we have to keep abreast of all technological developments related to the smartphones.
- 5 We have been working on a new application that will smooth out any practical problems with security system for you.
- 6 Could you please put me through to an authority who is responsible for social activities in your institution?

Students' own answers

Students' own answers

Students' own answers

8B TECHNOLOGICAL BREAKTHROUGHS

SHAKE ALERT



'ShakeAlert' is an earthquake early warning (EEW) system designed to warn people in advance. It does not foresee but rather detects an earthquake just as it starts and alerts that shaking is imminent.

During an earthquake, energy is carried away from the hypocentre, the point where an earthquake originates underground, by two types of seismic waves: primary (P) and secondary (S) waves. The P waves are similar to sound waves and can reach about a speed of six kilometres per second. The S waves are slower, moving at a velocity of four kilometres per second. As they have larger amplitude, they cause greater damage than P waves, though.

The time and place of an earthquake cannot be predicted by the EEW system since an earthquake must have begun in order for it to operate. It can only tell how many seconds you have before the strongest wave reaches where you are. To do this, it detects P waves that reach the seismometers closest to the earthquake, and sends the signal information to a computer system. Using this information, ShakeAlert first estimates the location and magnitude of the earthquake. Then, it will calculate how long it will take both P and S waves to reach your spot. Next, it notifies you of how much time is left before S waves arrive. After the alert, you will have a few seconds to 'drop, cover, and hold on'. Unfortunately, however, you cannot receive warning if you are too close to the epicentre, the on-ground location directly above the hypocentre, because it is a blind zone.

Apart from telling you to take cover, the system provides enough time to shut down electric supply lines and gas pipes; get away from dangerous chemicals or heavy machines in workplace environments; stop planes from taking off or landing; prevent cars and trains from entering tunnels or bridges; stop surgeries and; enable emergency personnel to get ready to respond. Being able to carry out such actions before the earthquake hits can help reduce the amount of damage and casualty rate. For example, the fires can be prevented by shutting down electric supply lines.

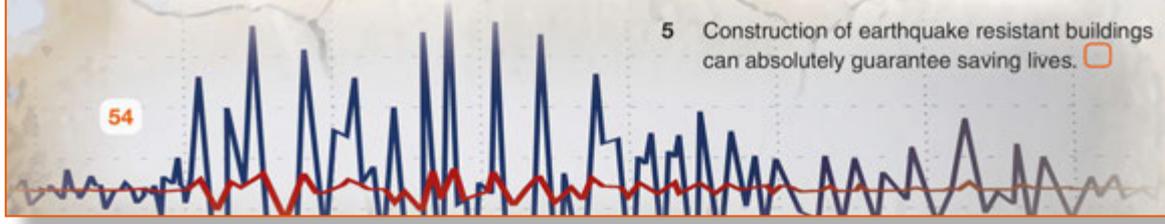
By constructing buildings more resistant to earthquakes, coordinating emergency management, and educating the public, the EEW system can literally become a life-saver technology.

a Read and circle the four points that are mentioned in the text.

- 1 the purpose of the EEW system
- 2 the way sound waves act
- 3 the reason why earthquakes happen
- 4 how the EEW system works
- 5 how to take cover during an earthquake
- 6 what a blind zone is
- 7 how to offer emergency assistance
- 8 the methods of public education

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

- 1 Similar to sound waves, P waves have a velocity of about six kilometres per second.
- 2 With a few alterations in the EEW system, the time and place of an earthquake may be predicted.
- 3 If you are too close to the earthquake, you may be in a blind zone which cannot receive a warning.
- 4 Damage and casualties during an earthquake can be reduced when proper actions are taken.
- 5 Construction of earthquake resistant buildings can absolutely guarantee saving lives.





C Answer the following questions.

- 1 Why do P waves do slighter damage than S waves?
Because they have smaller amplitude.
- 2 Why cannot the EEW system predict earthquakes?
An earthquake must have begun in order for it to operate.
- 3 In which case does the EEW system fail to alert people?
When a place is too close to the epicentre.
- 4 What is the main point emphasised in the text?
If necessary actions are taken, the EEW system can become a literally life-saver technology.
- 5 What other technologies or systems do you think can be developed to complement the EEW system?
Students' own answers. (Steel shelters where people can enter when alerted by the EEW system can be built inside the houses.)

d Complete the sentences with suitable words or phrases to express purpose. More than one answer is correct in some sentences.

- 1 Scientists are trying to achieve major technological breakthroughs *to/so as to/in order to* save lives.
- 2 The young inventor couldn't put forward his ideas _____ *lest* _____ he face criticism for lacking ethical values.
- 3 Doctors utilise micro operation techniques *so that/in order that* they can perform seamless surgeries.
- 4 In my opinion, humanity is in dire need of technology *to/so as to/in order to* be able to progress and grow.
- 5 In the past, people studied many branches of science at the same time *so that/in order that* they would serve science better.

e Complete the following sentences by changing the form of the words in brackets.

- 1 By reducing the need of human intervention, *automation* in agriculture increases the productivity, efficiency and reliability. **(automate)**
- 2 If not used properly, *electrical* generators can be hazardous. That's why, in every factory, there should be specially-trained workers to operate them. **(electricity)**
- 3 Developments in innovative technologies *inspire* young science aficionados, who wish to make new discoveries, to become scientists. **(inspiration)**
- 4 You can ensure that your land remains *fertile* and productive for generations with crop rotation or by following the field every other year. **(fertiliser)**
- 5 Stretching discoveries over successive generations, science is known to *advance* rather slowly at times. **(advancement)**
- 6 Advanced technologies are used in the *analysis* of biomedical research data in order to get reliable results. **(analyse)**
- 7 A vital step that we should take towards ecological *sustainability* is to adopt green technologies in all fields of life. **(sustainable)**

9A STAND BY MY SIDE

Lead in

Discuss the following questions with class.

- 1 How would you define true friendship?
- 2 What do you value most in a friendship?
- 3 Do you think animals and humans can be friends? Why/Why not?

Listening

- a Look at the photos below and discuss the following questions with class.



1



2

- 1 What is the girl doing in the first photo? What do you think of petting a wild animal?
- 2 Which objects do you see in the second photo? Who may be the owner of the collection?
- 3 What could be the relationship between the two photos?

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- b Listen to the audio and find the missing information to complete the sentences below. *Track 41*

- 1 When Damian was a child he owned _____ as pets.
- 2 The name of the book he wrote is _____.
- 3 The book is a collection of real stories about _____.
- 4 The family feed the crows with _____.
- 5 What Gabi has received as gifts were _____.

- c Listen to the audio again. Write True (T), False (F) or Not Mentioned (NM). If the statement is false, correct it.

- 1 Damian's mother used to work in an animal shelter. _____
- 2 Damian has founded an organisation to help animals in need. _____
- 3 Gabi receives precious gifts from the crows. _____
- 4 Gabi keeps her gifts in her bedroom. _____

- d Discuss with your partner. Do you think animals have the same emotions as humans? Why/Why not?





9A STAND BY MY SIDE

Lead in

Ask students to discuss the given questions with class.

Answer Key

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

Listening

a Tell students to look at the photos and discuss the given questions with class. 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.

Answer Key

Students' own answers

b Ask students to listen to the audio and find the missing information to complete the given sentences. This activity enables students to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. *Track 41*

Answer Key

- 1 *dogs, cats, birds, a goat and a turtle*
- 2 *The True Love*
- 3 *the friendship of humans and animals*
- 4 *peanuts and dog food*
- 5 *beads, buttons, paperclips, an earring, a hinge or polished rocks*

TEACHER'S NOTES

c Let students read the sentences first. Then, ask them to listen to the audio again and write true, false or not mentioned for the sentences given. Remind them to correct the false sentences. Check the answers with class.

Answer Key

- 1 *F – She used to be a vet.*
- 2 *T*
- 3 *F – She received shiny trinkets.*
- 4 *NM*

d Encourage students to discuss with their partners if they think animals have the same emotions as humans or not.

Answer Key

Students' own answers

TEACHER'S NOTES



Speaking

a Discuss the following questions with class.

- 1 Do you think friends should share the same interests and perspective on life? Why/Why not?
- 2 How would you solve the problem when you have a disagreement with your friend?
- 3 Do you think complaining helps us to solve our problems? Why/Why not?

b Match the appropriate offer to the complaints below to make meaningful dialogues.



- 1 My friend never acknowledges my success and personal achievements. What should I do?



- 2 I have a very close friend and he has become so possessive over me. I am a person who has many close friends, and he gets mad when I hang out with others. How should I deal with this problem?



- 3 A friend of mine always complains to me about her issues, but when I try to confide in her about mine, she always tunes me out.



- a Have you thought about sharing your opinions with him? Your only option is to speak up. If something is causing you to feel down, let that person know. Tell him that it is going to be healthy for both of you to have other friends so that you will explore new things, new interests and hobbies.



- b If I were in that kind of situation, I would open up about what I think. Tell that person you don't want a one-way relationship and explain that she has such an unfriendly attitude that you have begun to feel worthless.



- c If your friend does not support you and your goals or appreciate the hard work you have put into, this may be a sign that tells you he/she is not the one that you should stand up for. My personal recommendation would be not to value him/her very highly as a friend. Real friends are the ones that like you and care about you.

c Read the dialogues above and discuss with class if you would offer the same solutions to the problems. Why/Why not?

d Work with your partner. Make up similar conversations of two people complaining about relationships and offering solutions for the related problem as in 'Exercise b'. Use the highlighted phrasal verbs in your dialogues. Then, swap the roles.

Speaking

- a** Give students enough time to discuss the given questions. Encourage them to express their opinions with class.

Answer Key

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

- b** First, ask students to skim the given passages. Remind them that three of the passages are complaints of people about friendships and three of them are offers to solve those problems. Then, ask students to match the appropriate offers to the given complaints to make meaningful dialogues.

Answer Key

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

- c** Ask students to read the dialogues. After reading, give them enough time to discuss with their classmates if they would offer the same solutions to the problems or not.

Answer Key

Students' own answers

- d** Tell students that they will work with their partners. Ask them to make up similar conversations of two people complaining about relationships and offering solutions for the related problem as in 'Exercise b'. Remind them that they will use the highlighted phrasal verbs in their dialogues. Then, ask them to swap the roles. This activity enables students to make complaints and offer solutions about relationship and use phrasal verbs while talking about themselves and friends.

Answer Key

Students' own answers

TEACHER'S NOTES



9A STAND BY MY SIDE

Reading

a Discuss the following questions with your partner.

- 1 Why do you think we need a good friend?
- 2 How do you think trust is built in a relationship? Why is it important?

Be my arms and I will be your eyes!

Friends perceive and respond to things in similar ways. The way they see the world is alike. We trust our friends and feel safe because we know that we will not be judged by them. You are lucky if you find the person who accepts you as you are. Two 53-year-old disabled men, Jia Haixia and Jia Wenqi, found each other when they were children, and since then, they have been like brothers.

Wenqi had an accident at the age of three and both arms amputated. Thus, he adapted to life without hands and arms, because he has no memory of life with them. He learned to use his neck and shoulders to hold a gadget while working and his feet to write and do needlework at home. The village officers looked after him till the age of seven. After he had graduated from school, they organised work for him with the local forestry where he had the experience of growing plants. Haixia, on the other hand, was born blind to his left eye because of congenital cataracts. Unfortunately, in 2000, he went completely blind in an accident at the factory where he used to work. Since he could no longer work there, the family's only source of income was lost. Moreover, life was very hard to adjust without sight and he fell into depression.

But the two did not give up and helped each other. They decided to lease eight acres of land from the local government to plant trees to improve the environment and the

ecology of the land surrounding their village. Over ten years, the duo have been planting thousands of trees in Yeli, in the northeast of China.

They don't have enough money to buy saplings from the store. For this reason, they take cuttings from the grown trees and plant them to start new plants. It is not an easy job because all grown trees were across the river. However, they have learned to work together to complete a task that they cannot achieve on their own, such as Wenqi carries Haixia on his back while crossing the river and Haixia climbs the trees to cut off the branches to grow new trees and digs holes in the ground for the cuttings. Watering the saplings is Wenqi's job. "I am his hands, he is my eyes", says Haixia. "We are good partners". With the help of this teamwork, they have grown up more than 10,000 trees by now. None of the villagers had initially believed in their project because the whole area had been bare for years, but in a few years when the area became greener, they gave support to the two men.

Now, they have a modest income from the government funding for their efforts for the task. This heart-warming and inspiring story reminds us of the importance of having true friends in our life.



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 **Reading**

a Have students discuss the questions with their partners. Encourage them to express their opinions.

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 How could Wenqi easily adapt to life without hands and arms?

- 2 Why was it harder for Haixia to adapt to his new life?

- 3 How can Wenqi plant trees even though he is a double arm amputee?

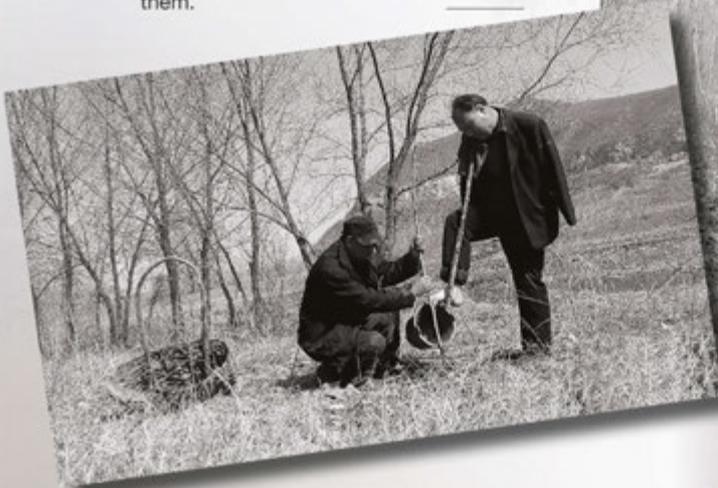
- 4 How do they do the division of labour?

c Read the following sentences and write True (T), False (F) or Not Mentioned (NM). If the statement is false, correct it.

- 1 Wenqi and Haixia have been friends since they were children. _____
- 2 They buy saplings from the local government. _____
- 3 They do not get paid for the task. Their only aim was to improve the environment. _____
- 4 They have grown up more than 10,000 trees with the help of the villagers. _____
- 5 The villagers raised money to help them. _____

d Put a tick (✓) to the following statements which can be inferred from the text.

- 1 True friends accept or love each other unconditionally.
- 2 We tend to see the people as friends that are similar to us.
- 3 Our choices and behaviours are influenced by our friends.
- 4 It is normal that a person wishes the other one to change.
- 5 Being aware of their strengths and weaknesses, true friends complement each other.
- 6 You should sacrifice your life for your friend.



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b Give students enough time to read the text and write their answers. Then, check the answers with class. This activity enables students to find out required information in a real story about friendship.

Answer Key

- 1 *He lost his arms in an accident when he was 3 years old, so he has no memory of life with them.*
- 2 *He was born blind to his left eye, but in 2000, he went completely blind in an accident at the factory where he used to work.*
- 3 *He learned to use his neck, feet and shoulders to hold a gadget while working.*
- 4 *Wenqi carries Haixia on his back while crossing the river and Haxia climbs to the trees to cut off the branches to grow new trees and digs holes in the ground for the cuttings. Watering the saplings is Wenqi's job.*

c Let students read the sentences first. Then, ask them to write true, false or not mentioned for the sentences given. Remind them to correct the false sentences. Check the answers with class.

Answer Key

- 1 *T*
- 2 *F – They take cuttings from the grown trees and plant them to start new plants.*
- 3 *F – They have a modest income from the government funding for their efforts for the task.*
- 4 *F – None of the villagers believed in their project and gave support to them at first.*
- 5 *NM*

d Ask students to put a tick to the given statements which can be inferred from the text. This activity enables students to make inferences through the text.

Answer Key

- 1 ✓
- 2 ✓
- 3
- 4
- 5 ✓
- 6

TEACHER'S NOTES



9A STAND BY MY SIDE

Writing

- a Discuss with class. Why do you think stories are important to our lives?
- b Write a short story using the photos below. Your story should include the following elements:
- 1 Setting (geography, weather, time of day, social conditions, etc.)
 - 2 Characters (Who is the main character?)
 - 3 Plot (the main sequence of events)
 - 4 Theme (What is the story about?)



- c Swap your paper with your partner's and answer the following questions according to your partner's short story.
- 1 How is the setting created?
 - 2 Are the characters stereotype?
 - 3 How do you think the title of the story is?



Writing

a Encourage students to discuss why stories are important to our lives.

Answer Key

Students' own answers

b Tell students that they will write a short story using the photos given. Remind them that their stories should include setting, characters, plot and theme.

Answer Key

Students' own answers

c Ask students to swap their papers with their partners' and answer the given questions according to their partners' short stories.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES



Pronunciation

a Listen to the audio and decide if the words in bold contain strong (ðæt) or weak (dət) form. Write (S) for the strong forms and (W) for the weak forms. *Track 42*

- 1 If I were you I would test **that** car before buying.
- 2 **That** is not the thing **that** I need.
- 3 Where did you buy the dress **that** you wore to the party?
- 4 **That** shirt looks good on you.
- 5 Could you help me move **that** table?
- 6 Mary explained us **that** she is thinking of getting married.

b Read the sentences aloud and practise the pronunciation of weak and strong forms of 'that'. Then, listen and check your answers. *Track 43*

- 1 **That** smells delicious. May I have a try?
- 2 Did you buy **that** PC **that** you saw on the Net?
- 3 Do not give me the technical details **that** I do not need.
- 4 This is the movie **that** everyone is talking about.
- 5 Could you hand me **that**?
- 6 **That** is why I love dancing.

Quote of the day!



"Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success."

Oscar Wilde

PROVERB OF THE DAY

“

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

- | | |
|---------------|---|
| Alan: | Oh, I am going to fail my English exam tomorrow! I feel hopeless. |
| Betty: | Do not worry about it. I will help you! You know I scored 100. |
| Alan: | But you told me that you would watch the Champions League Final. |
| Betty: | Come on! A friend in need is a friend indeed! |

”

Do you know?

According to some studies, interacting with animals decreases the level of stress-related hormones and lowers blood pressure. Individuals living with animals feel less lonely and are less likely to suffer from depression than those without pets.

Pronunciation

a Tell students that all sentences they will hear contain strong (ðæt) or weak (ət) form of that. You may explain the difference between them as follows:

Strong form /ðæt/: as a demonstrative pronoun or an adjective

Weak form /ət/: as a relative pronoun

Ask them to write (S) for the strong forms and (W) for the weak forms in each sentence. Then, play the audio and check the answers with class. *Track 42*

Answer Key

- 1 *If I were you I would test **that** car before buying. (S)*
- 2 ***That** is not the thing **that** I need. (S / W)*
- 3 *Where did you buy the dress **that** you wore to the party? (W)*
- 4 ***That** shirt looks good on you. (S)*
- 5 *Could you help me move **that** table? (S)*
- 6 *Mary explained us **that** she is thinking of getting married. (W)*

b Ask students to read the sentences aloud and practise the pronunciation of weak and strong forms of 'that'. Then, play the audio and check the answers with class. This activity enables students to pronounce the weak form of 'that'. *Track 43*

Answer Key

- 1 ***That** smells delicious. May I have a try? (S)*
- 2 *Did you buy **that** PC **that** you saw on the Net? (S / W)*
- 3 *Do not give me the technical details **that** I do not need. (W)*
- 4 ***That** is the movie **that** everyone is talking about. (S / W)*
- 5 *Could you hand me **that**? (S)*
- 6 ***That** is why I love dancing. (S)*

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 'A person who helps at a difficult time is a person who you can really rely on'.

TEACHER'S NOTES



9B THROUGH THICK AND THIN TOGETHER

Lead in

Discuss the following questions with your partner.

- 1 Have you ever met a person and become friends quickly? What makes some people connect immediately?
- 2 What are the sayings or proverbs that you remember about friendship in Turkish? Do you agree with their messages?

Reading

a Discuss the following questions with your partner.

- 1 What are the most important traits of a good friend? Does your best friend have all those traits?
- 2 Do you think you are a good friend? Do you have any flaws which you need to improve as a friend?

b Read the text and underline the basic values for friendship.

FRIENDSHIP QUOTIENT

Friendship which relies on mutual affection and interaction is one of the most important values in all cultures. Friends are important because they bring companionship and enrich life. That people who have friends often lead a healthier and better quality of life is a scientifically proven fact. An old saying reads, "Friendship isn't a big thing; it's a million little things". Here are some of those things that top my list to contribute to the dynamics of a relationship for building a healthy and long-lasting friendship.



The traits of integrity require personal insight and self-discipline. One of the basic qualities of a good friend is trustworthiness, which is also the make or break element in almost all relationships. It means one's willingness to share his or her authentic self with someone else. Honesty is another important realm of friendship which requires being open and objective when speaking. Dependability and loyalty are also the core values for which friends can count on you to cultivate a strong relationship.

Traits of caring are mostly associated with unconditional positive regard for our friends. Empathy is one of them. It is the ability of understanding or recognising how the other is feeling, and to interact accordingly. Another important quality is to be non-judgmental and it requires tolerance which reflects our ease in accepting a friend the way he or she is. Since listening is essential to allow the communication to deepen over time and build a bond between people, being a good listener is also quite important and it's directly related with respect.

9B THROUGH THICK AND THIN TOGETHER

Lead in

Ask students to discuss the given questions with their partners and encourage them to think about the components of friendship. Give them some time to remember old wise sayings about friendship in their language and express their opinions about them.

Answer Key

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

Reading

a Have students discuss the given questions with their partners. Let them think about the necessary traits for a good friendship and question themselves about the qualifications which they need to improve.

Answer Key

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

b Ask students to read the text and underline the basic values of friendship. Give them some time for reading. Ask and elicit the answers.

Answer Key

Affection, trustworthiness, honesty, dependability, loyalty, empathy, tolerance, support, humour, cheerfulness

TEACHER'S NOTES

TEACHER'S NOTES





c Look at the table below. Write the values you have underlined into the correct row.

Integrity	_____ _____ _____ _____
Caring	e.g. affection _____ _____ _____
Congeniality	_____ _____

Offering support in bad times is definitely a must for friendship. An ancient Greek philosopher, Euripedes, once said, "Friends show their love in times of trouble, not in happiness". Still, to support someone in good days is also a great deal, because real friends celebrate each other's good fortune and do not feel jealous.

Along with all the above, one should be fun to be around, congenial, and able to see the humour in life since those are better company than people who have dark clouds hanging over their heads. Cheerfulness, which means enjoying life and handling the challenges proactively, is also an important trait that we expect from and appreciate in a friend when life tosses curveballs at us.

Regarding all, we should question our behaviours, contribution and role in our relationships in order to see if we need to raise our 'friendship quotient' for healthy and close friendships and a happier, more meaningful life. Finally, remember that, as Muhammad Ali once said, if you haven't learnt the meaning of friendship, you really haven't learnt anything.

d Work with your partner. Explain each value in the table above with a few sentences by using the other forms of the same word as in the example.

e.g. affection: affectionate/affectionately

Friends feel affection for each other.

Sometimes, we forgive mistakes affectionately.

e Discuss with your partner. Based on the text you have read, what are your top three priorities in friendship? What are the qualifications that you expect from your best friend? Explain your reasons.

c Draw students' attention to the table. Give them some time to complete the table with the values they have underlined in the text. Ask and elicit the answers.

Answer Key	
Integrity	<i>trustworthiness</i> <i>honesty</i> <i>dependability</i> <i>loyalty</i>
Caring	<i>empathy</i> <i>tolerance</i> <i>support</i>
Congeniality	<i>humour</i> <i>cheerfulness</i>

d Tell students to work with their partners. Ask them to explain each value using the other forms of the same words as in the given example. This activity enables students to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate-affectional, admire-admiration-admirable in the text.

Suggested Answers	
<i>Students' own answers with the forms below</i>	
trustworthiness:	<i>trust/trustful/trustfully</i>
honesty:	<i>honest/dishonest</i>
dependability:	<i>depend/dependable/dependence/independence</i>
loyalty:	<i>loyal/disloyal/disloyalty</i>
empathy:	<i>empathetic/empathise</i>
tolerance:	<i>tolerate/toleration/tolerable/tolerant</i>
support:	<i>supporter/supportive</i>
humour:	<i>humorous/humourless/humourlessness</i>
cheerfulness:	<i>cheer/cheerful/cheerfully/cheerfulness</i>

e Tell students to discuss the qualifications that they expect from their best friends and their top three priorities in friendship. This activity enables students to express opinions about the text.

Answer Key
<i>Students' own answers</i>

TEACHER'S NOTES





Listening

- a Work in groups. Share your opinions about the importance of 'being through thick and thin together' with a friend. What happens when you share your joy and what happens when you share your sorrow?
- b Listen to the song and complete the lyrics. *Track 44*

I'll Be There for You - The Rembrandts

So no one told you life was going to be this way
 Your job's a joke, you're _____ (1) your love life's D.O.A
 It's like you're always stuck in _____ (2)
 When it hasn't been your day, your week, your month or even your year

But I'll be there for you when the rain _____ (3)
 I'll be there for you (Like I've been there before)
 I'll be there for you ('Cause you're there for me too)
 You're still in bed at ten and work began at eight
 You've burned your breakfast; so far things are _____ (4)
 Your mother warned you there'd be days like these
 But she didn't tell you when the world has brought you _____ (5)
 And I'll be there for you (When the rain starts to pour)
 I'll be there for you (Like I've been there before)
 I'll be there for you ('Cause you're... ('Cause you're there for me too)
 No one could ever know me No one could ever see me
 Seems you're the only one who knows what it's like to be me
 Someone to _____ (6) with make it through all the rest with
 Someone I'll always laugh with even _____, (7) I'm best with you, yeah

It's like you're always stuck in second gear
 When it hasn't been your day, your week, your month or even your year
 I'll be there for you (When the rain starts to pour)
 I'll be there for you (Like I've been there before)
 I'll be there for you ('Cause you're there for me too)

I'll be there for you
 I'll be there for you
 I'll be there for you ('Cause you're there for me too)

- c Discuss the following questions with your partner.

- 1 Do you have 'good laugh' friends? What are the benefits of this kind of friendship?
- 2 For whom would you be there at their worst and who would you depend on at your worst? Why?

Listening

- a** Ask students to work in groups and share their opinions about the importance of ‘being through thick and thin together’ with a friend. Let them brainstorm about what happens when people share their joy and what happens when they share their sorrow.

Answer Key

Students' own answers

- b** Tell students to listen to the song and complete the lyrics. Play the audio. Ask and elicit the answers. This activity enables students to complete the lyrics while listening to a song. *Track 44*

Answer Key

- 1 *broke*
- 2 *second gear*
- 3 *starts to pour*
- 4 *going great*
- 5 *down to your knees*
- 6 *face the day*
- 7 *at my worst*

- c** Tell students to discuss the questions with their partners. Give them some time to share their ideas about ‘good laugh friends’ and dependability in friendship.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



Speaking

- a Discuss the following questions with your partner.
- 1 How do you make new friends? Do you think you are friendly?
 - 2 How do the technology and Internet serve for friendship; good way or bad way?
 - 3 What are the benefits of online friendship?
- b Work in pairs. Based on the theories below, discuss the disadvantages and shortcomings of social media friendships.

According to Aristotle, there are three types of friendships; those based on utility, those based on pleasure and delight and those grounded in virtue.

An anthropologist, Robin Dunbar said "150 is the number of individuals with whom any person can maintain a meaningful relationship".

- c Read the sayings and write the values they suggest. Then, discuss which of the values usually lacks in online friendship.
- 1 A friend to all is a friend to none. _____
 - 2 A friend at hand is better than a relative at a distance. _____
 - 3 Friendship is like money, easier made than kept. _____
- d Take sides for an open discussion between two groups about the pros and cons of online friendship and decide whether it is mostly beneficial or harmful.

Project

The United Nations declared 30th July as the International Day of Friendship so that friendship between peoples, countries, cultures and individuals could inspire peace efforts and build bridges between communities. Write a postcard or letter to your friends expressing your feelings and gratitude towards them and celebrate your friendship.

Writing

- a Search the Net to find three quotations or sayings that represents your perception of friendship and write them down.
- 1 _____
 - 2 _____
 - 3 _____
- b Write an essay about your opinions on friendship using the quotations you have found.

Discussion time

bound of friendship

Discuss the following questions with your classmates.

- 1 Do you agree that dogs are man's best friends? Why/why not?
- 2 Which one is better in friendship? Is it 'birds from a feather flock together' or 'differences make one' for you?
- 3 Do you believe in long-distance friendships? Is it possible to maintain a close friendship with a person away? Why/Why not?
- 4 According to wise old sayings, it's a bad idea to lend money to a friend or share a flat with him/her? Do you agree? Why/Why not?

Speaking

a Ask students to discuss the questions with their partners. Encourage them to share their opinions about the technology, social media and friendships. This activity enables students to talk about online friendship.

Answer Key

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

b Draw students' attention to the given theories. Ask them to discuss the disadvantages and shortcomings of social media friendships based on the information they've read.

Answer Key

Students' own answers

c Tell students to read the sayings about friendship and write the values they suggest. Then, give them some time to discuss which of the values usually lacks in online friendship with their partners. This activity enables students to talk about values such as honesty, trustworthy, modesty for a good friendship.

Answer Key

- 1 *loyalty*
- 2 *dependability, support*
- 3 *tolerance*

d Tell students to take sides for an open discussion between two groups about the pros and cons of online friendship. After the discussion, ask them to decide whether it is mostly beneficial or harmful.

Answer Key

Students' own answers

Writing

a Ask students to search the Net to find three quotations or sayings that represents their perception of friendship and write them down.

Answer Key

Students' own answers

b Tell students to write an essay about their opinions on friendship using the quotations they have found. This activity enables students to write down their opinions and thoughts about friendship and to report their friends, parents or wise men's statements about friendship.

Answer Key

Students' own answers

Discussion time

Ask students to discuss the questions with their classmates. Encourage them to share their opinions.

Answer Key

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

Project

After reminding the United Nations' declaration of 30th July as the International Day of Friendship to cultivate and celebrate the friendship between peoples, countries, cultures and individuals, tell students to write a postcard or letter to their friends expressing their feelings and gratitude and celebrate their friendship.

Audio script 41

- Bob:** Hi, everybody! Today, we have a guest, an activist, that has several stories full of interesting details, Damian Sea. Hi, Damian.
- Damian:** Hi, Bob.
- Bob:** Let me share my notes about you with the audience. You have grown up with twelve pets; three dogs, four cats, and five birds.
- Damian:** Yes, that's right, plus a goat and a turtle.
- Bob:** A goat? That's crazy.
- Damian:** My mum used to be a vet. Our house, a part of which she used as an office, was like an animal shelter. Imagine that! There were animals everywhere!
- Bob:** Ha ha! So, your interest in founding an organisation to help animals in need goes back a long time.
- Damian:** You are right, Bob.
- Bob:** Let's talk about your book called 'The True Love'.
- Damian:** Well, it is a collection of real stories about the friendship of humans and animals. In the book, there are fifty amazing stories and fifty inspirational lives that will make you think and look at life differently.
- Bob:** Who is your favourite character?
- Damian:** Hmm...My favourite character is an eight-year-old girl, Gabi Mann, who receives gifts from the crows.
- Bob:** What? Gifts from the crows?
- Damian:** Yes, I know it sounds unbelievable, but she has collected all the gifts she has been given since she was four years old.
- Bob:** Would you tell us her story?
- Damian:** Gabi's relationship with the crows began in 2011. Since she was a little child, she was prone to dropping her food. Gabi thereby started to feed the crows without being aware

of what she was doing. She noticed their sudden and quick movements of begging for food and fed them with table scraps. When she got older, Gabi and her brother would share their lunch with them on the way to school. Over time, the crows waited for her to get off the school bus each day. Soon, the whole family became interested in the crows. Each morning, they filled the backyard birdbath with new water, spread out peanuts and dog food, and waited for their friends. The crows started to bring gifts after the family had had that daily routine. First, they would clear the feeder of peanuts, and then, leave shiny trinkets on the empty tray; an earring, a hinge, beads, buttons, paperclips or polished rocks. Gabi keeps them in labelled bags inside a special bead storage box as if they were precious jewels. Her favourite gift of all is a pearl-coloured heart which she thinks is a sign of their love to her.

Bob: That is an amazing story, Damian. Thank you for joining us.

Damian: You're welcome.

Audio script 42

- 1 If I were you I would test **that** car before buying.
- 2 **That** is not the thing **that** I need.
- 3 Where did you buy the dress **that** you wore to the party?
- 4 **That** shirt looks good on you.
- 5 Could you help me move **that** table?
- 6 Mary explained us **that** she is thinking of getting married.

Audio script 43

- 1 **That** smells delicious. May I have a try?
- 2 Did you buy **that** PC **that** you saw on the Net?
- 3 Do not give me the technical details **that** I do not need.
- 4 **That** is the movie **that** everyone is talking about.
- 5 Could you hand me **that**?
- 6 **That** is why I love dancing.

Audio script 44

I'll Be There for You - The Rembrandts

So no one told you life was going to be this way
Your job's a joke, you're broke your love life's D.O.A
It's like you're always stuck in second gear
When it hasn't been your day, your week, your month or even your year
But I'll be there for you (When the rain starts to pour)
I'll be there for you (Like I've been there before)
I'll be there for you ('Cause you're there for me too)
You're still in bed at ten and work began at eight
You've burned your breakfast; so far things are going great
Your mother warned you there'd be days like these
But she didn't tell you when the world has brought you down to your knees
And I'll be there for you (When the rain starts to pour)
I'll be there for you (Like I've been there before)
I'll be there for you ('Cause you're... ('Cause you're there for me too)
No one could ever know me, no one could ever see me
Seems you're the only one who knows what it's like to be me
Someone to face the day with make it through all the rest with
Someone I'll always laugh with even at my worst, I'm best with you, yeah
It's like you're always stuck in second gear
When it hasn't been your day, your week, your month or even your year
I'll be there for you (When the rain starts to pour)
I'll be there for you (Like I've been there before)
I'll be there for you ('Cause you're there for me too)
I'll be there for you
I'll be there for you
I'll be there for you ('Cause you're there for me too)

9A STAND BY MY SIDE



a Skim the text and write an appropriate title for it.

Students' own answers

Normally, if you are thinking of owning an animal, you would probably prefer to have a cat, a dog or a bird. However, Casey Anderson, a naturalist, adopted a 400 kg grizzly bear that he named Brutus. They became so close companions that when Anderson married his wife, Brutus stood as his best man during the wedding ceremony.

Growing up in the Montana Wilderness, Anderson spent most of his time in the mountains with his father and had many interactions with wild animals. After he had graduated from college, he worked as an animal keeper and trainer at wildlife parks.

His relationship with Brutus began in 2002 after rescuing him from an overcrowded wildlife park. He decided that he would create a sanctuary of his own. He opened the Grizzly Encounter Animal Sanctuary in Montana because he wanted to save Brutus and other bears from being locked up in captivity and bestow them a place to live in the wilderness.

Together, Anderson and Brutus have worked on feature films, television shows, and commercials, and also they have worked on a documentary with National Geographic to bring awareness to the bears of Yellowstone Park. In the documentary, Anderson lived with the bears in extreme conditions for months to observe them in their natural habitat. He lived as they lived and changed his diet copying their eating habits throughout the season. He aimed to educate the public about the real nature of the grizzly bears.

According to Anderson, the common belief that bears are blood-thirsty killers is a misconception; on the contrary, grizzly bears are quite similar to humans; they are emotional, smart and have personalities of their own. He argues that bear attacks are rare cases which happen if they feel threatened, or when a mother bear feels her cubs are under threat.

He explained that their friendship has taught him patience and gave him purpose, inspiration and courage to make a difference in the world.

b Read the story above and answer the following questions.

- 1 What was Anderson's previous experience that makes him interested in wild animals?

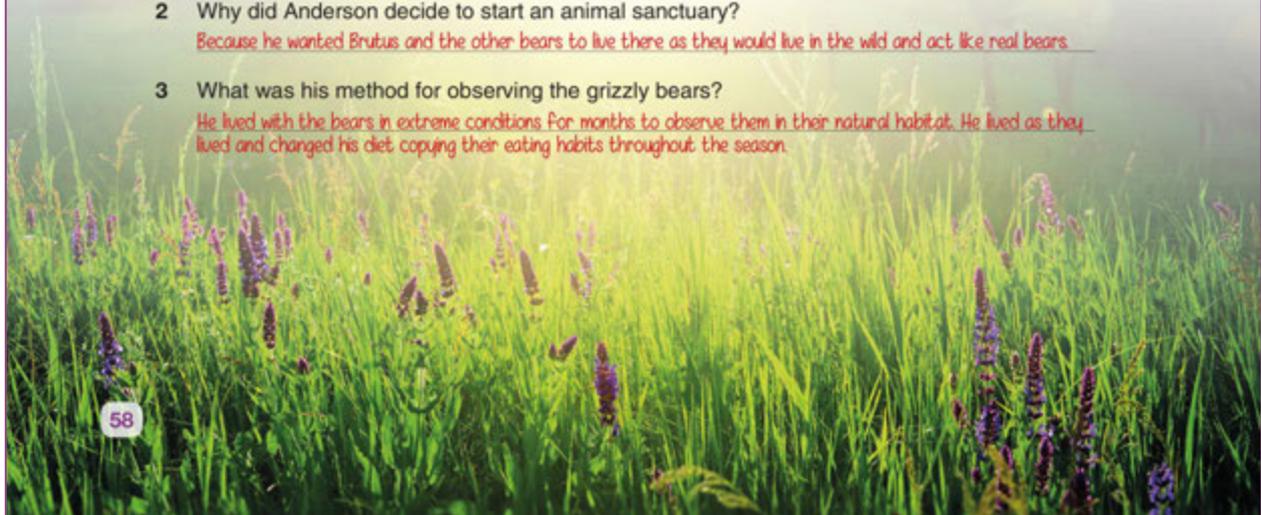
Anderson spent most of his time in the mountains with his father and had many interactions with wild animals, and he worked as an animal keeper and trainer at wildlife parks.

- 2 Why did Anderson decide to start an animal sanctuary?

Because he wanted Brutus and the other bears to live there as they would live in the wild and act like real bears.

- 3 What was his method for observing the grizzly bears?

He lived with the bears in extreme conditions for months to observe them in their natural habitat. He lived as they lived and changed his diet copying their eating habits throughout the season.



c Read the sentences below and decide whether they are True (T), False (F) or Not Mentioned (NM) according to the text. If the statement is false, correct it.

- 1 Most people prefer petting cats, dogs or birds. (.T.)
- 2 Casey Anderson adopted Brutus because he was so cute when he was a new-born cub. (NM)
- 3 Anderson and Brutus have worked on a documentary with National Geographic to raise money for the sanctuary. (.F.)
Anderson and Brutus have worked on a documentary with National Geographic to bring awareness to the bears of Yellowstone Park.
- 4 A mother bear may attack you if she is with her cubs and feels threatened. (.T.)

d Put a tick (✓) to the following statements which can be inferred from the text above.

- 1 Grizzly bears and humans are similar in some respects; they are intelligent and emotional. (✓)
- 2 Anyone may adopt a wild animal from a wildlife park. (□)
- 3 A real friend may inspire you in a way that you will have the strength to make a difference in the world. (✓)

e Complete the sentences with the phrasal verbs below. Change the form of the verbs if necessary.

- tune out hang out stand up for speak up put into deal with confide in
- 1 They spent the whole weekend hanging out by the sea.
 - 2 The problem is too complex to deal with.
 - 3 Spend time with your friends and confide in a person you trust to prevent depression.
 - 4 If you have a better idea, please speak up.
 - 5 You cannot quit now! You must stand up for your rights.
 - 6 As the conversation went on, the young boy tuned her father out.
 - 7 Shannon puts a lot of energy into her performances.

f Read the complaints about friendships and offer solutions for each problem.

I am not a talkative person. Many times I don't feel comfortable with other people. I think that is why my friends do not invite me to events. When I see them out on social media, I feel left out. What should I do?

Students' own answers

I have a close friend who constantly complains about everything, but does nothing to solve his problems. This annoys me a lot. What should I do?

Students' own answers

My best friend never keeps his promises. We make plans, but at the last minute, everything is cancelled. He always apologises for his behaviour, but nothing changes. I feel like I am not important to him and I am afraid I will not trust him anymore. What should I do?

Students' own answers

9B THROUGH THICK AND THIN TOGETHER

a Take the questionnaire on the right. Give yourself points from one (for the weakest traits) to five (for the strongest ones). Add up your points to learn how good you are as a friend.

Key

60-75 😊

You are a true 'friend material'. You are always there when your friends need a shoulder to cry on and ready to weather the storms together. They can count on you that you will be there when you say you will. If your friends feel sad or depressed, you will probably make time for them to cheer them up. You try to brighten a bad day for your friends and make them smile. It's quite possible that you know the importance of accepting people as they are, and you don't judge their personality or try to change them. You probably know not to take offence at your friends if they disagree with you.

40-59 😊

You are a good friend, but you need to improve some of your personal qualifications. Take a look at the low rated answers and try to improve your flaws. Never forget that friends are like gems; they lighten your way in life and bring joy into it. They help you to solve the problems in proactive ways. You can either find your shortcomings from the questionnaire above or ask for a friend for the traits you need to improve. Some piece of advice from an honest friend would probably work for you.

15-39 😊

Unfortunately, it seems you are not the king or queen of friendship. Here is some advice for your success in friendship and all other kinds of relationships. The more you truly accept yourself, the more you can accept other people. The more you love yourself, the more forgiving you can be towards other people. Should you understand emotions, you can express them more constructively. Additionally, you should try to empower yourself to deal with disappointments and people's imperfections.

	Traits	Points
1	People trust me.	
2	I always speak the truth.	
3	People call me at their worst.	
4	I keep secrets.	
5	I share my authentic self with others.	
6	I empathise with other people.	
7	I accept people as they are and don't judge them.	
8	I respect people and listen to them.	
9	I support people in good times.	
10	I support people in bad times.	
11	I have a high self-esteem.	
12	I have a positive attitude towards life.	
13	I am funny and cheerful.	
14	I am modest.	
15	I accept and love people with their faults.	
Total:		

b Put a tick (✓) to the sentences that can be inferred from the text.

- It is better to accept friends in the way they are rather than criticise and try to change their personality. ✓
- It is quite important to be acknowledged by each other in true friendships.
- If you need some advice to make better of yourself, you should ask for help only from your family.
- If you have friends, you become more likely to take action about the problems in your life and feel happier. ✓
- People with self-esteem become more tolerant to others and they usually cultivate good friendships. ✓
- Understanding the emotions and expressing them constructively are important traits for friendships. ✓

C Circle the correct forms of the words to complete the sentences.

- 1 Friendship is usually based on common interests and mutual understanding, true encouragement and **empathy** / empathise / **empathetic**.
- 2 People who get on well with each other are to be **respect** / **respectful** / respectfully to the differences between them.
- 3 My friend's lips are always sealed that is why I **trust** / trustworthy / **trustworthiness** him more than myself.
- 4 She is my lifelong buddy. I can **depend** / dependable / **dependability** on her whenever I'm in trouble.
- 5 My besties are exactly what they call good laugh friends. They **cheer** / cheerful / **cheerfulness** me up and make my day whenever I feel down.
- 6 I love Jane because she always tells the truth and I care nothing more than **honest** / dishonesty / **honesty**.

d Read the sayings and write the main value they suggest.

honesty empathy cheerfulness
loyalty dependability affection

- 1 "True friends are families which you can select." Audrey Hepburn affection.
- 2 "A real friend is one who walks in when the rest of the world walks out." Walter Winchell dependability.
- 3 "Let us be grateful to the people who make us happy; they are the charming gardeners who make our souls blossom." Marcel Proust cheerfulness.
- 4 "If you always tell the truth, you don't need a good memory." Mark Twain honesty.
- 5 "You can only understand people if you feel them in yourself." John Steinbeck empathy.
- 6 "True friends will be down with you whether you are wrong or right, but they will tell you when you are wrong and help you get it right." Anonymous loyalty.

e Read the passage below and answer the following questions.

Every year, April 23 is celebrated as the National Sovereignty and Children's Day in Turkey. It marks the launch of the Turkish Grand National Assembly, and Mustafa Kemal Atatürk dedicated the day to the children of Turkey to recognise that children are the future of the nation. In 1979, UNICEF recognising its importance declared the year as the 'Year of the Child'. Following this declaration, TRT developed a project to embrace children from all around the world. Since the approval of the project in 1979, *TRT International April 23 Children's Day Festival* has been organised in different cities of Turkey with the participation of about 40 countries. It is the first and only festival for children celebrated at an international level and it aimed at contributing to the making of a peaceful world where children can live as brothers and sisters with love and friendship. With the principle "Peace at home, Peace in the world", the festival is celebrated every year and till now, about 30 thousand children from 150 countries took part in the festival.

- 1 What is special about the *TRT International April 23 Children's Day Festival*?
It is the first and only festival for children celebrated at an international level.
- 2 What did TRT aim with the project of organising an international festival on 23 April?
TRT aimed at contributing to the making of a peaceful world where children can live as brothers and sisters with love and friendship.
- 3 How do you think the festival serves for the good of humanity?
It cultivates friendship bonds between people, cultures and countries.



10A THE WHEEL OF SUCCESS

Lead in

Discuss the following questions with your classmates.

- 1 What comes to your mind when you hear the word 'regret'?
- 2 What do you wish would happen today, after school?

Listening

a Answer the following questions.

- 1 What would you like to change in your life if you had a chance?
- 2 If you could change one thing in the world, what would it be?

b Listen to the extracts and write whether the speakers express their wishes, regrets or apologies. Track 45



c Listen to the extracts again and correct the mistake(s) in each sentence.

- 1 I wish I didn't touch the car until I grew up and got my licence.

- 2 I'm done with saying "I wish that car is mine." every time I see a brand new car.

- 3 I wish I went out for shopping.

- 4 I wish I was not so rude; I wish I didn't hurt you.



10A THE WHEEL OF SUCCESS

Lead in

Give students enough time to discuss the questions. Then, encourage them to share their ideas with class.

Answer Key

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

Listening

a Give students enough time to think about the questions. Then, encourage them to share their ideas with class.

Answer Key

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

b Tell students to listen to the extracts carefully to understand and write whether the speakers express their wishes, regrets or apologies. This activity enables students to identify wishes, regrets and apologies. *Track 45*

Answer Key

- 1 *regret*
- 2 *wish*
- 3 *regret*
- 4 *apology*

TEACHER'S NOTES

c Tell students to listen to the extracts again to correct the mistake(s) in the given sentences. Replay the audio if necessary. Then, elicit the answers.

Answer Key

- 1 *I wish I **hadn't touched** the car until I grew up and got my licence.*
- 2 *I'm done with saying "I wish that car **was** mine." every time I see a brand new car.*
- 3 *I wish I **had gone** out for shopping.*
- 4 *I wish I **hadn't been** so rude; I wish I hadn't hurt you.*

TEACHER'S NOTES



Speaking

a Discuss the following questions in pairs.

- 1 What wishes and regrets do you have for your life?
- 2 Do you believe in second chances? Why/Why not?

b Read the regrets and wishes of some disabled people below. Try to empathise with them and share your opinions for each in groups.

FORUM		MESSAGES	MEMBERS ▾	SOCIAL NEWS	FORUM RULES	🏠	🔍
<p>Member since: January, 2016</p> <p>Last seen: 3 hours ago</p> <p>From: England</p> <p>Posts: 355</p> <p>@Krsjsn</p>		<p>07.16.2020 #1</p> <p>1 I wish people didn't treat me as if I was completely helpless. I run errands and go to work like anyone else.</p> <p>Kris Jason</p>	<p>👍 Ricky, Sally and 3 more</p>				
<p>Member since: July, 2015</p> <p>Last seen: 1 day ago</p> <p>From: Ireland</p> <p>Posts: 267</p> <p>@Mttll</p>		<p>08.22.2020 #2</p> <p>2 When I ask something, some people pretend as if I'm not there or I'm invisible! I wish they made eye contact with me. Hey, I'm here, I'm alive!</p> <p>Matt Idelle</p>	<p>👍 Melena, Ahmad and 1 more</p>				
<p>Member since: March, 2018</p> <p>Last seen: 2 weeks ago</p> <p>From: France</p> <p>Posts: 377</p> <p>@Msdqdr</p>		<p>09.02.2020 #3</p> <p>3 I wish I hadn't had the accident which resulted in my disability, but it happened. I really don't want to remember it and I feel stressful whenever people ask me what happened.</p> <p>Masood Qadir</p>	<p>👍 Clara, Michael and 4 more</p>				

c Think about what can be done to make paralysed people's lives easier. Add a few more to the examples given below. Then, share your ideas with your classmates.

e.g. I don't pity disabled people.
I don't try to help if I'm not asked to.

- _____
- _____
- _____



Speaking

a Give students some time to discuss the questions in pairs. Then, encourage them to share their ideas with class. This activity enables students to express regrets and wishes in their life.

Answer Key

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

b Tell students to work in pairs or groups. Ask them to read the regrets and wishes of the disabled people and empathise with them. Encourage them to share their feelings with class.

Answer Key

Students' own answers

c Encourage students to think about what can be done to make paralysed people's lives easier. Ask them to add a few more to the given examples. Then, let them share their ideas with class. This activity enables students to talk about human values that make paralysed people's life easier.

Possible Answers

- *I talk directly and make eye contact to disabled people.*
- *I don't ask disabled people 'what happened'.*
- *I don't think disabled people are different.*

TEACHER'S NOTES

TEACHER'S NOTES



10A THE WHEEL OF SUCCESS

Reading

a Discuss the following questions with your classmates.

- 1 What role models with a disability do you know of?
- 2 What kinds of disabilities do people develop as they grow older?

b Scan the text to fill in the missing information with one or two words.

- 1 _____ a disease Roosevelt suffered from in his adulthood.
- 2 Having been diagnosed with polio, Roosevelt decided to stop his _____.
- 3 In contrast with the _____, his disability did not affect people's decisions.
- 4 Roosevelt was good at economy as well as _____.
- 5 Roosevelt is seen as the _____ of strength and perseverance by Americans.



THE PARALYSIDENT

Franklin Delano Roosevelt was the 32nd president of the United States, and he was the first president with a physical disability in the country's history. He was born in 1882 in a well-known wealthy family. He was educated by the best tutors of the time; he studied law and built a career in politics. While living a typical upper-class life, he was diagnosed with polio in 1921, at the age of 39.

At that time, there was no cure for polio and it was generally resulted in full or partial paralysis and the erosion of one's motor skills. At first, he decided to **back away from** his political career and didn't take part in the campaign for Vice President. For several years, he focused on recovering from his paralysis because he believed that one day he would be able to walk

again. Day by day, his efforts and exercises **paid off**, but he was still a paraplegic.

Eleanor, his wife, **urged him on** to participate in politics again as she knew that he would be happy in the end. With the support of his wife and friends, Roosevelt **came out of himself** and made a comeback to his political career.

Contrary to expectations, his disability did not affect his votes. The way he represented himself was an attraction for the people. They elected him as the governor of New York for two terms until he decided to run for office in the 1932 election. His economy plan to defeat stock market crash, also known as 'Great Depression', brought him success. He won the elections one after another for three terms, which is still unique in the American history.

FRANKLIN DELANO ROOSEVELT
PRESIDENT OF THE UNITED STATES
1933 - 1945

132

Reading

a Give students enough time to discuss the questions. Then, encourage them to share their ideas with class.

Answer Key

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

b Before students read the text, ask them to scan it to fill in the missing information with one or two words. Then, elicit the answers. This activity enables students to scan a real success story of a paralysed person.

Answer Key

- 1 *Polio*
- 2 *political career*
- 3 *expectations*
- 4 *foreign affairs*
- 5 *symbol*

TEACHER'S NOTES

TEACHER'S NOTES

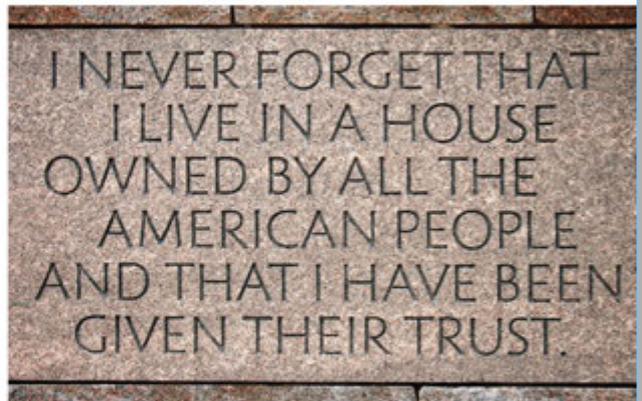




Roosevelt was successful not only in economy but also in foreign affairs. He **smoothed over** problems following the 'Good Neighbour Policy' with Latin America. Believing in peace, he helped some of the European countries to defend themselves against Nazi Germany. He also tried to keep his country out of World War II, but he couldn't manage to do this after Japan **kicked off** Pearl Harbour Attack.

Roosevelt's leadership and courage during the worst years of the Great Depression and World War II are remembered as his lasting achievements. Those stressful times took its toll on his health. In 1945, he died of a massive cerebral bleeding.

Today, Roosevelt is regarded as one of the greatest leaders as well as George Washington and Abraham Lincoln. He became a symbol of strength and perseverance to the Americans. He lifted himself from a wheelchair to lift the nation from its knees.



c Read the text and decide if the statements are True (T), False (F) or Not Mentioned (NM). Correct the false ones.

- 1 Roosevelt's childhood was hard as he lived in financial difficulties. ____
- 2 Roosevelt studied his Master's Degree after he became a lawyer. ____
- 3 His wife, Elenor, did not want him to continue his political career. ____
- 4 Following the 'Good Neighbour Policy' brought success in foreign affairs. ____
- 5 The stressful times he had in political life affected his health in a bad way. ____
- 6 His statue is exhibited in a museum as a symbol of strength and perseverance. ____

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

- 1 _____: to begin or start something
- 2 _____: to encourage someone to do something
- 3 _____: to make less serious or easier to solve
- 4 _____: to stop being shy and become more confident
- 5 _____: to be advantageous and yield benefit(s)
- 6 _____: to gradually become less involved in something

c Tell students to read the text and write if the statements are true, false or not mentioned. Ask them to correct the false ones. Then, elicit the answers.

Answer Key

- 1 *F – He was born in a well-known wealthy family. He was living an upper-class life.*
- 2 *NM*
- 3 *F – Eleanor, his wife, urged him on to participate in politics again.*
- 4 *T*
- 5 *T*
- 6 *NM*

d Tell students to focus on the highlighted phrasal verbs in the text. Ask them to match the phrasal verbs to the given definitions. Then, elicit the answers. This activity enables students to match the definitions with the phrasal verbs in the text.

Answer Key

- 1 *kick off*
- 2 *urge on*
- 3 *smooth over*
- 4 *come out of (oneself)*
- 5 *pay off*
- 6 *back away from (something)*

TEACHER'S NOTES

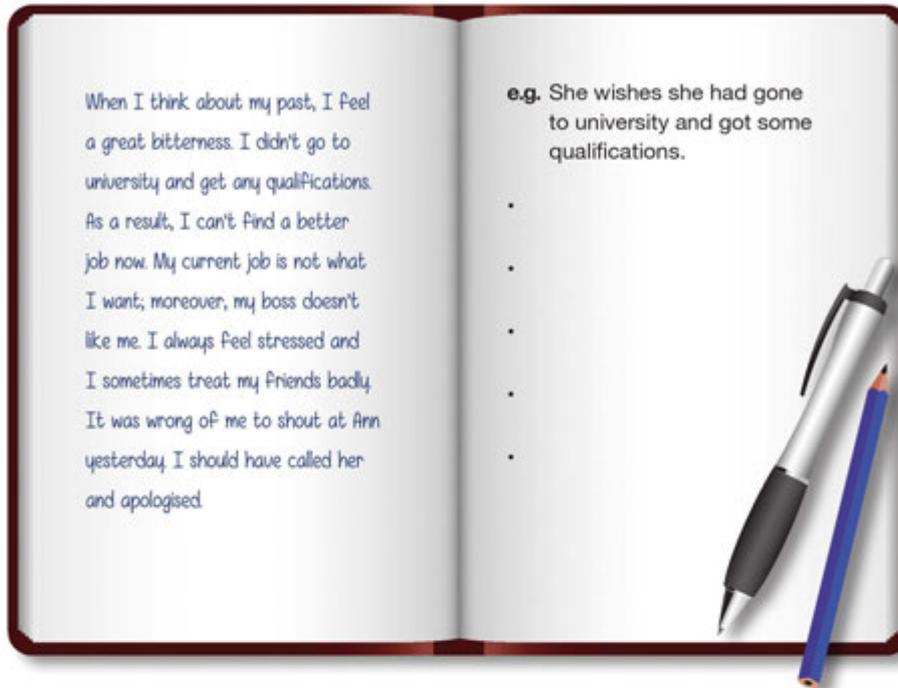
TEACHER'S NOTES



10A THE WHEEL OF SUCCESS

Writing

- a Read Hilda's note below and rewrite her wishes and regrets as in the example.



- b Write your own wishes and regrets on the sticky notes below. Then, share them with your partner.



Writing

a Tell students to read Hilda's note and rewrite her wishes and regrets as in the given example. Then, encourage them to share their answers or write them on the board.

Answer Key

- *She wishes she could get a better job.*
- *She wishes her boss liked her.*
- *She wishes she didn't feel stressed and treated her friends badly.*
- *She wishes she hadn't shouted at Ann.*
- *She wishes she had called her and apologised.*

b Ask students to write their own wishes and regrets on the given sticky notes. Then, tell them to share and discuss their wishes and regrets with their partners. This activity enables students to write a letter or a note on wishes, regrets.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES





Pronunciation

Compound Nouns

When compound nouns are pronounced, the stress is usually on the first element. However, it can be on the second element if the first element is the material or the location of the second element.

- a Listen and repeat the compound nouns below. Track 46

● ●	● ●
art gallery	kitchen sink
fireworks	plastic bag
ice cream	solar power
lighthouse	South Africa
shop assistant	stage door

- b Listen and repeat. Then, underline the stressed parts of the compound nouns below. Track 47

- | | |
|----------------|------------------|
| 1 bedroom | 5 public library |
| 2 cotton candy | 6 rucksack |
| 3 fire alarm | 7 straw boater |
| 4 haircut | 8 toothbrush |

- c Read the following sentences. Find the compound nouns and circle their stressed parts. Then, listen to check your answers. Track 48

- How much time do you spare daily to do your homework on weekdays?
- You can take some cookies from the glass jar on the kitchen counter.
- The public is against the idea of building skyscrapers in the city centre.
- I've read in the newspaper that many people claimed to reach the North Pole first.
- The railways have been heavily used in the suburbs of the city in the past year.
- Mum makes salads with wooden knives lest vegetables lose their vitamin content.
- She's meeting her housemate at the train station in two hours.

IDIOM OF THE DAY

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

- Rue:** Did you watch the wheelchair tennis tournament final last night?
- Ned:** Sure, I did. Joachim Gerard was amazing! This man is the best tennis player of all times despite his disability.
- Rue:** I can't agree more. Of all the other opponents, he has **carried all before him** since March and deserved the gold medal.

Quote of the day!



"My advice to other disabled people would be, concentrate on things your disability doesn't prevent you doing well, and don't regret the things it interferes with. Don't be disabled in spirit as well as physically."

Stephen Hawking

Do you know?

It can be said that Atatürk was also a disabled person. During the Battle of Derna on 16–17 January 1912, two Italian planes dropped bombs on the Ottoman forces; a limestone splinter from the rubble of a damaged building struck Atatürk's left eye, causing permanent tissue damage. Although it was not a total loss of sight, he had vision problems throughout his life.

Pronunciation

Tell students to read the table, but first, if needed, explain that compound nouns are formed with two separate words (generally with a 'noun + noun', 'noun + verb' or 'adjective + noun' combination). Tell students that they are usually written as two words (e.g. post office), but they can sometimes be written as a single word (e.g. rainfall), or joined by a hyphen (e.g. dry-cleaner).

- a** Tell students to listen to the audio and repeat the compound nouns they hear. You can play it once again if necessary. *Track 46*
- b** Tell students to listen to the audio and repeat the words they hear. Then, ask them to underline the stressed parts of the compound nouns. You can replay the audio while checking the answers with class. *Track 47*

Answer Key

- 1 bedroom
- 2 cotton candy
- 3 fire alarm
- 4 haircut
- 5 public library
- 6 rucksack
- 7 straw boater
- 8 toothbrush

TEACHER'S NOTES

- c** Ask students to find all the compound nouns in sentences, and then circle the stressed parts. When students are finished, play the audio and have students check their answers. Draw their attention to the usual pattern. (The main stress is in the first element, but sometimes in the second.) This activity enables students to guess stress of new words using learned rules. *Track 48*

Answer Key

- 1 homework - weekdays
- 2 glass jar - kitchen counter
- 3 skyscrapers - city centre
- 4 newspaper - the North Pole
- 5 railways
- 6 wooden knives
- 7 housemate - train station

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 'to be completely successful in a battle, competition, etc'.

TEACHER'S NOTES



10B WHERE THERE'S A WILL, THERE'S A WAY!

Lead in

Discuss the following questions with your classmates.

- 1 Do you think the Paralympics deserve as much attention as the Olympics? Why/Why not?
- 2 Do you want your country to win more Paralympic or Olympic medals? Why?

Reading

a Discuss the following questions with your classmates.

- 1 What questions would you ask to a Paralympic athlete if you had a chance to meet?
- 2 Do you think a Paralympic athlete feels different about winning a gold medal than an Olympic athlete? Why/Why not?

EQUAL IN SPORTS EQUAL IN LIFE

The Paralympics are international sports competition like Olympic-style games, for athletes with disabilities, who are also called Paralympians. 'Para' stands for 'parallel' which means 'equal to', not 'paraplegic' as thought by many people. However, unlike the Olympics, they are held in winter and summer. Since 1988, they have taken place during the same year and in the same venue as the Olympics.

The Paralympics developed after Sir Ludwig Guttmann, a neurologist, organised a sports competition for the veterans with spinal cord injuries of British World War II in 1948. At first, he planned it as a rehabilitation activity. Then, in 1952, athletes from the Netherlands joined the British competitors. In 1960, the first Olympic-style games for disabled athletes were held in Rome; the Winter Games were added in 1976, held in Sweden. Since 1988, the Paralympics have been held at the Olympic venues and have used the same facilities. Since 2001, with the agreement of the international Olympic and Paralympic Committees, they have been practised at the same city that bids to host the Olympics.

Many of the Olympic sports are included in the Paralympics, too; such as Alpine skiing, cross-country skiing, and biathlon for winter sports; cycling, archery and swimming for summer sports. Football, boccia, power lifting and wheelchair sports are also included. However, sports equipments for the Paralympics are generally modified for specific disabilities.



10B WHERE THERE'S A WILL, THERE'S A WAY!

Lead in

Give students enough time to discuss the questions. Encourage them to share their opinions with class.

Answer Key

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

Reading

a Tell students to discuss the given questions with their partners. Encourage them to share their opinions with class.

Answer Key

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

TEACHER'S NOTES

TEACHER'S NOTES



Paralympic athletes compete in six different disability groups: Amputee, cerebral palsy (damage in brain), visual impairment, spinal cord injuries (wheelchair), intellectual disability and 'les autres' for the athletes whose disability does not fit into categories like dwarfism. Athletes are divided into classes on the basis of the type and extent of their disabilities in each category. For example, amputee category has its own branches like above the elbow, leg-length difference, etc. The athletes may be reclassified at later competitions if their physical status changes. Moreover, some sports are for just one category like Judo in which only visually disabled athletes can compete.

The number and the diversity of the competitors in the Paralympics have increased enormously over the years. In 1960, only 400 athletes from 23 countries participated in 8 sports. At the 2012 Summer Paralympics in London, more than 4,200 athletes from 164 countries participated in 20 sports. It is likely that these numbers will double in a decade.



b Read the text and answer the following questions.

- 1 Contrary to what people think, what is the actual meaning of the word 'para'?

- 2 What is the main difference between the Paralympics and the Olympics?

- 3 What was in Sir Guttman's mind when he organised the Paralympics for the first time?

- 4 How are the Paralympians categorised?

- 5 Are all the sports in the Paralympics open to all competitors?

- 6 Why do you think the Olympics and the Paralympics are practised in the same city?

c Read the following statements and fill in the blanks with the Paralympic games classification mentioned in the text.

- 1 In the _____ category, athletes who have better upper body control must be the most successful ones.
- 2 People who are shorter than the average and suffering from _____ can compete in the _____ category.
- 3 Memory tests and IQ evaluation tests are conducted to the athletes in the _____ category to determine if eligibility requirements are met.
- 4 Below or above the knee lower limb implanted athletes are accepted in different classifications in the _____ category.
- 5 In the _____ category, athletes are categorised from partly to total blindness and they have sighted guides with them.
- 6 Disabilities affecting muscle control, balance or coordination as a result of a traumatic brain damage is classified in the _____ category.

b Tell students to read the text and answer the given questions according to it. This activity enables students to identify the information about the Paralympics to answer the questions.

Answer Key

- 1 *It stands for 'parallel' which means 'equal to'.*
- 2 *Unlike the Olympics, the Paralympics are held in summer and in winter.*
- 3 *He planned it as a rehabilitation activity for the veterans of British World War II.*
- 4 *They are categorised in six different groups according to the type of their disabilities.*
- 5 *No, some sports are for only one disability group.*
- 6 *Students' own answers*

c First, tell students to find the Paralympics classifications in the text. Then, ask them to read the following definitions and fill in blanks with the classifications. Give them some time to finish the activity and elicit the answers. This activity enables students to identify lexis and jargon related to the Paralympics.

Answer Key

- 1 *spinal cord injuries*
- 2 *dwarfism/les autres*
- 3 *intellectual disability*
- 4 *amputee*
- 5 *visual impairment*
- 6 *cerebral palsy*

TEACHER'S NOTES

TEACHER'S NOTES



10B WHERE THERE'S A WILL, THERE'S A WAY!

Speaking

- a Discuss with your classmates. What kind of difficulties do you think people in the photos face?



- b Discuss about the given areas in which paralysed people may have difficulties in your country and try to find solutions to the problems as in the example.

Employment **Education** **Health care**
e.g. Travel and transport

Travelling can be a challenge for the disabled. Many disabled people feel anxious about using public transport. Some even choose not to travel at all due to negative experiences they had before such as lack of appropriate seats, difficulties in getting on/off the vehicles and negative attitudes of other passengers.

Launching campaigns on social media to raise awareness of the difficulties that the disabled face in their daily lives can be a good solution. Additionally, an Internet-based system can be developed to provide detailed information about all public transport services including accessible toilets and parking spaces for disabled people. By doing this, we can help them become more independent.

- c Search the Net and find what other issues the disabled face in different countries.

Listening

- a Match the photos to the given sports.

Alpine skiing
biathlon
Para ice hockey
cross-country skiing
Para snowboard
wheelchair curling



- b Listen to the audio and complete the sentences with the missing information.

Track 49

- The International Paralympic Committee has sanctioned _____ Paralympic sports until now.
- Equipment used for essential functions that can be separated from the actual competition such as skis and boots is called as competition _____.
- Things that are attached to the equipment such as plastic tip covers are called as _____.

Speaking

- a** Tell students to look at the photos given. Give them enough time to discuss what kind of difficulties the people in the photos face. Then, elicit the answers.

Answer Key

Students' own answers

- b** Tell students that they will discuss with their partners about the given areas (employment, education and health care) in which paralysed people may have difficulties in their countries and find solutions for those problems. Draw students' attention to the example which is about the difficulties that individuals with disabilities face while travelling or using public transport and solutions to the related problem. This activity enables students to talk about difficulties that paralysed people live in our country and solutions to their problems.

Answer Key

Students' own answers

- c** Ask students to search the Net and find what other issues individuals with disabilities face in different countries.

Answer Key

Students' own answers

TEACHER'S NOTES

Listening

- a** Draw students' attention to the photos. Have them match the given Paralympic sports with the photos. Ask and elicit the answers.

Answer Key

- 1 *wheelchair curling*
- 2 *biathlon*
- 3 *Para ice hockey*
- 4 *cross-country skiing*
- 5 *Alpine skiing*
- 6 *Para snowboard*

- b** Tell students to listen to the audio and fill in the blanks according to it. Give them some time to read the sentences before the audio. Play the audio. Ask and elicit the answers. This activity enables students to detect the target information on TV or a radio programme about the Paralympics. *Track 49*

Answer Key

- 1 *twenty-eight*
- 2 *implement*
- 3 *accessories*
- 4 *optional*
- 5 *forbidden*
- 6 *Adaptive*

TEACHER'S NOTES



- 4 Unless required by the organiser, use of safety leashes is _____ for the athletes.
- 5 It is _____ to wear or use anything for balance or speed during the competition.
- 6 _____ equipment consists of all the implements and apparatus adapted to the special needs of Paralympians.

c Discuss the following questions with your classmates.

- 1 Which sports are there in the summer and winter Paralympics? Which other sports should be included? Why?
- 2 What could be the reason of defining rules for adaptive equipment in the Paralympics?
- 3 Considering the impact technology has on the Paralympics and the access to sporting opportunities in underdeveloped and developing countries, can we say the Paralympics are inclusive and fair?

Writing

a Discuss the following questions with your partner.

- 1 What do you think the hardest thing about being paralysed would be?
- 2 What kind of barriers do you think paralysed people face in the community?
- 3 What can be done to make paralysed people's life easier?

b Write an opinion essay about the ways of making paralysed people's life easier by synthesising information about the Paralympics using the following steps.

- 1 Search the topic on the Net thoroughly.
- 2 Read, assess and analyse all the sources you get from the Net.

- 3 Note down the ideas, statistics, quotes, and facts about the topic.
 - 4 Outline the structure of your essay.
 - 5 Cite your source materials.
- c Swap your paper with your partner's. Check your partner's essay if he/she considered the steps in 'Exercise b'.**

Discussion time



Discuss the following questions with your classmates.

- 1 What do you think the feelings of wishes and regrets contribute to our life?
- 2 Do you think the Paralympians have enough attention materially and morally in your country? Why/Why not?
- 3 What do you think should be done to get people to pay more attention to the Paralympics?

Project

Work in groups of four or five. Search and prepare a brief presentation about the history of participation of your country in the Paralympic Games and give information about one or two of the Paralympians from your country. Consider the following expectations:

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

c Ask students to discuss the questions with their classmates. Encourage them to share their opinions. This activity enables students to talk about winter and summer Paralympic sports and equipment.

Answer Key

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

Writing

a Give students enough time to think of the questions given. Then, ask them to discuss them with their partners. Let them share their ideas with class.

Answer Key

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

b Students work individually to write an essay on their notebooks. Ask them to write an opinion essay about the ways of making paralysed people's life easier by synthesising information about the Paralympics using the given steps. This activity enables students to write an opinion essay on ways of making paralysed people's life easier by synthesising information about the Paralympics they get by using information technologies.

Answer Key

Students' own answers

TEACHER'S NOTES

c Have students swap their papers with their partners' in order to check their partners' essays if he/she considered the steps given in 'Exercise b'.

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*
- 3 *Students' own answers*

Project

Tell students to work in groups of four or five. Ask them to search the history of participation of their country in the Paralympic Games on the Net and give information about one or two of the Paralympians from their country. After they have read the sources, they will prepare a presentation about it. The presentation will consist of at least 10 slides with images on them and the sources they have used.

TEACHER'S NOTES



Audio script 45

Extract 1: (...) Well, my story is a bit hard to tell, but I'll try my best. I was an able-bodied person before I took my dad's car one night. After my parents slept, I took the keys and went for a drive. The car was getting faster and faster every second and I was totally enjoying it. Then, in a second, I hit the car which suddenly appeared across the street. When I opened my eyes in the hospital, the doctors said I wouldn't be able to walk again. I wish I hadn't taken the keys that night. I wish I hadn't touched the car until I grew up and got my licence. (...)

Extract 2: (...) Needless to say, I'm fed up with the buses. I have to plan my day according to the bus schedule; can you imagine how stressful it is? As you can see I'm at a bus stop now, this is my second home. I'm still a student, but I found a way to work in my free times and save some money. As soon as I save enough money, I'll go and get one. I'm done with saying "I wish that car was mine." every time I see a brand new car. Look! Can you see the one over there? That's the one I want. I wish that car was mine. (...)

Extract 3: (...) I had been a busy bee for a couple of weeks; I had exams to pass and reports to write. I totally forgot that it was Christmas and I needed to go shopping! Visiting my parents without a present would be a shame, so I quickly ran to the shopping mall, but guess what? All the shops were closed! I can't believe myself! How could I be that careless? I should have gone out for the markets just for a few hours, it would never kill anyone! I wish I had gone for shopping.

Extract 4: (...) Well, I'm writing this e-mail to say...Oh, that's not a good start. Hi, Jeanne! I'm writing because... No, no, again. Hi, Jeanne! Hope you're okay as I haven't heard from you for days. I know you don't want to see me, but you're my best friend and I can't live without hearing from you. I realised how badly I behaved when I came back home. I wish I hadn't been so rude; I wish I hadn't hurt you. I confess I was wrong and I'm writing this e-mail to say that I'm really sorry. Please call me back as soon as possible. Love, Michelle. (...)

Audio script 46

art gallery
fireworks
ice cream
lighthouse
shop assistant
kitchen sink
plastic bag
solar power
South Africa
stage door

Audio script 47

1 bedroom
2 cotton candy
3 fire alarm
4 haircut
5 public library
6 rucksack
7 straw boater
8 toothbrush

Audio script 48

1 How much time do you spare daily to do your homework on weekdays?
2 You can take some cookies from the glass jar on the kitchen counter.
3 The public is against the idea of building skyscrapers in the city centre.
4 I've read in the newspaper that many people claimed to reach the North Pole first.
5 The railways have been heavily used in the suburbs of the city in the past year.
6 Mum makes salads with wooden knives lest vegetables lose their vitamin content.
7 She's meeting her housemate at the train station in two hours.

Audio script 49

- Reporter:** Hello, everyone! We have Andrew Parsons, the president of the International Paralympic Committee (IPC) with us today in Tokyo. Welcome, Mr Parsons!
- Mr Parsons:** Thank you. It's nice to be here.
- Reporter:** Mr Parsons, we know there are twenty-eight Paralympic sports sanctioned by the IPC currently. If I'm not wrong, the newest winter sport is snowboard, right?
- Mr Parsons:** Yes, it was first introduced at the 2014 Paralympic Winter Games.
- Reporter:** That's right! We know the upcoming event will showcase some essential equipment designed to help Paralympians and enhance their performance. Can you tell us about that snowboard equipment?
- Mr Parsons:** Er, we have published a rulebook for Para Snowboard competition including the equipment, clothing and implements.
- Reporter:** What's a competition implement?
- Mr Parsons:** It's the equipment which fulfils essential functions during the competition, but they can be separated from the actual competition. They are things like skis, bindings, boots, helmets and accessories.
- Reporter:** What's the use of accessories?
- Mr Parsons:** They influence the function of the competition equipment. They're directly attached to the equipment with fastenings. Para-blocks, plastic tip covers, additional weights and back protectors are examples of accessories.
- Reporter:** What about the boards?
- Mr Parsons:** Well, if the gliding surface length is up to 135 cm, minimal width of the board has to be 14 cm. If it is more than that, minimal width has to be 16 cm.
- Reporter:** Is there any other equipment?
- Mr Parsons:** Yes, bindings. They should be fixed diagonally on the board. Also, the boots can't overlap each other and one more thing; safety leashes are optional unless required by the organiser.
- Reporter:** I also wonder if the competitors can wear or use anything for balance or speed.
- Mr Parsons:** No, they can't. But for clothing, the use of helmets is compulsory; ski goggles and gloves are urgently recommended.
- Reporter:** And, finally... What's adaptive equipment?
- Mr Parsons:** It is all the implements and apparatus adapted to the special needs of the Paralympic athletes such as protections, prostheses and orthoses.
- Reporter:** We know eight new sports and three sport disciplines have...
(The sound fades...)

10A THE WHEEL OF SUCCESS

THE POWERLIFTING QUEEN



Nazmiye Muratlı is a Turkish female powerlifter who holds the world record in 40 kg class; and the first Paralympic athlete who won the gold medal two times in a row. She is congenital paraplegic and dependent on wheelchair. After completing her primary education, she was helping her parents run the errands at home until one day her best friend, who was a powerlifter, took Nazmiye to her workouts.

"Until that day, I had no idea about powerlifting, but I decided to learn it and I did learn it," says Nazmiye.

She kept up workouts with her friend in 2005, but after a while she abandoned the trainings since it was really challenging for her. However, her parents and friends convinced her to resume the training workouts.

After a short time, she started to get degrees in the competitions she took part in. She was admitted to the National Team and was taken to the European Championship held in Portugal. She took the bronze medal at her first international debut. In only two years, she won the gold medal at the European Championship.

At the 2008 Paralympics in Beijing, China, Nazmiye came in fourth. At the 2012 London Paralympics, she lifted 109 kg and won the gold medal as it was a world record in 40 kg class.

"I couldn't sleep at the night before the finals; I thought I won't be able to win the gold medal; I wished I had worked harder, I blamed myself. I succeeded, I had worked harder, I blamed myself. I succeeded, though. I couldn't believe my eyes when I saw the three white flag on the board which meant the lifting was valid. I can never ever forget London," she said.

Four years later, lifting 104 kg in 41 kg class at the 2016 Rio Paralympics, she set new world record and won the gold medal again. She became Turkey's first sportsperson to win the gold medal in two Paralympics.

"I had a difficult life, but never wanted to see myself as a disabled person. When a person helped me when I couldn't go up the stairs or when I was going from place to place... I don't want people to pity the disabled," she mentions.

a Read the text and write True (T), False (F) or Not Mentioned (NM). Correct the false ones.

- Nazmiye Muratlı is an amputee athlete and dependent on sticks. (F)
She is congenital paraplegic and dependent on wheelchair.
- She completed her primary education and stayed in to help her parents. (T)
- She attended workouts as she always wanted to be a powerlifter. (F)
She had no idea about powerlifting before.
- Her coach did not accept her as she was the only disabled athlete in the group. (NM)
- It took years for her to take part and get degrees in competitions. (F)
After a short time, she started to get degrees in the competitions.
- In her first European debut, she took the bronze medal. (T)
- She has world records in both 40 kg and 41 kg classes. (T)
- After Nazmiye, no one could lift 100 kg and took the gold medal in the Paralympics. (NM)

b Read the sentences and fill in the blanks with the correct form of the phrasal verbs given below.

come out of

kick off

urge on

pay off

smooth over

back away from

- At first, Nazmiye decided to back away from workouts as it was too hard for her.
- Her parents and friends urged her on to keep up workouts again.
- She came out of herself in a short time and started to get degrees in competitions.
- In London, Nazmiye was not able to sleep at the night before the finals kicked off.
- Her great efforts paid off and she won the gold medal, breaking the world record.
- She smoothed over the problems and reached for the success she deserved.

c Circle the correct option for the statements below.

- You left the radio on and now the batteries don't work.**
 - I wish I hadn't left the radio on.
 - I wish the batteries had worked properly.
 - I wish I had bought new batteries.
- You didn't do your homework and the teacher is angry with you.**
 - I wish I hadn't left my homework at home.
 - I wish the teacher wasn't angry with me.
 - I wish I had done my homework.
- You stayed up late last night and now you feel tired.**
 - I wish I hadn't felt tired.
 - I wish I had slept earlier.
 - I wish I could stay up late.

d Rewrite the following sentences to express regrets as in the example.

e.g. Jason drove his car fast and he had an accident.

He wishes he hadn't driven his car that fast.

- Julie was late and she missed the beginning of the film.
She wishes she hadn't been late for the film.
- Forida ate too much last night and she had a stomach ache.
She wishes she hadn't eaten too much last night.
- I was very nervous during the final exam and I failed.
I wish I hadn't been so nervous during the final exam.
- My husband didn't take off his ring when he went swimming and he lost it.
He wishes he had taken off his ring when he went swimming.
- Terry and Wilma didn't save money, so they couldn't go on a holiday last summer.
They wish they had saved money for a holiday.

10B WHERE THERE'S A WILL, THERE'S A WAY!

a Skim the text to get a general idea and write the headings (1-3) at the beginning of the paragraphs (A-C).

- 1 How to tackle the problems of the disabled
- 2 The scale of the issues affecting disabled people
- 3 How the disabled deal with adversity

THE DISABLED AND THEIR RIGHTS

A The scale of the issues affecting disabled people: There are many famous and successful figures like Beethoven, Frida Kahlo, Helen Keller and Stephen Hawking who had to put up with pain, adversity and disabilities during their lifetime. Despite serious difficulties, they showed us all that the disabled could move humanity through their art, science and genius. Mentioning these people alone may not be enough to fully understand the amount of suffering the disabled millions have to endure. More than 10 per cent of the world's total population, equal to 500 million people, suffers from some kind of disability. Almost 25 per cent of the entire population is badly affected by the presence of these disabilities. The aforementioned percentages can highlight the enormity of the problem throughout the world.

B How the disabled deal with adversity: In general, the disabled live in wretched conditions because of social and physical barriers, which hinder their complete integration into the community. Consequently, millions of children and adults worldwide have to cope with segregation and deprived of some rights, they live a hard life. They put in a great deal of effort to overcome hardships they have to face every day. That is why they can develop some special personality features, the most common ones being perseverance, integrity and patience.

C How to tackle the problems of the disabled: How disabled persons are treated defines the basic characteristics of a society and the cultural values it holds. The conventional approach where disability is not regarded as something concerning us all must be abandoned. Indeed, it ought to be treated as a problem whose solution needs to be provided by the community as a whole. We should first rid ourselves of any feelings of sympathy or pity in order that we can solve this problem effectively. In brief, we have to appreciate that persons with disabilities are no different from us and they have the inherent right to live as we do.

b Circle the three points that are not mentioned in the text.

- | | |
|---|---|
| 1 some well-known disabled people | ④ the employment of the disabled |
| ② people with disabilities in the workforce | ⑤ how disabled children are educated |
| 3 why the disabled have certain characteristics | 6 how to approach the issues about disability |

C Replace the highlighted words in the following sentences with one of the underlined words in the text.

- 1 Being separated from others can be very painful for an individual. segregation
- 2 Many people fail to grasp the great magnitude of the devastation. enormity
- 3 There are some fundamental shortcomings in their approach to disability. inherent
- 4 Everyone must understand and realise that all human beings are equal. appreciate
- 5 One in ten people experiences adverse circumstances related to disability. wretched

d Write a short paragraph about what can be done to solve the social problems that face the disabled.

Students' own answers

ST&P
Disabilities

e Fill in the blanks with the words or phrases below.

spinal cord injuries amputee les autres
intellectual disability cerebral palsy dwarfism visual impairment

- 1 Many people worldwide live with motor impairments due to neurological conditions such as stroke or cerebral palsy.
- 2 Les autres, meaning 'the others' in French, is the name of a Paralympic classification category where athletes don't fall under the other categories.
- 3 Encouraged by his father, Julian learned how to cycle and row, both of which a(n) amputee athlete can enjoy.
- 4 Athletes with visual impairment have problems with the eye structure, optic nerves or parts of the brain that control sight.
- 5 Dwarfism, also known as restricted growth, is a condition mainly characterised by short stature.
- 6 To compete in the category of intellectual disability, athletes must have an IQ of 75 at maximum and severe limitations in adaptive behaviour.
- 7 The partial or total loss of use of all four limbs and torso often results from spinal cord injuries.

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