

SECONDARY EDUCATION

SILVER LINING

11

TEACHER'S BOOK

YAZARLAR

Ebru AKDAĞ
Funda BAYDAR ERTOPCU
Kader UYANIK BEKTAŞ
Seda UMUR ÖZADALI
Tuğba KAYA



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PROGRAM GELİŞTİRME UZMANI

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ÖLÇME VE DEĞERLENDİRME UZMANI

Nuray SUNAR

REHBERLİK UZMANI

Sinem BİLGİN

GÖRSEL TASARIM

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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 Hüda,
Etmesin tek vatanımdan beni dünyada cüda.

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

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerihamdan İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif ERSOY

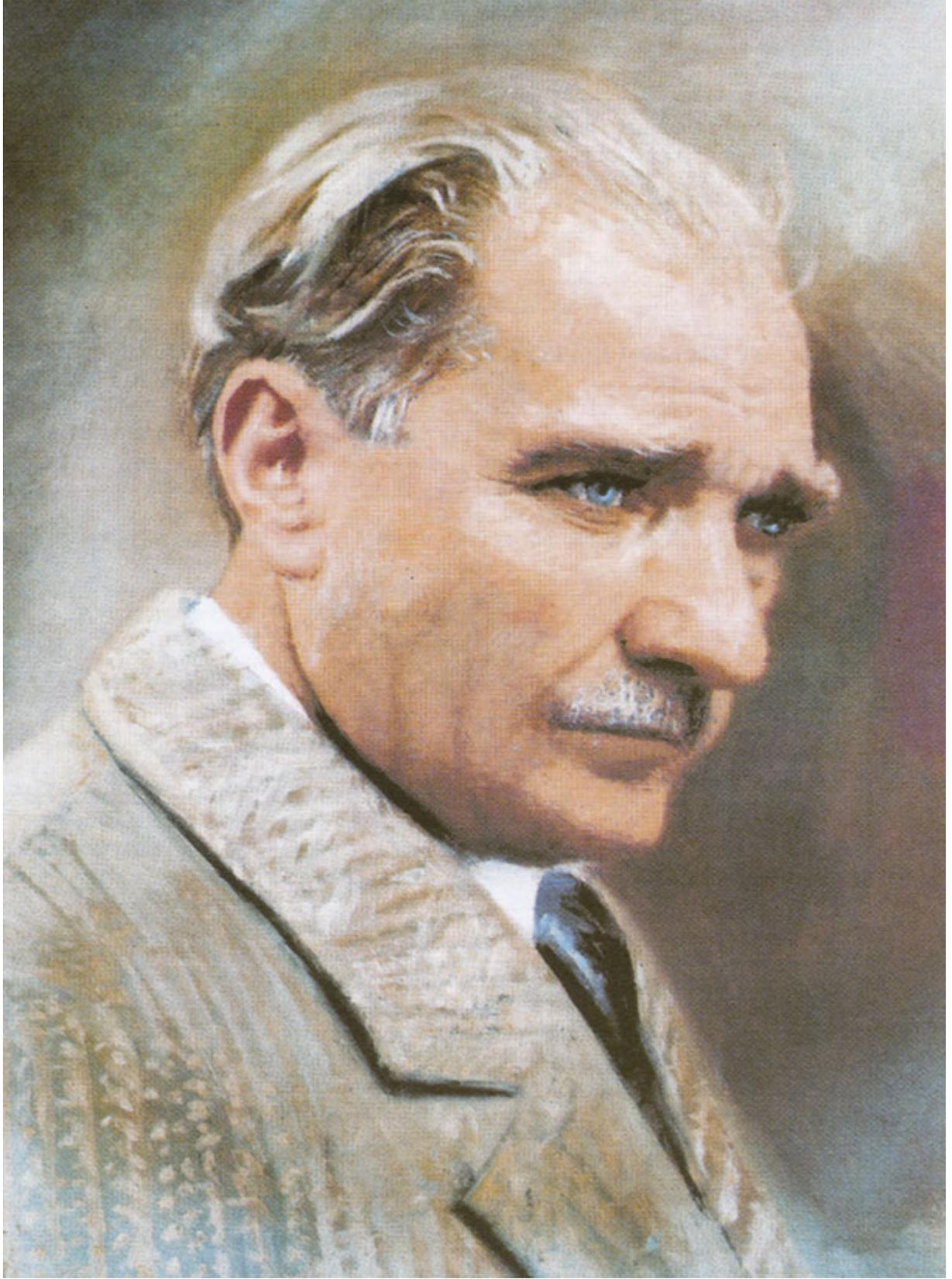
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal ATATÜRK



MUSTAFA KEMAL ATATÜRK

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Theme	Function	Grammar
<p>THEME 1 FUTURE JOBS</p>  <p>A. Future Builders B. Job Hunters</p> <p>(pp. 13-24)</p>	<p>Making plans and predictions Making an appointment Talking on the phone</p>	<ul style="list-style-type: none"> • Future T. will / be going to • Present Continuous T. for future • Future Continuous T.
<p>THEME 2 HOBBIES AND SKILLS</p>  <p>A. Dark Horses B. The Odd Man Out</p> <p>(pp. 25-36)</p>	<p>Expressing likes, dislikes and interests Expressing preferences Talking about present and past abilities</p>	<ul style="list-style-type: none"> • Can / could • Would rather / would prefer • Gerund-Infinitive
<p>THEME 3 HARD TIMES</p>  <p>A. All coming up roses! B. Ups and Downs</p> <p>(pp. 37-48)</p>	<p>Describing events happening at the same time in the past Explaining people's habits in the past</p>	<ul style="list-style-type: none"> • Past Simple T. • Past Continuous T. • Used to
<p>THEME 4 WHAT A LIFE!</p>  <p>A. Childhood Dreams B. Turning Points and Triumphs</p> <p>(pp. 49-60)</p>	<p>Describing places, people, and events in the past Ordering events Talking about personal experiences in the past</p>	<ul style="list-style-type: none"> • Past Simple T. • Past Perfect T.
<p>THEME 5 BACK TO THE PAST</p>  <p>A. Wish for the Best B. Access Denied</p> <p>(pp. 61-72)</p>	<p>Expressing wishes and regrets for past events Talking about unreal past events</p>	<ul style="list-style-type: none"> • Wish Clauses (Present & Past Meaning) • If Clause type 3

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
<ul style="list-style-type: none"> Lexis and expressions related to careers and workday activities Expressions related to agreement / disagreement Names of the future jobs Idioms of the theme 	<ul style="list-style-type: none"> Listening to a conversation about summer jobs and future workday activities Listening to a job interview Reading a text about entrepreneurs Reading job ads Reading CVs and a letter of intent 	<ul style="list-style-type: none"> Acting out a dialogue to arrange a job interview Talking about job preferences Talking about summer holiday plans Making a phone call to talk about future workday activities Writing a presentation about entrepreneurs Writing a CV and an intent letter 	<p>Contraction of will and am / is /are going to in positive and negative sentences</p>
<ul style="list-style-type: none"> Lexis and jargons about hobbies, skills and interests Expressions of likes / dislikes Idioms of the theme 	<ul style="list-style-type: none"> Listening to a conversation about preferences, likes and interests Listening to short conversations about hobbies Reading a text on hobbies and preferences Reading short texts on extra ordinary talents 	<ul style="list-style-type: none"> Talking about preferences, likes and interests Asking and answering questions about present and past abilities Writing a paragraph about your interests and hobbies Writing a paragraph on a talented person 	<p>Pronunciation of -s endings (in plurals & third person singular)</p>
<ul style="list-style-type: none"> Words related to hard times Verb noun collocations Words about teenage problems Idioms of the theme 	<ul style="list-style-type: none"> Listening to a conversation about a famous scientist Listening to a conversation about teenage problems Reading short texts on the hard times of famous people Reading short stories on teenage problems 	<ul style="list-style-type: none"> Talking about the lives of famous scientists Completing a story using visuals Sharing opinion in ordering past events Talking about a personal story Talking about your personal experience Talking about past habits Writing an anecdote Completing a short story 	<p>Rising and falling intonations in statements</p>
<ul style="list-style-type: none"> Adverbs of sequence Adverbs of time Idioms of the theme 	<ul style="list-style-type: none"> Listening to an interview with a famous person Listening to a speaker talking about museums Listening to a conversation about a space shuttle disaster Reading short texts on different museum types Reading a biography of a famous person 	<ul style="list-style-type: none"> Talking about celebrities' childhood experiences Describing places, people and events in the past Doing an interview with a NASA member Writing opinions to order the past events Writing an essay about a famous person Writing a short biography of a famous person 	<p>Pronunciation of -ed ending</p>
<ul style="list-style-type: none"> Phrases related to bad habits Words / word groups related to cybercrime Idioms of the theme 	<ul style="list-style-type: none"> Listening to a radio programme asking for advice Listening to an interview with a former security consultant Reading an e-mail and its response to distinguish regrets and wishes Reading short texts on funny cyber crime stories 	<ul style="list-style-type: none"> Talking about wishes and regrets Talking about past habits and unreal past events Talking to give advice about regrets Writing tweets #iwish Writing a short story about cyberworld 	<p>Contraction of had & would</p>

Theme	Function	Grammar
<p>THEME 6 OPEN YOUR HEART</p>  <p>A. Endless Love B. Seeing the Big Picture</p> <p>(pp. 73-84)</p>	<p>Expressing degrees of certainty in the past Expressing criticism for the events in the past</p>	<ul style="list-style-type: none"> Expressing degrees of certainty (must have / might have / can't have) Expressing criticism (should have) Expressing advice
<p>THEME 7 FACTS ABOUT TURKEY</p>  <p>A. Hidden Heritage B. Heaven on Earth</p> <p>(pp. 85-96)</p>	<p>Talking about landmarks and monuments Describing cities and historic sites Asking for and giving detailed information</p>	<ul style="list-style-type: none"> Passive Voice (all tenses) The comparative and superlative form of adjectives
<p>THEME 8 SPORTS</p>  <p>A. Get in the Game B. Adrenaline Countdown</p> <p>(pp. 97-108)</p>	<p>Reporting news Making interview Talking about sports</p>	<ul style="list-style-type: none"> Reported Speech
<p>THEME 9 MY FRIENDS</p>  <p>A. Best Friends Forever B. Treat Yourself!</p> <p>(pp. 109-120)</p>	<p>Describing events, places and people Asking for and giving clarification</p>	<ul style="list-style-type: none"> Relative Clause (Defining & Non-defining Clauses)
<p>THEME 10 VALUES AND NORMS</p>  <p>A. Come as you are B. The "Heart" is the new "Mind"</p> <p>(pp. 121-132)</p>	<p>Expressing opinions Exchanging ideas Making comments</p>	<ul style="list-style-type: none"> either...or / neither...nor / both...and / not only...but also

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
<ul style="list-style-type: none"> • Vocabulary related to relationship • Phrasal verbs • Idioms of the theme 	<ul style="list-style-type: none"> • Listening to a radio interview • Listening to a class conversation • Reading advice letters • Reading short texts on past experiences 	<ul style="list-style-type: none"> • Talking about relationships • Criticizing an action in the past • Making deductions • Telling stories using visuals • Writing an advice letter • Writing a paragraph to describe a picture 	Contraction in past modals
<ul style="list-style-type: none"> • Words about historical sites and monuments • Phrasal verbs • Compound nouns • Descriptive adjectives • Idioms of the theme 	<ul style="list-style-type: none"> • Listening to a conversation in a historic site • Listening to short texts on myths and facts about history • Reading a text about a historic site • Reading a magazine extract on popular tourist attractions in Turkey 	<ul style="list-style-type: none"> • Making a presentation on favourite historical sites • Doing an interview about holidays • Writing a passage on a tourist attraction in Turkey • Writing a blog entry suggesting places to visit in Turkey 	Pronunciation of /wəz/ and /wɒz/
<ul style="list-style-type: none"> • Lexis and jargons about sports & extreme sports • Idioms of the theme 	<ul style="list-style-type: none"> • Listening to an interview with a famous sportsperson • Listening to a radio programme on extreme sports • Reading short texts about universal sports tournaments • Reading a magazine extract about a sports activity 	<ul style="list-style-type: none"> • Sharing ideas • Doing an interview with a favourite sportsperson • Talking about sports tournaments • Making a presentation on sports tournaments • Reporting news and ideas to a friend • Writing an interview report 	Rising & falling intonation in questions
<ul style="list-style-type: none"> • Similes • Personality adjectives • Collocations and expressions on travelling • Types of free time activities • Idioms of the theme 	<ul style="list-style-type: none"> • Listening to people talking about celebrities • Listening to students making presentations about favourite activities • Skimming a text on friendship of two celebrities • Reading an online article on a city break 	<ul style="list-style-type: none"> • Talking about favourite music bands • Making a formal presentation on free time activities • Talking about personality traits • Preparing a poster • Preparing a school magazine • Preparing a booklet 	Pronunciation of assimilation / elision
<ul style="list-style-type: none"> • Lexis & jargons about values and norms • Agreement & disagreement expressions • Idiom of the theme 	<ul style="list-style-type: none"> • Listening to an interview about values and norms • Listening to a conversation to identify the topic and the main idea • Reading a text on cultural norms • Reading a summary of a book 	<ul style="list-style-type: none"> • Sharing and exchanging ideas • Making comparisons • Talking about social norms and cultural values • Brainstorming about habits • Writing an essay about norms • Writing slogans on moral and social values 	Pronunciation of /i:/ and /aɪ/

INTRODUCTION

Silver Lining 11 has been revised and updated for 10th grade students, in accordance with the new ELT program of Turkish National Education. In designing this course, the principles of CEFR were closely followed as it is also done in designing the new programme.

As the authors of **Silver Lining 11**, we believe that the topics in the course should be stimulating enough to engage students' interest and increase their motivation for learning. We have done our best to provide a rich variety of different topics for students to help them gain a global view to express their ideas and feelings about the world by developing their critical thinking skills.

Student's Book

This set of books consists of ten themes. Each theme starts with a stanza to ask questions to get Ss to become familiar with the content by aiding Ss' phonological awareness with an emphasis on rhyming words. Theme covers are designed to visualize and introduce the theme by having Ss comment on what they are about to learn. They are designed to initiate a discussion time by asking questions in the stanzas and having Ss talk about the titles of the contents.

Silver Lining 11 has two contents in each theme. All of the contents start with Listening & Speaking part and go on with Reading & Writing part to ease Ss' understanding by beginning with receptive understanding of the new items, then moving on to productive use. Both receptive and productive skills are systematically balanced in order to enable Ss to improve their critical thinking skills.

Silver Lining 11 advocates creativity and aims to give Ss a sense of accomplishment by offering a wide variety of listening and reading texts with various activities to stimulate their learning in an enlivened classroom.

The pronunciation sections cover difficult sounds and intonation as well as word and sentence stress. At the end of the second content, there is a self-assessment section in which Ss check their skills. Role-playing activities and games are designed to reinforce Ss learning throughout the course.

Workbook

The workbook is an optional element of the course, designed to provide further practice of areas covered in the corresponding themes of the Student's Book. It helps the development of language skills and vocabulary by supporting the Student's Book with various activities. Ss will be able to review the vocabulary and grammar in Review sections. In more extensive courses, it may be used as extra classroom material and in more intensive situations, it may be assigned as homework.

Teacher's Book

This book is designed to provide all the support teachers need. In this book, micro pages aren't preferred as they are generally hard to read. You will find the explanations, tips and keys about the page you are working on, just on the opposite page and the listening scripts at the end of each theme. Grammar Reference and extra activities are at the back of the book.

STUDENT'S BOOK OVERVIEW

THEME 8

SPORTS

A. Get in the Camel
B. Adrenaline Countdown



Idioms of the Theme
• hit rock bottom
• ups and downs

If you had a chance, would you jump, dive and fly through the sky?
Do you think bungee jumping is just waving goodbye?
Does watching football make you fly high?
Do you agree doing sports is just swimming in July?

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The name and number of the theme.

The names of the contents.

Cover pictures related to the topic.

A rhyming stanza asking warm-up questions.

This kind of activities enable students to gain self-awareness.

Idioms & proverbs are widely used throughout the book.

Authentic and up to date reading texts are used to capture Ss' interests.

THEME 10

A. Come as you are

Reading & Writing

1. Read the statements about cultural norms of different countries and guess if they are true (T) or false (F).

- In Egypt, you shouldn't add salt to your meal when you are invited to dinner.
- Norwegian people use a knife and fork even when eating sandwiches.
- In England, your host never lets you pay for your meal.
- Playing with chopsticks is considered rude in Japan. So be careful with them.
- In Mexico, being overweight gives the message that you are healthy.
- Be gentle and avoid strong handshakes in the Philippines.

2. Work in pairs. Discuss the possible reasons for the social norms above.

e.g.
Student A: I think you shouldn't add salt to your meal when you're invited to dinner because your host may think you don't like the food.
Student B: I agree with you. I don't think so. They shouldn't add salt because.....

3. Guess the meaning of the proverbs "When in Rome, do as the Romans do."

CULTURE MATTERS

When in Rome, do as the Romans do: As this proverb emphasizes, if you don't want to suffer from culture shock when you go to another country, you should learn the social norms and values. There are three people talking on what they have experienced in a foreign country.

Anna, Australia

As an Australian, what I was most surprised about Turkey was the huge breakfast table. It includes various types of cheeses, olives, eggs, sausage, plenty and of course vegetables like cucumber and tomatoes. It is more common to be invited to breakfast rather than dinner at meadows. Turkish people can spend hours around the table, eating, drinking so many glasses of Turkish tea, chatting and enjoying themselves. Another point was about consuming bread. Yes, they eat a lot of bread at every meal. What's more, in my country we don't **share** bread until the food arrives, but you are served **bread** hot bread and before the main dish in many Turkish restaurants. Sharing food even with strangers is also a common characteristic in this country. They not only want to share their food but also insist on this. When it is time to pay the bill, another strange habit. Each person on the table wants to pay it, which is quite unusual for us. I must confess that being in this country was a memorable experience for me and really raised my **cultural awareness**.

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THEME 6

A. Endless Love

Listening & Speaking

1. Match the quotes with the statements.

A. Whenever you are wherever you do, it is in love. (Rumi)	B. Love doesn't make the world go round. <i>Love is the beginning of self-knowledge.</i> (Rumi & A. S. Neill)	C. A strong heart is the beginning of self-knowledge. (Rumi & Confucius)	D. A flower cannot bloom without loneliness, and man cannot live without love. (Rumi & Nietzsche)
--	---	--	---

2. Discuss about love. Do you agree or disagree with the quotes above? Give your reasons.

Work in pairs. Discuss the picture of the couple thinking over each other. Criticise them as in the example.

e.g. She didn't tell the truth. She should have told the truth.

1. He made me upset. 4. She didn't call me back.

2. He left home angrily. 5. She didn't listen to my advice.

3. He didn't ask my opinion. 6. She ignored my feelings.

3. Match the phrases with their meanings.

a. to be interested in only one person	1. fall apart
b. to ask someone to marry	2. to ask someone to marry
c. to decide someone	3. to decide someone
d. to experience serious emotional problems	4. to experience serious emotional problems
e. to fall in love with someone	5. to fall in love with someone

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Quotes are used to make the themes authentic.

Pair works & group works are widely used as pre-listening & pre-reading activities.

Comprehension is checked with various exercises throughout the book.

THEME 2

A. Dink Horries

Reading & Writing

1. Read the lists of the necessary equipment for the hobbies below. Circle the odd word out in each category.

KNITTING wool patterns needles	RAFTING bluetooth raft paddles	CAR TATTOOING transfer machine transfer paper paint tubes	ARCHERY arrows chest guard bow mask	POTTERY kiln wheel clay ribbon cutter
---	---	---	--	--

2. Among the hobbies above which one appeals to you most? Give your reasons.

e.g. Pottery appeals to me most since I'm so patient and creative. I think I can spend hours doing it.

3. Read the text and underline the sentences which mention John's past abilities.

CAR-MANIA

When I was a child, I wasn't good at maths or science. I couldn't solve any problems or I couldn't do any experiments. That was only one thing, however. I could really paint well. My whole world consisted of crayons and model cars. I had a collection of almost five hundred cars and all kinds of art and craft supplies. One day, a accident and curiosity I had crossed my eight-year-old mind. My black cars seemed so **real** and timeless. I could draw some look figures and make my black cars cheerful and **happy**.

Then, I drew an octopus on my black model Cadillac. In 2023 I took my "super octopus" car to my art class. When my art teacher saw the car, she said I was a **great** piece of art. "Can you make another **happy** car for the art and craft contest, John?" she asked. There, I drew a beautiful red nightgown with roses and daisies on my yellow Buick 1905. I joined the contest and guess what? I was able to win the prize although I was the youngest contestant.

That I was really **good** and good at pattern design and creation. One day, I don't know how but everybody will be able to see your unique patterns, John," my art teacher said proudly. Miss Daisy was totally right. I could create unique patterns. This turned out to be the very beginning of my car tattooing journey. As I grew up, my book delivered and care got bigger and real. I continued turning ordinary cars into art-like pieces.

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This is used to indicate a 2D barcode to access the website link of the interactive book and the related videos, applications, games, etc. For more visit <http://ogmmateryal.eba.gov.tr>

WORKBOOK OVERVIEW

B. Seeing the Big Picture **OPEN YOUR HEART**
THEME 6

1 Choose the correct options to define the underlined expressions.

- You cannot judge a book by its cover.
a. Don't judge something or someone before looking at them.
b. Don't judge something or someone just by looking at them.
- Wow! You went to town. I'm proud of you.
a. You did something very well.
b. You went out.
- You know a gaily conscience needs no accuser.
a. You will feel bad about what you did sooner or later.
b. You will feel bad about what others did soon.
- It was as easy as falling off a log.
a. It took a lot of effort.
b. It didn't take much effort.
- He is walking on air.
a. He is extremely happy.
b. He is frightened.
- All that glitters is not gold.
a. Someone who looks good is not as good as gold.
b. Someone who looks good might not be good inside.
- Never forget that one swallow does not make a summer.
a. A piece of evidence is not enough to prove what you believe is true.
b. You can prove what you believe by finding a piece of evidence.

2 Fill in the blanks with the words in the box.

scary / cry out / light / injured / empty / giant

- yell - scream -
- enormous - huge -
- frightening - terrifying -
- candle - torch -
- deserted - silent -
- hurt - harmed -

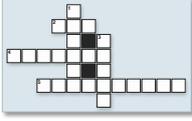
3 Do the puzzle and find the words.

Across

- not having much light
- a frightening large creature
- a pair of tubes with glass lenses to see things far away clearly

Down

- a very young cat
- a vehicle that has been badly damaged



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The name and number of the theme.

The name of the contents.

Idioms & proverbs are widely revised throughout the book.

New words are practised in a context to support the Student's Book.

Reading parts are given usually to predict the information or to read the text for general understanding.

Visuals are provided so that Ss can be attentive.

Comprehension is checked with various exercises throughout the book.

A. Endless Love **OPEN YOUR HEART**
THEME 6

5 Fill in the stanza with the words below.

life / friend / night / mind

Looking for my friend every in my dreams,
A means much more than it seems.
Always questioning what the most proper for a dog is,
No clear answer to find but I want to keep him happy in my

6 Read the text and complete it with the given statements.

- Don't look for him.
- We look it to the house.
- No answer ever came.
- It was on the other side.

THE RED DOG

I had a beautiful Irish dog with long hair and a reddish copper coat. Its name was Spook. I had to give up my rare pleasure as I was called to the army during World War II. Finally, I decided to ask my friend to take care of my dog. During the war, from the fields, I wrote letters to my friend to hear from my dog.
(1) I thought Spook died. After Laureate, my wife and we lived in the city.
For our summer vacation, we bought a house in the village where I gave up my dog. I visited my friend to learn what happened to my dog. My friend said: "Sorry about the letters, but you know I hate writing. Your dog is alive but I had to give it away and it changed six owners." When I heard the truth about Spook, I decided to find him but my wife Laureate said: "It will hurt you. (2) I think it is happy now."
"Are you kidding? After four years and six owners? Anyway, I don't think it will remember me.", I said.
One day, while I was climbing up the valley I saw Spook. (3) When I told my wife about it she said: "How could you know it was Spook away up there on the side of the hill?"
I said: "How do I know you are you?"
The next time I saw Spook, Laureate and I were in a restaurant having dinner. I said: "That looks like Spook." I pronounced the name so loudly that the dog stopped and turned its head. It was Spook. He came near to me, dropped his head at my feet and watched every move that I made, just the way he used to. My dog didn't forget me, either. (4) It lay on the floor.
"Think of Spook and how happy he is in the valley. What kind of life would he lead with us in the big city?", said my wife and she was right.
.....
(from The Red Dog by Howard Miller)

7 Tick the statements you think the characters in the story should / shouldn't have done.

- The narrator should have given Spook to a family member.
- The narrator's friend should have answered the letters.
- The narrator's friend should have never given Spook to anybody else.
- The narrator should have listened to his wife about not finding the dog again.
- The narrator shouldn't have taken Spook to the city.

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B. Heaven on Earth **FACTS ABOUT TURKEY**
THEME 7

3 Do the quiz about Istanbul and choose the correct option.

Did you know?

- Istanbul is one of tourist destinations in Europe.
a. more popular b. the most popular c. most popular d. as popular as
- Although Istanbul is not the capital, it is city of Turkey.
a. populous b. more populous c. less populous d. the most populous
- Istanbul is Greece, the population of which is only 10 million.
a. more crowded b. the most crowded c. as crowded d. more crowded than
- Tulips were actually originated in Istanbul but Turkey is not the Netherlands for its tulips.
a. more famous b. most famous c. as famous as d. the more famous
- The Grand Bazaar in Istanbul is one of shopping malls in the world.
a. oldest b. older c. the oldest d. the old
- The nightlife in Istanbul is New York. Both cities are energetic through the night.
a. as lively as b. livelier c. the liveliest d. the more lively
- Culinary tourism, also known as gastronomy tourism, has become in Istanbul recently.
a. most popular b. more popular c. as popular as d. the most popular
- Istanbul is the most popular European cities in cultural and historical heritage.
a. richer b. richest c. the richer d. as rich as
- The number of tourists visiting Istanbul is increasing most of the European cities.
a. fastest b. the fastest c. faster than d. faster
- The Tünel, the second subway system of the world, was built in 1875 in Istanbul.
a. as old as b. older than c. oldest d. the oldest

4 Complete the second sentence so that it means the same as the first one.

- The Wall of China is a more popular destination than Chichen Itza.
Chichen Itza is *a less popular destination than the Wall of China*.
- Istanbul is more crowded than the other cities in Turkey.
Istanbul is
- Kayaköy is an extraordinary town. Birgi is an extraordinary town, too.
Kayaköy is as
- Last year I stayed at my grandparents' summerhouse longer than usual.
Usually, I don't stay at my grandparents' summerhouse
- Ani is an attractive architectural style like Seljuk and Ottoman styles.
Ani's architectural style is

5 Complete the sentences in your own words using comparative and superlative forms.

- I think beach holiday is adventure holiday.
- Hot-air ballooning over Cappadocia can be the other extreme sports.
- Trekking is in Turkey.
- I think my hometown is the Aegean coast.
- The Black Sea coast isn't the Aegean coast.

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Exercises develop Ss' proficiency with the grammar parts.

The Workbook can be used for classwork or for homework.

THEME

1

FUTURE JOBS

A. Future Builders

B. Job Hunters

THEME	FUNCTIONS	SKILLS
1 FUTURE JOBS	<ul style="list-style-type: none"> • Making plans and predictions • Making an appointment • Talking on the phone 	<p>Listening</p> <p>1. Students will be able to detect factual information about job related topics in a recorded text.</p> <p>Pronunciation</p> <p>1. Students will be able to practise contraction of <i>will</i> and <i>am / is / are going to</i> in positive and negative sentences.</p> <p>Speaking</p> <p>1. Students will be able to talk about future plans and predictions. 2. Students will be able to make an appointment on the phone.</p> <p>Reading</p> <p>1. Students will be able to analyze different job ads from newspapers / websites to match them with CVs. 2. Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.</p> <p>Writing</p> <p>1. Students will be able to write CVs / letters of intent for different job applications.</p>
	GRAMMAR	
	<ul style="list-style-type: none"> • Future T. <i>will / be going to</i> • Present Continuous T. for future • Future Continuous T. 	
	IDIOMS	
	<ul style="list-style-type: none"> • sell like hotcakes • be tickled to death 	
	VALUES	
	<ul style="list-style-type: none"> • self discipline • patience • responsibility 	

What would your dream job be; part-time or full-time?
 How would you feel in a job interview; confident or shy?
 At work or on holiday, how would you spend your summertime?
 Working alone or with a team, which one would you try?

Listening & Speaking

1 a. Think about the activities at work below and tick the boxes.

	I enjoy	I don't mind	I dislike
using computers			
teaching others			
solving problems			
working in a team			
travelling			
selling products			
serving people			

b. Work in pairs. Talk about your preferences. Use the phrases in the box to agree or disagree with your partner's ideas.

- So do I.
- Neither do I.
- Oh, I don't.
- Really? I like it.
- Well, I do.
- Oh, I don't mind.



2 Read the idioms and guess their meanings.

1. She needs a job desperately. So, she'll **be tickled to death** if she works here.
 - a. She will be very happy.
 - b. She will be disappointed.
2. His latest book is **selling like hotcakes**. I can't find it in stock.
 - a. It is bought slowly and in small numbers.
 - b. It is bought quickly and in large numbers.

3 Discuss the pictures below in pairs. Guess who they are and what they are talking about.



Theme 1 Future Jobs

A- Future Builders

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

1 a. Think about the activities at work below and tick the boxes.

Have Ss read the workday activities and tick the boxes which are true for them. They complete the task individually first. Have them talk about the reasons for their choice. Then, have them compare their answers in pairs.

b. Work in pairs. Talk about your preferences. Use the phrases in the box to agree or disagree with your partner's ideas.

Ask Ss to talk about their feelings for the given workday activities and give reactions to their partners'. Model the sample dialogue. Remind Ss to use the given structures while responding to their partners.

2 Read the idioms and guess their meanings.

Tell Ss to read the sentences with the idioms and find their meanings. Encourage them to guess the answers. Elicit the answers.

KEY

1. a

2. b

TEACHER TIP

tickled to death: very pleased with someone or something.

Idiom of the content

sell like hotcakes: to sell very quickly; a characteristic of a popular product.

3 Discuss the pictures below in pairs. Guess who they are and what they are talking about.

Draw Ss' attention to the picture with the bubbles. Ask: "Who are they? Where are they? What are they talking about? What can you see on the screen?" Encourage them to share their ideas.

KEY

Ss' own answers

4  **Track 1** Listen to Tailynn and Austin talking about their summer plans. Tick Tailynn's summer job tasks.

- 1. She will visit nearly 10 people a day.
- 2. She will let people know the details of the products.
- 3. She will sell the products.
- 4. She will report customers' complaints and requests.
- 5. She will grant the money at the end of the week.



5  **Track 2** Listen to the conversation again to fill in the blanks.

- 1. We will be travelling across Europe by train in June but we haven't fixed the countries yet.
- 2. I have already applied for the job and they have taken me
- 3. Finally, I'll cash and grant the money before I go home in the evening.
- 4. If you keep working such long hours without a holiday, you will burn
- 5. However, I am sure you will get

6 Choose the correct option according to the dialogue.

- 1. Austin and his cousin **have / haven't** decided on the countries they are going to travel.
- 2. Tailynn **is / isn't** going to have a holiday on the beach.
- 3. Tailynn found a job ad **in a newspaper / on the Net**.
- 4. They **have / haven't** employed Tailynn.
- 5. Austin thinks Tailynn's future job **will / won't** be tiring.

7 Read the sentences below and match them with their functions.

- a. making predictions
- b. talking about personal arrangements
- c. talking about future actions in progress
- d. making plans

- 1. I am going to do something different in the first month.
- 2. I will probably start at 10.00 a.m.
- 3. We will be travelling across Europe by train in June.
- 4. Are you doing anything exciting this summer?

8 a. Fill in the chart with your summer plans. Write two activities for each month.

What will you be doing in ...?

June	
July	
August	

b. Work in pairs. Talk to your partner about your plans.

- What are you going to do?
- Will you be doing something exciting / frightening / relaxing / tiring?
- Will you be travelling, staying at home or working?
- Who will you be with?
- Do you think you'll have a good time?

4  **Track 1 Listen to Tailynn and Austin talking about their summer plans. Tick Tailynn's summer job tasks.**

Explain the task. Ss will listen to a dialogue between Tailynn and Austin talking about their summer plans. Tailynn is going to work and she's talking about her workday activities. Ask Ss to choose the activities that she is going to be responsible for. Play the recording for Ss to complete the task and check their answers.

KEY

2, 3, 4

5  **Track 2 Listen to the conversation again to fill in the blanks.**

Ask Ss to complete the phrasal verbs. Play the recording again. Then go over the answers with the class.

KEY

1. upon 2. on 3. up 4. out 5. ahead

6 **Choose the correct option according to the dialogue.**

Have Ss choose the correct alternative as they remember from the listening script. Then play the recording again to let them check their answers.

KEY

1. haven't 2. isn't 3. the Net 4. have 5. will

7 **Read the sentences below and match them with their functions.**

Tell Ss to read the sentences with different future forms and decide their functions. They do the task. Check the answers in the class. You may ask them to make their own sentences for each function.

KEY

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

8 a. Fill in the chart with your summer plans. Write two activities for each month.

Ask Ss to think about their next summer holiday. Encourage them to think of the possible holiday activities and fill in the chart. Remind them to use future continuous tense to talk about future actions in progress.

KEY

Ss' own answers

b. Work in pairs. Talk to your partner about your plans.

Have Ss share their ideas about their holiday plans. Have them ask the given questions or their own to talk about the details.

This activity enables Ss to talk about future plans and predictions.

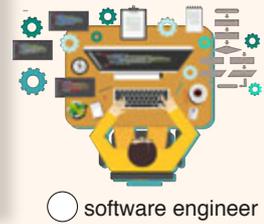
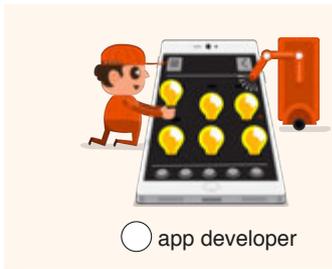
TEACHER'S NOTE

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Reading & Writing

1 Read and match the statements with the jobs.

1. I do experiments on living organisms in labs to develop new products.
2. I will join a dental congress and learn the new developments.
3. I will upgrade my next product and sell it to a smartphone company soon.
4. I design programmes and write codes for computers.
5. I am setting up a new business to develop new transportation systems.



2 a. Look at the common characteristics of successful entrepreneurs. Number them from the most important to the least according to you.

- | | | |
|-----------------------------------|--|--|
| <input type="radio"/> planning | <input type="radio"/> being ready for change | <input type="radio"/> being self-disciplined |
| <input type="radio"/> taking risk | <input type="radio"/> being open-minded | <input type="radio"/> focusing on success |

b. Now explain your reasons as in the bubble below.

I think planning is the most important characteristic of a successful entrepreneur because you need to know what to do in your next step. The least important thing is

WHAT'S NEXT?



A Everybody can name Bill Gates, Steve Jobs or Mark Zuckerberg as the most successful entrepreneurs of the 21st century. They have contributed to the technological developments lately. There is one more name that is so important but not as famous as the others. Can you imagine who this person is? He is Elon Musk, one of the most innovative entrepreneurs of our time. Like the other entrepreneurs, he always works hard and follows his extraordinary dreams to be successful.

B After graduating from the college, he prefers starting up his own business rather than waiting for the other companies to hire him. As he believes that future jobs will be based on Internet, sustainable energy and space colonisation, he starts with his first online companies. He makes his fortune with these two companies and continues to make technological innovations. He thinks that in order to fight against global warming, we should use clean energy sources. With his motor company, he focuses on sustainable energy and electric cars. Maybe his first attempt to send a rocket to the space is a failure, but he never gives up and succeeds after trying four times.

3  Read the text about one of the entrepreneurs of the 21st century and choose its main idea.

- a. Entrepreneurs work hard to be rich and famous.
- b. Entrepreneurs do their best and never give up trying.
- c. Most of the entrepreneurs' main goal is to develop artificial intelligence.

4  Read the text again and match the questions with the paragraphs. One is extra.

- 1. What innovations has Elon Musk made so far?
- 2. What is the common fear of the scientists and entrepreneurs?
- 3. Who is Elon Musk?
- 4. What are his plans and dreams for the future?
- 5. Where did he graduate from?

5 a. Match the following words.

- | | |
|--|-----------------|
| <input type="radio"/> 1. successful / innovative | a. intelligence |
| <input type="radio"/> 2. sustainable | b. system |
| <input type="radio"/> 3. space | c. colonisation |
| <input type="radio"/> 4. transportation | d. energy |
| <input type="radio"/> 5. artificial | e. entrepreneur |

b. Complete the sentences using the word groups in exercise 5a.

- 1. In the future, Mars will be a popular place to live because of
- 2. I think one day robots will take control of the world because the studies in develop fast.
- 3. The governments will reduce the effects of global warming by using
- 4. You need to trust yourself to be a / an
- 5. Because the population grows rapidly in big cities, we will need a faster

C

He uses his money to make his science fiction dreams real. He thinks that one day we will have space based Internet, so he plans to launch 4,425 satellites to space (now it is only 4,000). He works on a transportation system called *hyperloop* as an alternative to planes, trains, boats or cars. After the high-speed transit tubes are completed, it will be the fastest, the cheapest and the eco-friendliest way of travelling. Elon is also known as the most popular space hero because he wants to develop new life areas for human beings on Mars. If he becomes successful in his theory, we will see the oasis and colonies on Mars in the future. His company is going to send the first space tourists to fly around the moon in 2023.

D

Artificial intelligence (AI) is another field that Elon Musk is interested in. His intention is not to make more money, but to keep an eye on the development of AI. Because just like Bill Gates and Stephen Hawking, Elon is afraid that AI will become smarter and give an end to the human life on earth. Certainly, these fears will not stop him from trying as he is a visionary man.



- 3**  **Read the text about one of the entrepreneurs of the 21st century and choose its main idea.**

Get Ss to read the text quickly to decide on its main idea. Elicit the answers.

This activity enables Ss to find the main idea of a text on successful entrepreneurs of the 21st century.

KEY

b

- 4**  **Read the text again and match the questions with the paragraphs. One is extra.**

Have Ss read the text again and ask them to match the questions with the paragraphs. Remind them that one question is extra. Elicit the answers.

KEY

A. 3, B. 1, C. 4, D. 2 5 is extra

- 5 a. Match the following words.**

Ask Ss to read the text to make the collocations. Encourage them to read the text to find this specific information. Set a time limit. Go through the answers in class.

KEY

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

- b. Complete the sentences using the word groups in exercise 5a.**

Explain the task. Have Ss complete the sentences with the words in exercise 5a. Elicit the answers.

KEY

1. space colonisation
2. artificial intelligence
3. sustainable energy
4. successful / innovative entrepreneur
5. transportation system

TEACHER'S NOTE

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.....

THEME 1

6  Search on the Net about one of the following entrepreneurs of our time and prepare a presentation. Include the following information:

the field he / she works in
his / her achievements
his / her plans



Arianna Huffington



Ahmet Nazif Zorlu



Phil Knight



Larry Page



Jeff Bezos



Joy Mangano

7 Present your work to the class.

Pronunciation

A.  Track 3 The full forms of the auxiliary verbs *am*, *is*, *are* and *will* are reduced in connected speech. Listen and practise.

I will /wɪl/ go.	I'll /ɪ/ go.
I am /æm/ late.	I'm /m/ late.
He is /ɪz/ rich.	He's /z/ rich.
They are /ɑː/ happy.	They're /ə/ happy.

B.  Track 4 Listen to the statements with the auxiliaries. Tick whether you hear reduced or full forms of them.

- | | |
|--|---|
| 1. <input type="radio"/> /wɪl/ <input type="radio"/> /ɪ/ | 4. <input type="radio"/> /æm/ <input type="radio"/> /m/ |
| 2. <input type="radio"/> /z/ <input type="radio"/> /ɪz/ | 5. <input type="radio"/> /ɑː/ <input type="radio"/> /ə/ |
| 3. <input type="radio"/> /wɪl/ <input type="radio"/> /ɪ/ | 6. <input type="radio"/> /ɪz/ <input type="radio"/> /z/ |

Culture Corner



Read the text and answer the question.

What are the advantages / disadvantages of a gap year?

A GAP YEAR

In the professional world, a gap year is a year off between high school and college or university. Sometimes it is the break after graduating from university before starting the first job. It usually means travelling, volunteering or working abroad. It often means all three!

Do you think a gap year addresses an academic burnout? Or are they simply time out or backpacking? Or are they real miracle steps to help you climb higher in your career? No matter which you believe, it's about living life to the fullest.

Here are two teenagers planning a gap year:



Jack, The U.K

I am taking a gap year in Argentina. I'll get Spanish accent there. For the first three months, I'm going to do a training course to become a ski instructor. When I'm certified, I'll stay and work for a hotel. I'm sure I will burn the candles at both ends. But it is really worth it. I will earn about 5,000 Argentine Pesos monthly (nearly €300) and I will be having free accommodation and 3 meals a day. Without a doubt, it will be a perfect gap year job for me and I'll have tons of stories on my way home.



Chloe, Australia

I can hardly wait to go to Zambia for my gap year job. I'm going to join a team of volunteers to teach English to kids aged 9-12 in Kibombomene Primary School. The project is going to be for 7 months. I'm dying to see the rich wildlife, magnificent forests, and the astonishing Victoria Falls. With a love for kids and a desire to travel, this project is just for me. Besides teaching English, I'll help with games, school events and art activities as well. For sure, this experience will provide me with valuable new skills that any school director will be impressed by.



Listening & Speaking

1 Read and order the steps of job hunting.

- Get ready to attend the interview.
- Send your application, letter of intent and CV.
- Research possible job opportunities.
- Follow up your application and be sure it's been received.
- Write or update your CV and letter of intent.
- Get the job.

2 Read the statements. Guess and choose the correct option.

1. If you get along well with people, you **have a good relationship with them / remember them easily.**
2. If you are really into history and culture, you **get bored of them / are keen on them.**
3. If you have a good sense of geography, you **have an intelligence of it / find it difficult.**
4. If you pick up a lot of experience, you **lack / gain it.**
5. If you have to complete the work on a fixed date, you **work to tight deadlines / miss the deadline.**
6. If you burn the candle at both ends, you **work very hard without time to rest / get rest all day.**

3 Look at the picture. Guess who / where they are and what they are talking about.



4  **Track 5 Listen to a manager interviewing Austin for a summer job that he saw on the Net. Guess the job he was interviewed for.**

5  **Track 6 Listen to the interview again. Tick the questions you hear.**

- 1. You are a student at Edinburgh College of Art, aren't you?
- 2. What was your last salary?
- 3. Have you got any experience in this type of work?
- 4. Are there any questions you'd like to ask us?
- 5. How about June 30th, Friday?
- 6. Did you enjoy the work there?

B- Job Hunters

Listening & Speaking

1 Read and order the steps of job hunting.

Have Ss read the stages of the job hunting process which means the activity of trying to find a job. Ask them to arrange the steps in a proper and logical sequence. You can give the first one as an example.

KEY

5, 3, 1, 4, 2, 6

TEACHER TIP

CV (abbr. for curriculum vitae): A short written description of your education, qualifications, previous jobs, personal interests, which you send to an employer when you apply for a job.

Letter of intent (Cover letter): A letter sent with a CV as an introduction or a summary.

2 Read the statements and choose the correct option.

Tell Ss to read the sentences and try to find any clues that give the answer. Elicit the answers.

KEY

- | | |
|---------------------------------------|--|
| 1. have a good relationship with them | 4. gain |
| 2. are keen on them | 5. work to tight deadlines |
| 3. have an intelligence of it | 6. work very hard without time to rest |

Idiom of the content

burn the candle at both ends: working with extreme effort.

3 Look at the picture. Guess who / where they are and what they are talking about.

Draw Ss' attention to the picture. Ask: "Where are they? What can you see in the picture? What are they talking about? What is happening in the picture?" Encourage Ss to share their ideas.

4 Track 5 Listen to a manager interviewing Austin for a summer job that he saw on the Net. Guess the job he was interviewed for.

Ask Ss to listen to Austin's interview for the summer job he has applied for. They won't hear the job title. Encourage them to guess the job. Tell Ss to consider the necessary qualifications on the ads and Austin's personal information such as experience and skills.

KEY

Tourist Guide

5 Track 6 Listen to the interview again. Tick the questions you hear.

Have Ss read the questions and tick the ones they hear. Play the recording. Elicit the answers.

KEY

1. ✓ 3. ✓ 4. ✓ 5. ✓

THEME 1

6  **Track 7 Listen again. Read the questions and tick the wrong option in each one.**

1. Austin ...
 - a. is looking for a permanent job
 - b. studies at Edinburgh College of Art
 - c. will be studying at university next year
 - d. knows the city very well
2. What skills does Austin have?
 - a. being friendly and sociable
 - b. speaking Spanish
 - c. good knowledge of history and geography
 - d. excellent computer skill
3. What are the main tasks of Austin's job?
 - a. welcoming tourists & translating
 - b. selling tickets and organising tours
 - c. helping tourists do shopping
 - d. doing sightseeing
4. Why will he burn the candle at both ends?
 - a. He will drive long distances.
 - b. The working hours are very long.
 - c. There are evening shifts.
 - d. He will work 7 days a week.
5. Austin is ...
 - a. flexible
 - b. imaginative
 - c. organized
 - d. punctual
6. When will he be available to start?
 - a. 3rd July
 - b. 30th June
 - c. First Monday in July
 - d. Monday morning

7 Fill in the blanks using the correct form of the verbs in brackets.

Austin is a 3rd grade student at university and he (1) (graduate) next year. He needs a summer job. He has applied for a job that he saw on the Net. The manager has interviewed him and he has got the job. Austin (2) (be) a tourist guide to show foreign students around Edinburgh. Sometimes he (3) (work) evening shifts or 7 days a week. And he (4) (also / work) to tight deadlines. He (5) (burn) the candle at both ends. But there is no problem. He's flexible, punctual and organized. Unfortunately, he (6) (not / be) available to start until July as he (7) (travel) across Europe with his cousin, Joe in June.



8 Work in pairs. Imagine you are Austin. Call Taiynn to give the news and talk about your future workday activities. Swap the roles.



6  **Track 7 Listen again. Read the questions and tick the wrong option in each one.**

Explain the task. One of the alternatives is false. Get Ss to listen to the track again and choose the wrong option. Elicit the answers.

This activity enables Ss to detect factual information about job related topics in a recorded text.

KEY

1. a 2. d 3. c 4. a 5. b 6. b

7 **Fill in the blanks using the correct form of the verbs in brackets.**

Have Ss remember the dialogue they have heard. Tell them there are missing parts in the summary of the script. Ask them to fill in the missing parts with the given verbs in the brackets. Make sure they use different forms of the future tense. After Ss complete the task, have them compare their answers in pairs. Check the answers in the class.

KEY

1. will be graduating / is going to graduate
2. is going to be
3. will work
4. will also work
5. will burn
6. won't be
7. will be travelling / is going to travel

8 **Work in pairs. Imagine you are Austin. Call Tailynn to give the news and talk about your future workday activities. Swap the roles.**

Set the scene. Students will act as if they were Austin and Tailynn. Austin is accepted for the job he has applied for. He is excited and calls Tailynn to talk about the news and his future workday activities. They will swap the roles to do the task.

TEACHER'S NOTE

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THEME 1

Reading & Writing

1 Do the quiz to check your knowledge. Circle the correct answer.

1. CV stands for ...
 - a. Current Vitals
 - b. Curriculum Vitals
 - c. Curriculum Vitae
2. A CV is a summary of a person's personal information, education, qualifications and ...
 - a. work experience
 - b. skills
 - c. both a and b
3. A CV accompanies a ... which is one page long.
 - a. certificate of language skills
 - b. letter of intent
 - c. list of diplomas
4. A ... introduces you to an employer and explains the purpose of your writing.
 - a. letter of intent
 - b. CV
 - c. reference letter

2 Read the ads and fill in the chart.

	Job title	Working hours	Salary	Tasks	Required experience
Ad 1					
Ad 2					

STAFF REQUIRED

Ad 1

We're looking for part-time staff to show foreign students around Edinburgh in June, July and August.
 Your starting salary will be £12.50 per hour (net after all taxes) + tips + great benefits.
 We need people;

- who know the city well
- with excellent communication skills in English (Other language skills will be an advantage)
- who can work A.M./P.M. shifts (6 a.m-2 p.m. or 2 p.m-10 p.m.)
- with reliable, responsible, friendly personality
- with experience but not essential

If you believe you'll be a huge asset to our company, contact Human Resource Dept. at oliviabrooks@hsatours.com with your CV, a recent photo and a hand-written letter of intent by 15th March, 2018.
 Only selected candidates will be called for an interview.

VACANCY

Ad 2

Venus Apparel & Accessories announces full time (from 9 a.m. to 5 p.m.) vacancy for a qualified staff to manage our "social media platforms" Elixio, Instagram, LinkedIn, Twitter, Facebook, Exploroo, WAYN, etc. in Oxford.
 We are looking for a highly motivated, hardworking, creative individual to work for an innovative young company with large, multinational guests.
 You should have

- knowledge of computer with skills in web-designing and Outlook
- excellent oral and written communication skills
- minimum 2 years' experience in digital media

We will provide you with a satisfying salary, benefits, the potential for further career growth and friendly colleagues.
 Application along with a CV and a photo should be sent to hr@venusapparel.com by 24 March, 2018. Or you can send your application directly to Po. Box: 12158

THEME 1

3 Complete the definitions with the highlighted words in the ads.

1. : a job that is available for someone to do.
2. : a group of people who work for an organization or business.
3. : a person who is applying for a job.
4. : a period of work time in a business.
5. : an advantage that the employer offers you in addition to your salary.

4 Read the CV. Label A-F with the headings below.

References - Skills - Personal Information
Work Experience - Interests - Education and Qualifications

5 Read the letter of intent and replace the words / phrases in bold with the given ones below.

- | | | |
|--|---|--------------------------------------|
| <input type="radio"/> Sir / Madam | <input type="radio"/> enclosing | <input type="radio"/> faithfully |
| <input type="radio"/> My responsibilities there included | <input type="radio"/> I consider myself to be | <input type="radio"/> in response to |

6 Read the job ads again and match them with the letter of intent and the CV. Write Ad 1 or Ad 2 in the boxes.

- Letter of intent CV

A

Tailynn McKenney
24 Aug, 1998
Email: Tmckenney@abcmail.com
Phone: +44 131 667 86 38

B

2016	Edinburgh University, Edinburgh Computers and Advertising
June 2016	Calton Hill Park College, Edinburgh A Level Computer (A)

C

June - August 2018	Toddy's Electronics Accessories Salesperson
June - August 2017	Gill Web-Design Company Public Relations Assistant

D

- Proficient in Microsoft Word, Excel, and Outlook;
- Excellent at web designing / developing
- Knowledge of digital market and social media

E

I am a very sociable person and I like being involved in community and social events. I also take part in physical activities such as jogging, tracking and travelling.

F

Available on request

1906 S Crosner Blvd
Edinburgh EH6

6LX
The Personnel Manager
HSA Tours
4 Castle Street
Edinburgh EH2 3AT

9 March 2018

Dear HSA Tours (a),
I am writing to **reply for** (b) the position of tourist guide on your website.
Last summer, I worked a couple of days a week at Edinburgh Airport as an information desk assistant. **I was in charge of** (c) helping and supporting passengers at the airport as well as answering telephone questions. I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality. **People always say I am** (d) trustworthy and co-operative. I am fluent in Spanish.
I am available to work in July and August.
If you wish, I can supply references from my earlier employer.
I am **sending** (e) my CV.
I look forward to hearing from you soon.
Yours **sincerely** (f),

Austin Hensley

3 Complete the definitions with the highlighted words in the ads.

Have Ss read the sentences in the ads with the highlighted words. And have them fill in the blanks in the definitions using the job related words. Do the first one together with the class as an example. They may use their dictionaries. Elicit the answers.

KEY

- | | |
|--------------|------------|
| 1. vacancy | 4. shift |
| 2. staff | 5. benefit |
| 3. candidate | |

4  Read the CV. Label A-F with the headings below.

Have Ss read the CV and match the parts of it with the given headings. Tell them not to read it in detail. Elicit the answers.

KEY

- A. Personal Information
- B. Education and Qualifications
- C. Work Experience
- D. Skills
- E. Interests
- F. References

5  Read the letter of intent and replace the words / phrases in bold with the given ones below.

Tell Ss to read the letter of intent and focus their attention on the words and phrases written in bold. Ask them to replace the bold ones with the given ones in order to have the similar meaning. Have them do the task individually and elicit the answers. Then ask them to tell which form looks formal. (The one on the book is more informal.)

KEY

- | | | |
|----------------------------|-------------------|---------------------------------------|
| a. Sir / Madam | b. in response to | c. My responsibilities there included |
| d. I consider myself to be | e. enclosing | f. faithfully |

6  Read the job ads again and match them with the letter of intent and the CV. Write Ad 1 or Ad 2 in the boxes.

Ask Ss to read the ads once more and try to match them with the letter of intent and the CV. Elicit the answers.

This activity enables Ss to analyze different job ads from newspapers / websites to match them with CVs.

KEY

- Ad 1 Ad 2

THEME 1

- 7 a.  Look at Tailynn's CV on page 23 and write a letter of intent for her following the steps below.
- choose a job
 - where / when she saw the job ad
 - details of previous work experience and responsibilities
 - her personal qualities
 - when she is available for an interview and when she can start
- b. Swap your letters in pairs. If a candidate applied with that letter, would you call him / her for a job interview? Explain your reasons.

- 8 a. Work in pairs. Make a phone call as in the example to set a time for a job interview.

Secretary: Hello. May I speak to(applicant's name)... please?
Applicant: Speaking. Who is calling?
Secretary: My name is Alison Thorne. I'm calling from ...(company name)... . We have received your CV online applying for our company and I would like to schedule an interview at our office.
Applicant: Ohh, that's great to hear.
Secretary: OK then... We would like to invite you here ...(time / date)... .
Applicant: I'm terribly sorry but I'm afraid ...(an excuse)... (A new date)... will be the best for me, if that is OK with you I'm free ...(time)... .
Secretary: Well, let me check my calendar... Oh, sure! That's perfect with us. Looking forward to seeing you ...(time / date)... here. Can I confirm your e-mail address so I can send you the details?
 ...

- b. Act out your dialogue.

 **Game Time! Play the Sentence Auction.**

Pronunciation

- A.  **Track 8** /t/ sound is not released in *won't*, *isn't* or *aren't* in connected speech. Listen and practise.
 They won't /wəʊn/ come with us. She isn't /ɪzn/ going to come.
 We aren't /ɑ:n/ going to stay.
- B.  **Track 9** Listen to the negative statements with the auxiliaries. Tick whether you hear reduced or full forms of them.
1. /wəʊn/ /wəʊn/ 3. /ɪzn/ /ɪzn/
 2. /wəʊn/ /wəʊn/ 4. /ɑ:nt/ /ɑ:nt/

Check Yourself

				
I can	understand factual information about jobs while listening.			
	talk about future plans and predictions.			
	make an appointment on the phone.			
	find the main idea of a text on successful entrepreneurs.			
	analyse different job ads from newspapers / websites and match them with CVs.			
	write CVs / letters of intent for different job applications.			

7 a.  **Look at Tailynn's CV and write a letter of intent for her following the steps below.**

Encourage Ss to choose a job to apply for. They need to write a letter of intent. Remind them to follow the given steps while writing it.

This activity enables Ss to write CVs / letters of intent for different job applications.

TEACHER TIP

There is Austin's letter of intent on page 133. Encourage Ss to study it for further information.

b. Swap your letters in pairs. If a candidate applied with that letter, would you call the applicant for a job interview? Explain your reasons.

Have Ss work in pairs. When they write their letters, ask them to exchange them in pairs. Have them read their partner's letters and decide if the applicant is successful enough to be invited for a job interview or not. Encourage them to give reasons for their decisions.

8 a. Work in pairs. Make a similar phone call to set a time for a job interview as in the example.

Have Ss work in pairs to make a phone call. Student B has sent a CV and a letter of intent to apply for the job and Student A calls Student B to invite for a job interview. Student A offers a date that is not appropriate for Student B who disagrees and suggests a different time. They agree on it. Ss use the sample dialogue as a model before they make their own.

This activity enables Ss to make an appointment on the phone.

b. Act out your dialogue.

Set the scene. Encourage Ss to role-play their telephone conversation in the class.

 **Game Time! Play the Sentence Auction**

Put Ss into groups of 5. Copy the auction sentences on page 38 for each group. Talk about auctions. Make sure they understand the term auction. Explain the rules of this auction. Give one student the questions in each group. There are 14 questions with different forms of future tense. Some of them are correct and some of them have mistakes in them. The reader reads the questions and the other 4 buy the correct sentences. The aim of the game is to buy as many correct sentences as possible. Each member will have £5,000 to spend. Bids begin at £200. They increase each bid £200. The sentence will be sold to the highest bidder. The winner of the game is the member who has bought the most correct sentences and the most amount of money. Once the game has finished, go through each sentence saying whether it is correct or incorrect.

KEY

2, 3, 5, 8, 10, 11, 13, 14 are correct sentences.

Pronunciation

A.  **Track 8** /t/ sound is not released in *won't, isn't or aren't* in connected speech. Listen and practise.

Books are closed. Explain the rule. When we speak naturally we don't pause between the words. Fluent speech flows with a rhythm and some sounds can disappear. E.g. the "t" sound in the auxiliary verbs are often pronounced in a low pitch. It's actually been reduced and unstressed. Play the recording.

B.  **Track 9** Listen to the negative statements with the auxiliaries. Tick whether you hear reduced or full forms of them.

Ask them to listen to the statements focusing on the pronunciation of the auxiliaries. They will tick the sound they hear. Elicit the answers.

This activity enables Ss to practise contraction of won't, isn't and aren't.

KEY

1. /wəʊnt/

2. /wəʊn/

3. /ɪznt/

4. /ɑ:n/



Sentence Auction

1. Your bags are heavy. I'm going to help you.
2. Do you think your colleagues will help you write the e-mails?
3. This time next week, I will be travelling across Italy.
4. I'm not sure but he is probably going to come.
5. Olivia's going to work in Africa in her gap year.
6. I'll buy the flight ticket if they will have special offers.
7. Please don't call me. I will work between 4 and 5.
8. Joe, the kettle is going to boil over. Turn down the gas.
9. On Thursday 11 a.m. I will have an interview in London.
10. Oh, look how angry the boss is. He's going to shout at us for not working hard enough.
11. I don't have that much money; I'll ask my boss to give me some allowance.
12. In three years, I am having a new job.
13. When you finish the meeting, I'll be waiting for you in the lobby.
14. I am going to an office party tonight.



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Theme 1 Future Jobs

A- Future Builders

LISTENING SCRIPT (Track 1-2)

Tailynn : So Austin, what are you planning to do on your vacation?

Austin : Oh, I'm going to do something different in the first month. My cousin, Joe, and I will be travelling across Europe by train in June. We haven't fixed upon the countries yet but we will probably make it France, Germany, The Netherlands, Belgium and Spain.

Tailynn : Wow! Your plan sounds amazing. I'm sure you will be tickled to death with Joe. Lucky you!

Austin : What about you Tailynn? Are you doing anything exciting this summer?

Tailynn : Me? Well, I'd love to go and lie on a beach somewhere, but I need to save money for school. I saw an ad on the Net. I have already applied for it and they have taken me on.

Austin : Oh, really? What is it exactly?

Tailynn : A door-to-door salesperson to sell Toddy's electronic accessories. Teens love this brand and it sells like hotcakes. So, I will be selling headphones, pen drives, chargers, cases and so on by next summer.

Austin : Will you? I'm really pleased for you. Are you going to work full-time or part-time?

Tailynn : Full-time. I will probably start at 10.00 a.m. They will let me know the area that I am going to be responsible for. They expect me to visit almost 30 customers per day.

Austin : 30 customers? That's a lot.

Tailynn : Oh, it's OK. I'll inform them about the products, prices, new offers and promotions. I'll also report the customers' complaints or requests to the employer. Finally, I'll cash up and grant the money before I go home in the evening.

Austin : Oh, poor you! If you keep working such long hours without a holiday, you will burn out. However, I'm sure you will get ahead because most entrepreneurs start their careers with jobs like this.

Tailynn : I don't mind working long hours if the pay is good.

Austin : Listen! Do you think there is something for me on the Net for July and August?

Tailynn : Haha! Let's check the job ads.

B- Job Hunters

LISTENING SCRIPT (Track 5-6-7)

Austin : Good afternoon, Ms Brooks. I'm Austin Hensley. I am here for the position you advertised online.

Manager : Nice to meet you Austin. Please come in and take a seat.

Austin : Thank you.

Manager : So, Austin ... Looking at your CV, you are a student at Edinburgh College of Art, aren't you?

Austin : Yes, I am a 3rd grade student at university and I will be graduating next year. I am looking for a temporary summer job.

Manager : Why do you think you are the right person for the job?

Austin : Well, I know this city very well. I am considered to be friendly and sociable and get along well with people from other countries. Oh, I am also really into history and culture. I suppose I have a good sense of geography. And I speak Spanish fluently.

Manager : That's perfect because this job will involve greeting foreign students, interpreting and introducing nature attractions and historic sites to them. Have you got any experience of this type of work?

Austin : I had a part-time job at the information desk at Edinburgh Airport last summer. I picked up a lot of experience in working with different people.

Manager : OK. Good, Austin. Selling tickets and organising tours are physically demanding and the hours are really long. Sometimes you will be working evening shifts or 7 days a week. I mean you will be burning the candle at both ends.

Austin : No problem. I'm flexible, punctual and organized. And I'll work to tight deadlines.

Manager : Well, everything seems great. Are there any questions you'd like to ask us?

Austin : Not a question but there is just one thing I have to mention. Unfortunately, I won't be available to start in June as I will be travelling across Europe then.

Manager : I see... OK... How about June 30th, Friday?

Austin : Thank you Ms Brooks, you won't be sorry. But I'd prefer July 3rd to start if that's alright with you.

Manager : OK then. See you at 9:00 on July 3rd. Ohh... please do not forget you will be having a week's training in May.

THEME 2

HOBBIES AND SKILLS

- A. Dark Horses
B. The Odd Man Out

THEME	FUNCTIONS	SKILLS
2 HOBBIES AND SKILLS	<ul style="list-style-type: none"> Expressing likes, dislikes and interests Expressing preferences Talking about present and past abilities 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to pronounce plural and third person -s sounds. <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to take part in a dialogue about likes, dislikes, interests and preferences. Students will be able to ask and answer questions about their present and past abilities. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to identify lexis and expressions related to past abilities. Students will be able to paraphrase information in a text about people's choices. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to write a paragraph about their interests and abilities.
	GRAMMAR	
	<ul style="list-style-type: none"> Can / could / be able to Would rather / would prefer Gerund-Infinitive 	
	IDIOMS	
	<ul style="list-style-type: none"> cross your mind odd man out 	
	VALUE	
<ul style="list-style-type: none"> patience 		

What are your hobbies that make you feel refreshed?
Do you think that you're aware of your capabilities?
How do you think hobbies free us from getting stressed?
Is it really possible to improve your abilities?

Theme 2 Hobbies And Skills

A- Dark Horses

Listening & Speaking

1 Categorise the given words in the correct columns.

Ask Ss to look at the given words and categorise them in the correct columns. Tell them they are free to use a dictionary if there are any unknown words. Elicit the answers.

KEY

Music

jingle
techno
blues
jazz
hip hop
soft rock

Extreme Sports

drifting
wingsuiting
bodyboarding
caving
highlining
ice climbing

TV programmes

soap opera
game show
infotainment
t-commerce
docudrama
news flash

TEACHER TIP

- soap opera** : A television or radio series about the imaginary lives of a group of people. A soap opera is often simply called a soap.
- drifting** : A technique in motorsports in which the driver briefly oversteers at the start of a turn.
- game show** : A television programme in which people play games or answer questions to win prizes.
- wingsuiting** : The sport of gliding through the air using a wingsuit.
- infotainment** : Television programmes about real events.
- jingle** : A short simple tune, often with words, which is easy to remember. It is used to advertise a product on the radio or TV.
- t-commerce** : The business done using the TV interactively.
- bodyboarding**: The water sport of surfing on which the surfer lies prone or kneels.
- docudrama** : A television programme or film based on events that really happened.
- newsflash** : A short broadcast of an important piece of news in the middle of a television or radio programme.
- highlining** : Tightrope walking between two mountains.

2 Which categories above are you keen on? Talk about your likes and dislikes using the given structures.

Ask Ss which categories above they are keen on and let them talk about their likes and dislikes using the given structures in the book.

This activity enables Ss to take part in a dialogue about likes, dislikes, interests and preferences.

3 Read the sentences and choose the closest meaning for the words in bold.

Tell Ss to read the sentences and choose the closest meaning for the bold words. Check their answers.

KEY

1. a

2. a

3. b

4. b

THEME 2

4 Match the idioms with the correct definitions.

- | | |
|---|--|
| <input type="radio"/> 1. be on pins and needles | a. someone who has a surprising ability or skill |
| <input type="radio"/> 2. dark horse | b. allow a secret to be known |
| <input type="radio"/> 3. let the cat out of the bag | c. nervously waiting to find out what is going to happen |

5  Track 10 Listen to the dialogue between Elsa and her mother. Fill in the blanks.



- Elsa has decided for the talent show.
- At first, Elsa's mum is glad Elsa's decision.
- across a rope from one cliff to another is called highlining.
- Safety harness will prevent her from
- It's time the cat out of the bag.
- for Elsa is what her mum will do.
- Elsa wants her mum to stop

6  Track 11 Listen to the dialogue again and tick the correct option.

- | | YES | NO |
|--|-----------------------|-----------------------|
| 1. The talent show is managed by the sports organisation of the town. | <input type="radio"/> | <input type="radio"/> |
| 2. Elsa is planning to attend the talent show. | <input type="radio"/> | <input type="radio"/> |
| 3. Elsa's mum thinks highlining is extremely risky. | <input type="radio"/> | <input type="radio"/> |
| 4. Elsa's coach thinks that she has a long way to succeed in highlining. | <input type="radio"/> | <input type="radio"/> |
| 5. Her mum warns Elsa to be cautious. | <input type="radio"/> | <input type="radio"/> |
| 6. Her mum has a tendency to try highlining. | <input type="radio"/> | <input type="radio"/> |

7 a. Think about your deskmate's likes, dislikes, interests and preferences. Try to make true sentences about him / her.

1. When he / she was a child, he / she couldn't stand
2. When he / she is alone, he / she enjoys
3. He / She is learning English
4. He / She doesn't mind
5. He / She has recently decided
6. This weekend he / she would like
7. Every day he / she remembers
8. He / She feels sorry for

b. Now, swap your books and tick the correct sentences about you. Correct the false ones.

8 Share the information you've learnt about your friend.

4 Match the idioms with the correct definitions.

Ask Ss to read the columns carefully and then match them. Elicit the answers.

KEY		
1. c	2. a	3. b

5  Track 10 Listen to the dialogue between Elsa and her mother. Fill in the blanks.

Tell Ss that they are going to listen to the dialogue between Elsa and her mother. Ask them to fill in the blanks. Have Ss listen to the dialogue at least twice. If necessary, play it once more. Check their answers.

KEY			
1. to apply	2. to hear	3. Walking	4. falling
5. to let	6. Praying	7. worrying	

6  Track 11 Listen to the dialogue again and tick the correct option.

Tell Ss that they are going to listen to the dialogue again to tick the correct option. If needed play the recording once more. Elicit the answers.

KEY					
1. No	2. Yes	3. Yes	4. No	5. Yes	6. No

7 a. Think about your deskmate's likes, dislikes, interests and preferences. Try to make true sentences about him / her.

Ask Ss to guess about their deskmate's likes, dislikes, interests and preferences. Encourage them to make as many sentences as possible. Tell them that it's going to be like a game. Some funny sentences can be formed. Monitor the students. Help them if necessary.

b. Now, swap your books and tick the correct sentences about you. Correct the false ones.

Tell Ss to swap their books and read the sentences that their deskmates have written about them. Ask Ss to put a tick for each correct sentence completed for them. If there are false ones, tell them to correct the sentences. Let Ss share the funny ones.

8 Share the information you've learnt about your friend.

Have Ss share the information they've learnt about their friends. Encourage them to talk.

TEACHER'S NOTE
.....
.....
.....
.....
.....

Reading & Writing

- 1 Read the lists of the necessary equipment for the hobbies below. Circle the odd word out in each category.

KNITTING	RAFTING	CAR TATTOOING	ARCHERY	POTTERY
				
ropes patterns wool needles	lifejacket binoculars raft paddles	plaster tattooing machine transfer paper paint tubes	arrows chest guard bows mask	kiln skis clay ribbon cutter

- 2 Among the hobbies above which one appeals to you most? Give your reasons.

e.g.

Pottery appeals to me most since I'm so patient and creative. I think I can spend hours doing it.

- 3  Read the text and underline the sentences which mention John's past abilities.

CAR-MANIA

When I was a child, I wasn't good at maths or science. I couldn't solve any problems or I couldn't do any experiments. There was only one thing about me. I could really paint well. My whole world consisted of crayons and model cars. I had a collection of almost five hundred cars and all kinds of art and craft supplies. One day, a sudden and colourful idea crossed my eight-year-old mind. My black cars seemed so **dull** and toneless. I could draw some nice figures and make the black ones cheerful and **jazzy**.

Then, I drew an octopus on my black model Cadillac 1923. I took my "super octopus" car to my art class. When my art teacher saw the car, she said it was a **unique** piece of art. "Can you make another **glamorous** car for the art and craft contest, John?" she asked. Then, I drew a brownish red nightingale with roses and daisies on my yellow Buick 1953. I joined the contest and guess what? I was able to win the first prize although I was the youngest contestant. The jury told me that I was really **gifted** and good at pattern design and creation. "One day, I don't know how, but everybody will be able to see your unique patterns, John", my art teacher said proudly. Miss Daisy was totally right. I could create unique patterns. This contest was the very beginning of my car tattooing journey. As I grew up, my tools differed and cars got bigger and real. I continued turning ordinary cars into art-like pieces.



Reading & Writing

- 1 Read the lists of the necessary equipment for the hobbies below. Circle the odd word out in each category.

Tell Ss to read the list of the hobbies and their equipment. Ask them to circle the odd word out. Elicit the answers.

KEY

KNITTING-ropes
ARCHERY-mask

RAFTING-binoculars
POTTERY-skis

CAR TATTOOING-plaster

- 2 Among the hobbies above which one appeals to you most? Give your reasons.

Ask Ss to have a look at the hobbies above and ask which one appeals to them most. Have them share their ideas by giving reasons.

- 3  Read the text and underline the sentences which mention John's past abilities.

Have Ss read the text and ask them to underline the sentences which mention John's past abilities. Elicit the answers.

This activity enables Ss to identify lexis and expressions related to past abilities.

KEY

1. I could really paint well.
2. I could draw some nice figures and make the black ones cheerful and jazzy.
3. I was able to win the first prize although I was the youngest contestant.
4. I could create unique patterns.

Idiom of the content

cross your mind: to come into your thoughts as a possibility.

TEACHER'S NOTE

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THEME 2

4  Read the text again and write true (T) or false (F) for the statements. Correct the false ones.

- 1. John couldn't imagine a life without crayons and model cars when he was a child.
- 2. He didn't realise that his cars were lifeless and dull until he was eight.
- 3. He was awarded the first prize even though all the contestants were older than him.
- 4. As a grown-up, he had no flair for designing and drawing anymore.
- 5. It never crossed his mind that he might give lectures at a university.
- 6. His students have no opportunity to work in Car-Mania.

5  Read again and answer the questions.

1. Which idea crossed his mind when he was eight?

.....

2. What was his teacher's prediction about John's passion?

.....

3. What was the turning point of his life?

.....

4. How does he contact with the young car tattooists?

.....

5. Where was he invited to give workshops?

.....

6 Look at the **highlighted** words in the text and in the sentences below. Choose their similar meanings.

- 1. When the book you've been reading is **dull**, it is deady **appealing / boring**.
- 2. When you describe something as **jazzy**, you mean that it's **colourful / pale**.
- 3. When something is **unique**, it is **common and usual / one and only**.
- 4. When you describe something as **glamorous**, you mean that it is **impressive / ordinary**.
- 5. When someone is **gifted**, he / she has a **natural ability / no ability** to do something well.
- 6. When you say that someone is **fortunate**, you mean that he / she is **unlucky / lucky**.

Today, I have a huge car tattooing studio in Dublin called Car-Mania. I'm **fortunate** since I make money through my hobby. I'm keen on teaching my pattern designing to the people who are interested in this hobby. What I like doing most is to connect with the young car tattooists on my tutoring website.

The National College of Art and Design in Dublin has focused on my car tattooing project and they've invited me to run workshops at the campus. I've never imagined this before. Life is full of surprises. Now, I have three actual classes for young and talented car-tattooing artists. They are also able to come to Car-Mania to practise. I'd rather teach them in my studio than in university. As I always repeat the same motto in my classes, "Discover yourself. Find your passion and life purpose. Take action".



4  **Read the text again and write true (T) or false (F) for the statements. Correct the false ones.**

Tell Ss to read the text and write true or false for the statements. Ask them to correct the false ones. Elicit the answers.

KEY

1. T
2. T
3. T
4. F (As a grown up, his tools differed and cars got bigger and real.)
5. T
6. F (They are able to come to Car-Mania to practise.)

5  **Read again and answer the questions.**

Have Ss read the text again to answer the questions. Check their answers.

KEY

1. He thought that designing some figures on his model cars would be a good idea.
2. She foresaw his talent and she was so certain that his art-like cars would be well-known.
3. The contest that his teacher encouraged him to enter was the turning point of his life.
4. He contacts with the young car tattooists using his tutoring website.
5. He was invited to The National College of Art and Design in Dublin to give workshops.

6 Look at the **highlighted** words in the text and in the sentences below. Choose their similar meanings.

Ask Ss to look at the highlighted words in the text and tell them to guess and circle the correct meaning of each. Check their answers.

KEY

1. boring
2. colourful
3. one and only
4. impressive
5. natural ability
6. lucky

TEACHER'S NOTE

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THEME 2

7  Write John's motto from the text in the blank. Read the other mottos. Choose your favourite one and take notes explaining why you like it.

1.
2. "Happy is the man who is living by his hobby."
3. "It's a beautiful thing when a career and a passion come together."
4. "To be really happy and really safe, one ought to have at least two or three hobbies."
5. "I don't have time for hobbies. At the end of the day, I treat my job as a hobby."

e.g. *The second quote is my favourite. If you make money through your hobby, you are the most fortunate person in the world.*

8 a.  Work in pairs. Ask and answer questions about your likes / dislikes, past and present abilities.

- e.g. *Student A : What do you like doing in your free time?
 Student B : I like writing lyrics. How about you?
 Student A : I enjoy playing the drums. Can you play any musical instruments?
 Student B : Yes, I can. I can play the violin. It's so relaxing. By the way, I could play the drums when I was 12 but I gave up.*

b.  Consider your likes, dislikes, interests and abilities. Write a paragraph about your hobby / hobbies.

Pronunciation

A.  **Track 12** Plural forms of nouns and *third person -s* endings are pronounced in three different ways. Listen and practise.

/s/	paths <i>/pa:θs/</i>	artists <i>/ɑ:tɪsts/</i>	looks <i>/lʊks/</i>	takes <i>/teɪks/</i>
/z/	roads <i>/rəʊdz/</i>	clothes <i>/kləʊðz/</i>	brings <i>/brɪŋz/</i>	enjoys <i>/ɪn'dʒɔɪz/</i>
/ɪz/	stages <i>/steɪdʒɪz/</i>	beaches <i>/bi:tʃɪz/</i>	dances <i>/dɑ:nsɪz/</i>	uses <i>/ju:sɪz/</i>

B.  **Track 13** Listen and write the words you hear in the correct column. Add one word for each column.

/s/	/z/	/ɪz/
.....
.....
.....
.....

- 7**  **Write John's motto from the text in the blank. Read the other mottos. Choose your favourite one and take notes explaining why you like it.**

Ask Ss to write John's motto from the text in the blank and read all the mottos given in the exercise. Have them choose their favourite one and take notes explaining why they like it. Encourage them to share their opinions.

KEY

1. "Discover yourself. Find your passion and life purpose. Take action".

- 8** a. **Work in pairs. Ask and answer questions about your likes / dislikes, past and present abilities.**

Have Ss work in pairs and talk about their likes, dislikes, past and present abilities. Get them to focus on the sample dialogue and prepare their own. Set a time limit. Choose some pairs to act out their dialogues in class.

This activity enables Ss to ask and answer questions about their past and present abilities.

- b.  **Consider your likes / dislikes / interests and abilities. Write a paragraph about your hobby / hobbies.**

Have Ss think about their likes, dislikes, interests and abilities and then ask them to write a paragraph about their hobbies. Have them read their paragraphs. You can choose the most interesting hobby in the class.

This activity enables Ss to write a paragraph about their interests and abilities.

Pronunciation

- A.  **Track 12** **Plural forms of nouns and third person -s endings are pronounced in three different ways. Listen and practise.**

Ask Ss to listen and practise. Draw their attention to the pronunciation of plural forms of nouns and third person -s endings. Tell Ss they are pronounced in three different ways. Play the recording.

- B.  **Track 13** **Listen and write the words you hear in the correct column. Add one word for each column.**

Have Ss listen carefully to write the words they hear in the correct column. Ask them to add one word for each column when the recording stops. Play the recording. Check the answers.

This activity enables Ss to pronounce plural and third person -s endings.

KEY

/s/	/z/	/ɪz/
gets	hears	bridges
keeps	birds	gazes
pins	keys	catches

TEACHER TIP

We pronounce -s endings (plural forms of nouns or 3rd person singular);

- as /s/ if the words end in voiceless consonant sounds (e.g. /f/, /k/, /t/).
- as /z/ if the words end in vowel sounds or voiced consonant sounds (e.g. /d/, /h/, /g/).
- as /ɪz/ if the words end in sibilant consonant sounds (e.g. /s/, /z/, /sh/, /ch/).

Culture Corner



Read the text. Which of the entrepreneurs can inspire you? Give your reasons.

TURNING PASSION INTO BUSINESS

Have you ever dreamt of turning your hobby into something you can do for a living? Most of us have hobbies to keep our hands busy and feel happy otherwise, we'll get bored.

Here are the stories of three people. Their journey from a hobbyist to a successful entrepreneur will inspire you.



Nicole Snow has two passions in life, art and helping others. After leaving the U.S. Air Force as a military veteran, she came across a form of recycled silk yarn. Although she was new in knitting, she saw potential there and ran with the idea. The result was Darn Good Yarn. She started this business in 2008 with two boxes of yarn. "About 90% of our yarns have a recycled component. We work with textile manufacturers in India and Nepal to recycle the waste that occurs when curtains, bed sheets and other textiles are made. We're collecting that textile waste to turn it into yarns," she says. Today, Darn Good Yarn has grown by 2,900% in 4.5 years and employs more than 300 women in India and Nepal.

Ms. Rajni Bector has three children. After raising her kids, she joined a bakery course with a passion for cooking in her heart. Soon, her homemade cakes, cookies and ice creams became well known in the town. When her friends saw her talent, they advised her to turn her hobby into a business. At the beginning she tried it just for fun. Her ice cream became a hit in the locality. When the Kwalitiy Manager himself tasted it from her stall, it was the turning point of her life. Later, she started offering catering services and became very popular in India.

Christine Watanabe is a real tennis enthusiast. You can always see her on the courts "Everything started with the search for a scorekeeper", she says. All she wanted was having a scorekeeper during her games to keep points. Unfortunately, she couldn't find the right solution. Suddenly an idea crossed her mind and she decided to invent her own. She designed the concept herself but needed help. So, she hired a plastic engineer to help her make her dream come true. It took three years to reach the final product but today a tennis racket score keeper is on the market both online and in stores. "When I'm on the tennis court, I'm also in the business", she says.

The world is full of such talented people who follow their passion. Maybe the next one is you!



Listening & Speaking**1** Read the statements and match them with the hobbies.

a. writing poems b. scuba diving c. photography d. cooking e. motor racing

1. I feel like a part of the undersea world. I enjoy watching the life there.
2. It is just catching a moment of life. I'm crazy about it.
3. It is a real thrill to go around the track at 250 km/h. It takes my breath away.
4. I use words to show my feelings. If I'm in the mood, I can create my masterpiece.
5. It's not just mixing the ingredients. It's much more than that.

2 Which of the hobbies above would you like to do? Give your reasons.

e.g.

I'd like to take photographs because it makes me relaxed.

I'd rather scuba dive than go surfing because undersea world catches my attention.

I prefer painting to playing golf because I like mixing colours.

I'd prefer to play golf rather than scuba dive as there are no risks.

3 Choose the closest meaning of the words in bold.

1. You've always been **the odd man out**. You will never be the same with the others.
 a. You've always been different from the others.
 b. You've always been the most wanted in the groups.
2. You have **a flair for** garden design. I can't take my eyes off your flowers.
 a. You don't know anything about garden design.
 b. You have a talent for garden design.
3. She has **a good command of** Spanish. I love the way she sings in Spanish.
 a. She can't speak a word of Spanish.
 b. She is able to speak Spanish well.
4. Jane always does her job **half-heartedly**. That's why she never succeeds.
 a. Jane always works uneagerly.
 b. Jane always works eagerly.
5. She is a **reluctant** cook. She always prefers eating out.
 a. She is always eager to cook.
 b. She is unwilling to cook.

Reading & Writing

1 a. Look at the celebrities. Do you know what they are into? Guess and write their hobbies under the correct photos.

playing tennis

diving

building model planes

cooking and baking



Feryal Özel



Fuat Güner



J. K. Rowling



Aamir Khan

b. Now, check your answers and tell the hobby that attracts you most.

2 Work in groups of three. Read your given paragraph and match the words with their definitions.

A	<ul style="list-style-type: none"> 1. feat 2. curvy 3. stunt 4. arouse 5. confess 	<ul style="list-style-type: none"> a. cause someone to have a particular feeling b. an exciting action done by someone skilled c. admit something that is wrong or inconvenient d. something difficult that needs a lot of skill e. full of curves
B	<ul style="list-style-type: none"> 1. ride 2. visual 3. quest 4. retain 5. proportion 	<ul style="list-style-type: none"> a. continue to have something b. a journey in a vehicle c. part of something compared to the whole d. relating to seeing e. a long search for something
C	<ul style="list-style-type: none"> 1. dub 2. resistance 3. scoff 4. invulnerable 5. submerge 	<ul style="list-style-type: none"> a. go below the surface of the sea b. impossible to damage in any way c. give someone a particular name d. laugh about an idea that is silly e. when someone or something resists



A

Eskil Ronningsbakken, one of the most incredible performance artists in the world, got into the art of balancing when he was just five years old. His interest aroused when he saw a person doing one of a kind feat on TV. At the age of 18, he felt like the odd man out at school and ran away to a circus. He performed there for 11 years. He knew that balancing was exactly what he wanted to do. In his early thirties, Ronningsbakken put his life on the line by riding a bike on a tight rope over a canyon and doing handstands on a bar that hung under a flying hot air balloon. Later, he rode his bicycle backward down on one of the curviest roads in Norway. In one of his interviews, he confessed that he got anxious before stunts and added that if he ever lost his sense of fear, he'd immediately quit.

Reading & Writing

- 1** a. Look at the celebrities. Do you know what they are into? Guess and write their hobbies under the correct photos.

Tell Ss to look at the celebrities and ask them if they know what the celebrities are into. Ss guess and write the celebrities' hobbies under the correct photos. Elicit the answers.

KEY

1. diving 2. building model planes 3. cooking and baking 4. playing tennis

- b. Now, check your answers and tell the hobby that attracts you most.

Allow Ss some time to discuss and check their answers in pairs. Then ask them which celebrities' hobbies attract them most. Encourage them to share their ideas.

- 2**  Work in groups of three. Read your given paragraph and match the words with their definitions.

Divide the class into three groups. Assign the paragraphs to the groups. Each group will study on their paragraphs. Ask Ss to read the paragraphs to understand the meanings of the words in context. Then tell them to match the words with their definitions. Elicit the answers.

KEY

A

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

B

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

C

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

TEACHER'S NOTE

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THEME 2

3  Read the texts and write the correct names.

- feeds himself by the feeling of anxiety in him.
- knows how to control his mind pretty well.
-'s sketches are lifelike.
- strengthens his body in hard conditions.
- is inspired while travelling.
- takes the risk of dying during his performances.

4  Read the texts again. Write true (T) or false (F). Correct the false ones.

1. Eskil got interested in balancing when he was a toddler.
2. He was invited to a circus at the age of 18 and he started performing there.
3. He decided to go on with the art of balancing when he was a teenager.
4. Seeing a city only once is always enough for Stephen to draw in details.
5. He travels a lot because he is in search of different places.
6. He'd drawn New York City before he took the helicopter ride.
7. Wim's endurance to hot degrees gave him the name "iceman".
8. His body doesn't function the same with the other people.
9. Wim has shown what the human body can do.

5  Read the statements below. Choose a sentence about Wim and rewrite it without changing the meaning.

- Eskil was quite different from his friends at school.
- Stephan is extraordinarily talented in memorising the visuals and drawing them.
- Wim

B

Stephen Wiltshire is a British architectural artist and he lives with autism. He has an exceptional ability and this makes him a visual memory genius. He looks at a city once and later draws it from his memory. The thing is, Wiltshire's drawing looks like the city with every single building in its exact place. Everything is perfectly sized in proportion to real life. Stephen has been drawing since his early childhood. His family said that his first words were "paper" and "pen". Also, he's been travelling the world for 25 years on a continuing quest to draw different cities and landmarks. For instance, he took a brief helicopter ride around New York City and produced an amazing drawing afterward. Wiltshire doesn't just remember these landscapes long enough to do the drawing, he retains them possibly forever.

C

Wim Hof is a Dutch man with the incredible ability of being invulnerable to cold. He has proved his skill by swimming in ice cold water and being buried completely in ice. You might scoff at this as other people have tried these kinds of feats many times. But nobody has ever climbed up Mount Everest wearing only a pair of shorts. The Dutch dubbed him "iceman". Wim's resistance was so great that even when submerged in freezing water that would have killed a normal human in a few minutes, his body temperature barely dropped. When reporters asked him how he had achieved all these, his answer was so simple. He stated that he could easily control his autonomic nervous and immune system response through concentration and meditation.

Theme 2 Hobbies & Skills

A- Dark Horses

LISTENING SCRIPT (Track 10-11)

- Elsa** : Mum! I've decided to apply for the talent show prepared by the Sports Club in our university. I have to sign up first and then wait for them to call me.
- Elsa's mum** : Oh my sweetheart! I'm so glad to hear that as you've been swimming so well since you were four.
- Elsa** : Actually, I don't want you to be disappointed, but I'm not gonna swim. I'm gonna do highlining.
- Elsa's mum** : Oh my God! What's that?
- Elsa** : Walking across a rope from one cliff to another. It's a kind of extreme sport.
- Elsa's mum** : What? I can't believe you. It never crossed my mind that you might do such a crazy thing. It's perilous!
- Elsa** : It's not, mum. I wear safety harness fastened to the rope which prevents me from falling if I slip.
- Elsa's mum** : You are talking as if you've tried it before.
- Elsa** : I think it's time to let the cat out of the bag. I don't swim at weekends anymore. Instead, I regularly practise highlining and I've made a great progress. That's what my coach always says. Also, I'm a member of the extreme sports organisation of the city.
- Elsa's mum** : Gosh! I'd rather you kept on swimming. I suppose praying is the only thing I can do for you. But please, promise me to be very careful while doing it.
- Elsa** : Stop worrying, please. I'm not a child anymore.
- Elsa's mum** : Please don't forget to check your safety harness all the time and...
- Elsa** : Mummy, feel relaxed. I've been doing this for more than a year. I'm a kind of adrenalin seeker. I love walking on that tight rope at high. Simply I prefer highlining to swimming. OK?
- Elsa's mum** : Hmmmm... What about cheating me?
- Elsa** : Mummmm... I'm sorry for telling you late. I just didn't want you to be on pins and needles. I'm not a beginner anymore and I'm really gifted in highlining. Maybe you'd like to come and try with me.
- Elsa's mum** : Ohhh, never my dark horse!

B- The Odd Man Out

LISTENING SCRIPT (Track 14-15)

Dialogue 1

- Lara** : Dennis, I've just finished reading your last poem. I'm speechless. You have a flair for writing poems and articles.
- Dennis** : Happy to hear you've enjoyed it. You know my only passion is to study English Literature at Cambridge. When I was ten, I could write poems for my teachers.
- Lara** : Ohhhh! Writing poems at the age of ten? I couldn't spell the words correctly till I was twelve. One day, you'll be able to publish a novel and it will be a best seller I bet. Before publishing a novel, why don't you build a blog? You can write your poems and articles on your blog so that everybody can read them.
- Dennis** : Yeah, you're right! I've been thinking of it for a couple of months. You have a good command of designing blogs. Can you give me a hand?
- Lara** : Sure. Can't wait to see it. Let's start!

Dialogue 2

- Cameron** : Mel, I can't believe your hobby is cooking. You've always been the odd man out. You know I'm always a reluctant cook. I'd rather eat out than cook at home.
- Mel** : I hope you will be able to afford the luxury of eating out every day in the future. I've always cooked all my life. I simply enjoy it. When I was 8, I could cook nearly all sorts of cakes.
- Cameron** : Wow! An-eight-year-old chef at home? Sounds crazy. You really put your heart into it.
- Mel** : Exactly. If I look at it as a chore, I can never hope to become a good chef. I'd rather put my heart and soul into it than do it half-heartedly.
- Cameron** : You're great. Have you ever thought of cooking as a hobby that makes money?
- Mel** : Be sure it will be more than a hobby for me. I'm planning to study Gastronomic Sciences in Italy.
- Cameron** : Wow! I'm sure you will be one of the most popular chefs in the world. Most probably you'll run an elegant restaurant and you'll have lots of customers.
- Mel** : And I will book a table for you in my restaurant every day.

THEME 3

HARD TIMES

- A. All Coming up Roses!
B. Ups and Downs

THEME	FUNCTIONS	SKILLS
3 HARD TIMES	<ul style="list-style-type: none"> Describing events happening at the same time in the past Explaining people's habits in the past 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to recognise vocabulary indicating the sequence of events in recorded text / video. Students will be able to identify the events happening at the same time in the past in a recorded text / video. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to differentiate between rising and falling intonation. <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to talk about past habits. Students will be able to talk about a personal experience in the past. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to answer the questions about a text on people's habits and experiences in the past. Students will be able to analyze a short story (plot, setting, climax, characters etc) to summarise it. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to complete the missing parts of a short story with their own words.
	GRAMMAR	
	<ul style="list-style-type: none"> Past Simple T. Past Cont. T. Used to 	
	IDIOMS	
	<ul style="list-style-type: none"> hit rock bottom ups and downs 	
	VALUES	
<ul style="list-style-type: none"> patience self discipline respect 		

How can hard times help us get stronger?
Is it easy to deal with problems or is it a nightmare?
When you fail, do you feel like you can't go any longer?
Do you believe miracles are everywhere?

THEME 3

Listening & Speaking**1 Match the prizes and awards with the pictures.**

1. The Nobel Prize 4. FIFA World Cup
 2. The Oscars 5. Pulitzer
 3. Emmy 6. Grammy



A



B



C



D



E



F

2 Read the statements about the Nobel Prize. Guess and write true (T) or false (F).

1. Alfred Nobel, who had invented the dynamite, established the Nobel Prizes.
 2. No one got a Nobel Prize during World War I and II.
 3. Big names like Mark Twain and Leo Tolstoy won the prize in Literature.
 4. Orhan Pamuk was the first Turkish person to get a Nobel Prize.
 5. Half of the Nobel Prize winners were women in the 20th century.
 6. Aziz Sancar shared his Nobel Prize in Chemistry with two other scientists in 2015.

3 Match the halves to make meaningful sentences about Marie Curie.

1. It wasn't easy for a woman to be a successful scientist, so she had to fight ...
 2. Being the daughter of a physics teacher, she wanted to specialize ...
 3. Marie didn't have enough money, so she needed to depend ...
 4. During her studies in the laboratory, she used to expose herself ...
 5. She stayed at hospitals for a long time but she couldn't recover ...
- a. in Science.
 b. from her illness.
 c. to radiation in high doses.
 d. against the hard conditions until she got the Nobel Prize.
 e. on her sister to pay for her education.

4  **Track 16 Listen to Thilda and Patrick talking about an assignment on scientist Marie Curie. Tick the information you hear about her.**

1. She had a difficult childhood.
 2. She was the best student in secondary school.
 3. Girls didn't use to go to university in Poland.
 4. Marie and her sister had to make money for their education.
 5. She studied physics in France.
 6. She became a professor at the University of Paris.
 7. Her husband, Pierre Curie, was a scientist too.
 8. Their daughter, Irene Curie, was also a Nobel Prize winning scientist.



Theme 3 Hard Times

A- All coming up roses!

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

TEACHER TIP

All coming up roses: Everything is beginning to be successful for sb, especially after they have experienced sth bad.

Listening & Speaking

1 Match the prizes and awards with the pictures.

Have Ss match the prizes and awards with the pictures. Elicit the answers.

KEY

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

TEACHER TIP

The Nobel Prize is an annual international award for achievements in academic, cultural and scientific advances.

The Oscar is an annual American award for achievements in cinema industry.

Emmy is an annual American award for achievements in television industry.

FIFA World Cup is an international football contest played by men's national teams every four years.

Pulitzer is an annual American award for achievements in journalism, literature and musical compositions.

Grammy is an annual American award for achievements in music industry.

2 Read the statements about the Nobel Prize. Guess and write true (T) or false (F).

Ask Ss to share what they know about the Nobel Prize. Later, have them read the statements and decide if they are true or false. Elicit the answers.

KEY

1. T 2. T 3. F 4. T 5. F 6. T

3 Match the halves to make meaningful sentences about Marie Curie.

Have Ss read and match the divided sentences to learn the phrasal verbs. Elicit the answers.

KEY

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

4 Track 16 Listen to Thilda and Patrick talking about an assignment on scientist Marie Curie. Tick the information you hear about her.

Ask Ss if they have any information about Marie Curie. Let them share what they know about her. Ss are going to listen to a dialogue between two friends. Patrick is preparing an assignment on scientist Marie Curie and Thilda is asking him some questions about her. Ask Ss to listen and tick the information about Marie Curie. Elicit the answers.

KEY

1, 3, 4, 5, 7

THEME 3

5  Track 17 Listen again and match the events.

- | | |
|--|--|
| 1. Marie's family was poor | a. she was having a hard time. |
| 2. While Marie was working to earn money, | b. she was exposed to radiation. |
| 3. When Marie was a physics student at university, | c. when she was a little girl. |
| 4. Marie and her husband made great discoveries | d. while they were working in the lab. |
| 5. She was a young woman with two children | e. Bronya was attending university. |
| 6. While she was doing experiments, | f. when her husband died. |

6 Work in pairs and talk about the scientists below. Use the prompts and the sequence words *first of all, secondly, then, after, before, later, finally* in your speech.

e.g. Aziz Sancar was born into a poor, crowded family. He had a very difficult life when he was a child. First of all, he had illiterate parents and ...

- be born into a poor, crowded family
- have illiterate parents
- study in a small town until university
- successfully graduate from the Medical Faculty of İstanbul University
- do his medical practice in poor conditions
- win TÜBİTAK scholarship to study Biochemistry in the USA
- specialise in DNA repair
- win the Nobel Prize in Chemistry in 2015



Aziz Sancar



Student A

Student B

- be born into an educated family
- be an introvert child
- parents support him to gain the best education
- graduate from the university with a master's degree at the age of 19
- have his own theories in mathematics
- become paranoid schizophrenia when teaching at Princeton University
- stay in hospitals for a long time
- win the Nobel Prize in Economics in 1994



John Nash

7 a. How do you help yourself when you go through hard times? Tick the true statements for you.

- I usually stay positive whatever happens.
- I ask for help from my parents.
- I create an action plan and move forward.
- I believe that I can't control everything and just let it go.
- I usually think that there is a silver lining in each difficult time.

b. Think of a hard time you have experienced. Then share it with your friends.

1. What happened?
2. When did it happen?
3. How did you feel?
4. What did you do?
5. Did you ask for help?

Reading & Writing**1** What do these quotes say about life? Discuss with your partners.

"In three words I can sum up everything I have learned about life. It goes on."

Robert Frost

"When one door is closed, don't you know that many more are open?"

Bob Marley

2 Match the words with the related sentences.

racism

illiteracy

failure

disability

poverty

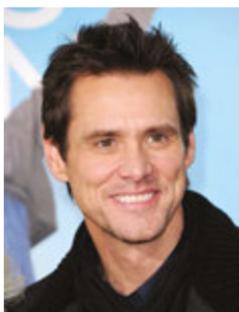
- Because of the economic crisis, millions of people became extremely poor.
- Thomas Edison made thousands of unsuccessful attempts before he invented the light bulb.
- Black people didn't use to have equal rights with white people before mid 60s in the USA.
- Athletes with different physical and intellectual problems have taken part in the Paralympic Games since 1960.
- If we want to develop the country, we should reduce the number of people who are unable to read and write.

3 Guess the meanings of the underlined idioms and choose the correct option.

- When John lost his job, he **fell on hard times** and sold his house.
 - He had a difficult life because he was short of money.
 - He had to work in difficult conditions.
- I used to work part-time to **make ends meet** when I was at university.
 - I didn't use to have any money.
 - I could hardly afford my basic needs.
- If you want something so much, you should take action and **pursue your dreams**.
 - Just wait and don't do anything.
 - Do your best to make your dreams come true.
- I didn't ask any help from my family until I **hit rock bottom**.
 - I reached the worst possible point.
 - I felt happy to achieve my goals.

CHALLENGE YOUR LIMITS!

A Japanese proverb says "Fall seven times, stand up eight." Remember that we may come across **challenges** when we try to achieve our goals, but failure is just a step to be successful. In history, most of the inspiring people who never gave up trying succeeded at last.

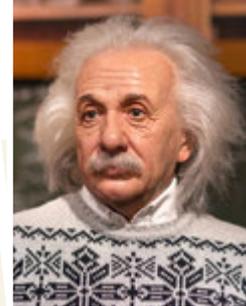


To begin with, Jim Carrey, for instance, had to **suffer from** financial problems. When his father lost his job, Jim was only a teenager. After the family fell on hard times with four children, they had to leave their home and live in a caravan. In order to make ends meet, Jim worked eight-hour shifts at a factory after school. At the age of 15, he started to work at comedy clubs in the evenings. Eventually, he had to **drop out of** school to pursue his dream of becoming a comedian. Poverty didn't stop him and now he's one of the most well-known comedians.

THEME 3

- 4 a.  Read the essay and underline the thesis statement.
- b. Now, insert the topic sentences into the paragraphs. One is extra.
- A. difficulty is learning disability
 - B. a physical disability may seem to be a big problem to become a sportsperson
 - C. racism can bring misery to the lives of many people
 - D. poverty is one of the obstacles that you can face while fighting for success
- 5  Read the sample challenges and write the names of the people in the essay .
1. kept up training although he / she had a sight impairment.
 2. continued his / her education despite having problems at school.
 3. worked long hours at a young age to support his / her family.
- 6  Read the essay again and answer the following questions.
1. Why did Jim Carrey become an unsuccessful student?
 2. Why did Einstein have difficulty at primary school?
 3. How did Marla become a successful athlete?
 4. What are the common personality traits of these three people?
- 7 Choose the **highlighted** words in the essay and complete the sentences.
1. If you want to make your dreams come true, clear the on your way.
 2. Children poor health conditions during the wars.
 3. Science magazines usually children to be curious scientists.
 4. Martin had to the collage since he couldn't afford it anymore.
 5. You can easily your problems with the support of your family and friends.
 6. The people who make a difference aren't scared of taking up

Another
 For example, Albert Einstein wasn't a promising child at primary school because he had dyslexia, disability of reading or writing. Most of his teachers even thought that he was an anti-social loser boy. However, he continued his education and became a very successful physicist. He developed the theories of relativity and won the Nobel Prize in 1921. He showed all the world that one can **overcome** anything with hard work despite learning problems.



Also,
 Marla Runyan, a blind American athlete won five gold medals at the Paralympic Games. When she was in the fourth grade, she was diagnosed to be blind with Stargardt disease. Before her illness, she was fond of soccer and gymnastics. She had to give up soccer because she couldn't see the ball anymore. At first, she felt like she hit rock bottom but she trained very hard in her athletics career and won numerous medals. Her success story continues to **inspire** many disabled people to do what they really want.
 In conclusion, there is a silver lining in each difficult situation. We mustn't lose our hope or let **obstacles** stop us from reaching our goals.

3 Guess the meanings of the underlined idioms and choose the correct option.

Give Ss some time to guess the meanings of the expressions in the sentences and choose the correct answer. Elicit the answers in the class.

KEY

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

Idiom of the content

hit rock bottom: to be in the worst possible position.

4 a.  Read the essay and underline the thesis statement.

Explain Ss that a thesis statement is the sentence that tells the reader what to expect in the essay. Then, have Ss identify the thesis statement in the introduction paragraph and underline it. Elicit the answers.

This activity enables Ss to identify the thesis statement in a given sample essay about a challenge.

KEY

Remember that we may come across challenges when we try to achieve our goals, but failure is just a step to be successful.

b. Now, insert the topic sentences into the paragraphs. One is extra.

Get Ss to read the essay again and insert the topic sentences in the missing parts of the paragraphs. Focus their attention on the context of each paragraph to understand the topic sentence. Elicit the answers.

This activity enables Ss to identify the topic sentences and supporting points in a given sample essay about a challenge.

KEY

d, a, b

5  Read the sample challenges and write the names of the people in the essay .

Focus Ss' attention on the sentences about the people in the essay. Encourage them to write the correct names according to the information they got from the essay.

This activity enables Ss to identify the examples in a given sample essay about a challenge.

KEY

1. Marla Runyan 2. Albert Einstein 3. Jim Carrey

6  Read the essay again and answer the following questions.

Give Ss some time to read the essay in detail to answer the questions. Elicit the answers.

KEY

1. He had to work after school.
2. Because he had dyslexia, disability of reading or writing.
3. She trained very hard in her athletics career.
4. They are all hardworking and determined. They never gave up trying during hard times.

7 Choose the highlighted words in the essay and complete the sentences.

Get Ss to read the sentences with the highlighted words in the essay and guess their meanings from the context. Then, have them complete the sentences with the correct highlighted words. Elicit the answers.

KEY

- | | | |
|--------------|----------------|---------------|
| 1. obstacles | 3. inspire | 5. overcome |
| 2. suffer | 4. drop out of | 6. challenges |

THEME 3

8 Tick the qualities you need to pursue your dreams. Then, discuss your reasons with your partner.

courage

curiosity

luck

hard work

determination

imagination

9 Look at Adam's picture and read the beginning of his story. Then, choose your favourite ending from picture A or B and complete the story.



Adam was a poor little boy. He used to live in a small house with his big family. He couldn't attend school regularly because he had to work and support his family ...

.....

.....

.....

.....



Pronunciation

A. Track 18 Statements usually have falling intonation. Notice that if the statement begins with a time phrase, this small group of words has rising intonation. Listen and practise.

Many years ago, women didn't use to go to university.

The day before yesterday, I talked to the school counsellor.

In 1901, the first Nobel Prizes were awarded.

B. Track 19 Practise the following statements. Draw a rising / falling arrow. Then, listen and check.

Last Sunday, she won her fifth medal in the Olympic Games.

In the past, she used to have a negative body image.

Culture Corner



DID YOU KNOW?

Read the facts about Olympics, the Oscars and FIFA World Cup. Place the following facts in the missing parts.

1. The length of the red carpet at the Dolby Theatre, where the ceremonies are held, is 152.4 metres.
2. In 1950, India dropped out of the tournaments when they weren't allowed to play barefoot.
3. The five rings represent Africa, Asia, Australia, Europe, and the Americas.



OLYMPICS

1. The first recorded ancient Olympic Games were held in 776 B.C. as a religious festival. And the first Summer Olympic Games were held in 1896 in Athens, Greece.
2. Since 1913 the gold and silver Olympic medals have been made out of 92.5% silver, and the gold medals should be plated with at least six grams of gold.
3. Because of World War I and World War II, there were no Olympic Games in 1916, 1940 or 1944.
4. The first Olympic Games televised worldwide was the Rome Olympics in 1960.
5.

THE OSCARS

1. The Academy Awards, also known as the Oscars, first took place at a private dinner for about 270 people in 1929.
2. The Oscar statuette is 34 centimetres tall and 3.5 kg.
3. Walt Disney won 22 Academy Awards from 59 nominations, and holds the record for most Academy Awards in history.
4. **Ben-Hur, Titanic, and The Lord of the Rings: The Return of the King** are the most successful films in Oscar history, each winning 11 Oscars.
5.



FIFA WORLD CUP

1. The World Cup tournament, which is put on by FIFA every 4 years, is the most widely viewed sporting event in the world.
2. The winning nation has the original trophy, made of 6.175 kg solid gold, until the celebrations are over. Then they take home a cheaper replica that is just gold-plated.
3. Brazil has won the most titles with 5 wins out of 20 tournaments.
4. The winner of 2018 World Cup in Russia takes home \$50 million.
5.



Listening & Speaking

1 a. Read the hard times that Mr Parker has experienced throughout his life. Put them in chronological order.

I have a number of health problems as I'm old now. Life is getting harder every day.
 When I was a toddler, I used to have eating disorder. I was physically weaker than others.
 After I graduated from the university, I couldn't find a job for two years.
 Raising children and trying to make ends meet were not easy in my 30s.
 I suffered from acne during high school. I used to worry about it a lot.
 Teachers used to give a lot of homework when I was at primary school but I always wanted to go out and play games.

b. How do you think he dealt with these problems? Share your opinions with your friends. Use the expressions below.

I think / I believe / I suppose / In my opinion ...
 I agree. / I don't agree. / Oh, I don't think so.

Student A Student B

c. Work in pairs. Talk about the habits that you had when you were a toddler / child / a primary school student.

e.g. A: What did you use to do when you were at primary school?
 B: I used to do less homework. How about you?
 A: I used to get up earlier.

2 Match the following words.

- | | |
|-------------------------------------|--------------------|
| <input type="radio"/> 1. get rid of | a. medication |
| <input type="radio"/> 2. prescribe | b. a dermatologist |
| <input type="radio"/> 3. see | c. ointment |
| <input type="radio"/> 4. apply | d. scars |

3 Look at the picture and answer the following questions.

1. What are they talking about?
2. Why is the boy pointing at his face?
3. What might be the problem?



B- Ups and Downs

Listening & Speaking

- 1 a. Read the hard times that Mr Parker has experienced throughout his life. Put them in chronological order.**

Get Ss to talk about the old man in the picture. Ask them to think and share what kind of problems he might have experienced throughout his life. And then, have Ss read the speech bubbles around the picture and put them in chronological order. Elicit the answers.

KEY

1. When I was a toddler, I used to have eating problems. I was physically weaker than others.
2. Teachers used to give a lot of homework but I always wanted to go out and play games.
3. I suffered from acne during high school. I used to worry about it a lot.
4. After I graduated from the university, I couldn't find a job for two years.
5. Raising children and trying to make ends meet were not easy in my 30s.
6. I have a number of health problems as I'm old now. Life is getting harder every day.

- b. How do you think he dealt with these problems? Share your opinions with your friends. Use the expressions below.**

Ss can work in pairs or small groups to do this speaking activity. Have them share their opinions about how the old man dealt with his problems throughout his life.

KEY

Ss' own answers

- c. Work in pairs. Talk about the habits that you had when you were a toddler / child / a primary school student.**

Have Ss work in pairs to talk about their past habits during different periods of life. Give them some time to do the task. Then, choose some pairs to talk in the class. Elicit the answers.

This activity enables Ss to talk about past habits.

- 2 Match the following words.**

Before Ss listen to the dialogue, have them become familiar with the collocations they will hear. Ask them to match the words to create collocations.

KEY

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

- 3 Look at the picture and answer the following questions.**

Have Ss look at picture and talk about it by answering the questions.

KEY

Ss' own answers

THEME 3

4  Track 20 Listen to the dialogue between Colt and his father, Steve. Put the pictures in the correct order.



5  Track 21 Listen to the dialogue again and write true (T) or false (F).

- 1. Steve used to feel embarrassed because his friends made fun of him.
- 2. His friends were understanding and helpful.
- 3. Cleaning his face with soap many times a day helped Steve.
- 4. After he squeezed his pimples, he got new ones the next day.
- 5. His grandmother made the herbal medicine.
- 6. He used to eat healthy food before he saw the dermatologist.
- 7. The doctor advised him to use some medication.
- 8. He got rid of his pimples in a year.

6 Work in pairs and tell the picture story to your partner in your own words.

Reading & Writing**1 a. Think about the teenage problems below and tick the boxes.**

Teenagers suffer from ...

	strongly agree	agree	disagree	strongly disagree
cyber addiction				
exam stress				
depression				
bullying				
negative body image				
eating disorder				
sibling rivalry				
acne				
parents' pressure				

b. Work in pairs. Tell and discuss about your own experiences. Have you ever suffered from a teenage problem? How did you deal with it? How did you use to feel?**2 Guess the meanings of the underlined idioms and choose the correct options.**

- It's quite usual to have **ups and downs** in our lives. We can't always be happy.
 - We can have good and bad times.
 - We need to stay positive.
- My boss used to be a real **pain in the neck**. He usually made us work at weekends.
 - He created a happy atmosphere at work.
 - He caused annoyance and unhappiness.
- Horrible events happened in a **chain reaction** after the war. Each disaster caused another one.
 - The events made people unhappy.
 - Each event affected the next one.
- Don't laugh at or **make fun of** my hair! I know it looks terrible today.
 - Don't make a joke of my hair.
 - Don't tell me to do my hair.

PASSING THROUGH TEENAGE PROBLEMS

It's very normal for teenagers to go through physically and socially hard times. However, you should keep in mind that these challenging times will soon be over. Let's take a look at the stories of two bright young people.

Noah's Story

- Noah is a talented basketball player but he had a pretty tough time when he was a teenager. His parents used to compare him with his elder brother who was a brilliant student and a good football player. He felt like **they** were criticising him whenever possible. Things weren't easy in his social life, **either**. It was like a chain reaction, one problem caused another. He was much shorter and less sociable compared to his friends. Some of his friends used to bully him physically and verbally when he was training in the school gym. **They** used to humiliate him in front of everybody, so he didn't want to go out at all. He used to spend long hours in front of the computer because in the cyber world no one judges a person for his or her appearance or personality.
- However, wasting too much time on the Internet caused another big problem. Everybody in his family used to ask him questions about his future plans and career. **That** made the situation even worse for him because he used to feel a lot of pressure and stress. He wanted to end that depression, so he decided to talk to his parents and get help from his teachers. He finally learned that experiencing ups and downs is quite normal for a teenager. Everything has changed for better now.

3  Read the short stories about Noah and Olivia. Fill in the chart with the teenage problems in exercise 1a.

Noah	Olivia
bullying	
	parents' pressure

4  Read the stories again and write true (T) or false (F).

Noah	Olivia
<input type="radio"/> 1. He used to be fond of sports. <input type="radio"/> 2. His brother used to bully him. <input type="radio"/> 3. He used to be unhappy when he was a teenager. <input type="radio"/> 4. He used to be a cyber addict.	<input type="radio"/> 1. She didn't use to be happy with her body and face. <input type="radio"/> 2. She didn't want to take part in social activities. <input type="radio"/> 3. The teachers used to pressure her to be the best. <input type="radio"/> 4. She didn't use to have any close friends.

5 Look at the highlighted words and find out what / who they refer to.

Noah's Story

- they (line 3) :
- They (line 7) :
- That (line 12) :

Olivia's Story

- most (line 1) :
- them (line 13) :
- them (line 18) :

Olivia's Story

- 1 Being a teenager can be troublesome for **most**. For example, Olivia was a little bit overweight when she was a high school student. Also, she used to have acne all over her face. She used to think people were talking behind her back. Some of her friends used to make
- 5 fun of her physical appearance, so she had a low self-esteem. As she thought cutting on food could solve that problem, she almost stopped eating. However, things went worse and she began to feel unhealthy and depressed. She couldn't find the strength and self confidence in herself to participate in social activities. What is more
- 10 annoying is that her parents used to pressure her to study a lot and be the best student at school. Exams used to be a nightmare as she was afraid to fail and embarrass **them**. They did not know that future was not a matter for her at that time. Fighting those problems was a real pain in the neck for her. Fortunately, Mr. Jordan, her school
- 15 counsellor, realised her situation and she started to visit him in the counsellor's room several times a week to overcome her problems. Having the right friends around her and sharing secrets with **them** made her life even easier and happier.



3  **Read the short stories about Noah and Olivia. Fill in the chart with the teenage problems in exercise 1a.**

Give Ss enough time to read the two short stories in detail to fill in the chart. Remind them that the teenage problems mentioned in exercise 1 can be used here. Two of the problems are given as examples. Elicit the answers.

KEY	
Noah	Olivia
bullying	bullying
sibling rivalry	negative body image
cyber addiction	eating disorder
parents' pressure	parents' pressure
depression	school / exam stress

4  **Read the stories again and write true (T) or false (F).**

Have Ss read the texts again to decide if the sentences are true or false. Elicit the answers.
This activity enables Ss to answer the questions about a text on people's habits and experiences in the past.

KEY				
Noah:	1. F	2. F	3. T	4. T
Olivia:	1. T	2. T	3. F	4. F

5 Look at the **highlighted** words and find out what / who they refer to.

Have Ss read the highlighted pronouns in the numbered lines and find out what or who they refer to. Elicit the answers.

KEY	
Noah:	they (line 3) : his parents
	They (line 7) : some of his friends
	That (line 12) : his parents' asking questions about his future plans
Olivia:	most (line 1) : most teenagers
	them (line 13) : her parents
	them (line 18) : the right friends

TEACHER'S NOTE

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6 a.  Read the information about Noah's story. Fill in the missing information for Olivia.

	Noah	Olivia
plot	teenage problems	
setting	home, school gym	
characters	Noah and his parents / elder brother / friends / teachers	
climax	He felt a lot of pressure and decided to end this so he wanted help from his parents and teachers	

b. Work in pairs and summarize the stories using the information in the chart in exercise 6a. Then tell one of the stories in your own words.

7  Read the funny story of Martin and write a suitable title for it.

.....
 It was the last exam of the year and I was so happy to finally graduate from the secondary school. We were having maths exam and the classroom was so silent that we could hear each other breathing. I didn't have time for breakfast and my stomach started to make that dying whale sound. I coughed to cover up that embarrassing sound. But it happened again and again. Everybody looked at me and we all laughed. It has been a funny memory for me since then.



8 Work in pairs and tell a funny anecdote like the one in exercises 7.

9  Write your anecdote in detail and describe your feelings.

 Game Time! Play "Quiz Time".

Check Yourself			 	 
I can	put the events in the correct order by listening to the recorded text.			
	recognise vocabulary indicating sequence of events while listening.			
	express and share opinions in ordering past events.			
	talk about a personal story in the past.			
	read and analyse a short story.			
	express and share my opinion about past events in written form.			

6 a.  **Read the information about Noah's story. Fill in the missing information for Olivia.**

First, have Ss read the given information about the Noah's story. Encourage them to understand what the plot, setting, characters and the climax are while reading the examples given. Then, ask them to fill in the missing information for Olivia's story. Set a time limit. Go through the answers in class.

KEY

	Noah	Olivia
plot	teenage problems	teenage problems
setting	home, school gym	school
characters	Noah and his parents/ elder brother / friends / teachers	Olivia and her friends / parents / Mr. Jordan (school counsellor)
climax	He felt a lot of pressure and decided to end this so he wanted help from his parents and teachers	Mr. Jordan realised her problems and helped her.

b. Work in pairs and summarize the stories using the information in the chart in exercise 6a. Then tell one of the stories in your own words.

Have Ss focus on the information in exercise 6a to write the summaries of the stories. Choose volunteers to read out their summaries in class.

This activity enables Ss to analyze a short story (plot, setting, climax, characters etc.) to summarise it.

7  **Read the funny story of Martin and write a suitable title for it.**

Ask Ss to read the story and write a suitable title for it.

KEY

Ss' own answers.

8 **Work in pairs and tell a funny anecdote like the one in exercises 7.**

Get Ss to work in pairs to share their most embarrassing or funniest anecdotes. In order to encourage them, you can tell one of yours.

9  **Write your anecdote in detail and describe your feelings.**

Have Ss write the anecdote they told their partners in detail. Encourage them to describe their feelings. Get them to share what they have written and choose the most amusing one in the class.

 **Game Time! Play "Quiz Time".**

Get Ss to work in groups of four. Each group is divided into two teams. So, two Ss are called Team A and the other two are called Team B. Make one copy of the game Quiz Time on page 90 for each group. Cut the papers along the dotted lines. Give each team their quiz and answer sheet. The members of Team A take turns to ask questions in their quiz paper. Team B looks at their answer sheet and chooses the correct option for each question. When Team A finishes asking all the questions, Team B starts to ask the ones in their quiz paper. Team A also chooses the answers from their answer sheet. At the end of the game, the team with the most correct answers becomes the winner of the game.

KEY

TEAM A QUIZ

1. a 2. c 3. b 4. b 5. b 6. c 7. c 8. a 9. b 10. c

TEAM B QUIZ

1. a 3. c 5. a 7. a 9. b
2. b 4. a 6. b 8. c 10. a

Quiz Time

(Photocopiable Material)

TEAM A QUIZ

1. What did Alfred Nobel invent?
Answer: a. dynamite
2. In which year were the Nobel Prizes first given?
Answer: c. 1901
3. Which of the following prizes are the Nobel winners not given?
Answer: b. a gold medal
4. In which of the following fields are the Nobel Prizes not given?
Answer: b. Mathematics
5. Where did Marie Curie move to study university?
Answer: b. France
6. Why was Einstein a slow learner when he was a student?
Answer: c. He used to have a learning disability.
7. In which field did John Nash receive his Nobel Prize?
Answer: c. Economics
8. What type of books does Stephen King not write?
Answer: a. adventure
9. My sister is always listening to loud music. She's a real pain in the
Answer: b. neck
10. Being a successful scientist is the result of years' blood, sweat and
Answer: c. tears

TEAM B QUIZ

1. Which of the authors refused to get the Nobel Prize?
Answer: a. Jean Paul Sartre
2. Which of the leaders never got a Nobel Prize?
Answer: b. Mahatma Gandhi
3. What is the average age of all Nobel winners?
Answer: c. 59
4. Which of the scientists was awarded the Nobel Prize more than once?
Answer: a. Marie Curie
5. In which field did Winston Churchill receive a Nobel Prize?
Answer: a. Literature
6. Which of the followings is not a Jim Carrey movie?
Answer: b. Zoolander
7. What is the second largest sports competition in the world, after the Olympics?
Answer: a. Paralympics
8. Which of the following people was an American civil rights activist?
Answer: c. Martin Luther King
9. The company couldn't make any money and finally hit rock
Answer: b. bottom
10. When no one helped me, I realised I'd reached end of the
Answer: a. road

TEAM A – ANSWER SHEET

- | | | |
|------------------------|--------------------|-----------------------|
| 1. a. Jean Paul Sartre | b. Orhan Pamuk | c. Ernest Hemingway |
| 2. a. Barack Obama | b. Mahatma Gandhi | c. Nelson Mandela |
| 3. a. 72 | b. 64 | c. 59 |
| 4. a. Marie Curie | b. Albert Einstein | c. Alexander Fleming |
| 5. a. Literature | b. Peace | c. Science |
| 6. a. The Mask | b. Zoolander | c. The Truman Show |
| 7. a. Paralympics | b. FIFA World Cup | c. Super Bowl |
| 8. a. Nikola Tesla | b. Frida Kahlo | c. Martin Luther King |
| 9. a. bottle | b. bottom | c. cotton |
| 10. a. road | b. street | c. fight |

TEAM B – ANSWER SHEET

- | | | |
|-------------------------------------|----------------------------------|---|
| 1. a. dynamite | b. telegraph | c. camera |
| 2. a. 1896 | b. 1898 | c. 1901 |
| 3. a. the Nobel Diploma | b. a gold medal | c. nearly 1 million dollars |
| 4. a. Peace | b. Mathematics | c. Economic Sciences |
| 5. a. Poland | b. France | c. Switzerland |
| 6. a. He didn't use to like school. | b. His teachers didn't help him. | c. He used to have a learning disability. |
| 7. a. Mathematics | b. Physics | c. Economics |
| 8. a. adventure | b. horror | c. science fiction |
| 9. a. shoulder | b. neck | c. head |
| 10. a. ears | b. repairs | c. tears |

Theme 3 Hard Times

A- All coming up roses!

LISTENING SCRIPT (Track 16-17)

- Thilda** : Hi Patrick. What are you up to?
- Patrick** : Hey Thilda! I'm preparing my science project. The teacher asked us to search for the Nobel Prize winning scientists.
- Thilda** : Who are you planning to write about?
- Patrick** : Marie Curie.
- Thilda** : Oh, I know her. She is the first woman to win the Nobel Prize. But what is so special about her?
- Patrick** : Well, it wasn't easy for her to win that prize in those times. She had ups and downs in her life. She was born into educator parents but they had financially hard times when she was a child. What's more, she lost her mother when she was only 10.
- Thilda** : Oh, that's so sad. However, that's not a reason to stop going to school.
- Patrick** : You're right. She wanted to specialize in science but girls weren't allowed to get university education in Poland in those years.
- Thilda** : How did she become a scientist then?
- Patrick** : She had to move to Paris with her sister Bronya. They decided to finance each other for university education. While Marie was working as a tutor to make money, Bronya was going to university. After she graduated, she supported Marie.
- Thilda** : So, they depended on each other and took turns to go to university.
- Patrick** : Exactly! Marie's suffering didn't end with this. While she was studying physics at university, she had to fight against poor conditions and most of the time she could hardly find something to eat.
- Thilda** : Sounds really depressing. But as far as I know, she had a brilliant career with her husband, Pierre Curie.
- Patrick** : Yes, she did. When they were working together, they made amazing discoveries in their own laboratory. Then, they shared the 1903 Nobel Prize in Physics. Unfortunately, her happiness didn't last long. Her beloved husband was killed in an accident when she was only 39 with two young children.
- Thilda** : Oh, that is so tragic. Was she able to continue her academic studies then?
- Patrick** : Of course, she was an ambitious woman. Five years later, she won another Nobel Prize, but in Chemistry this time. So, that makes Marie Curie the first and only woman to win the prize twice in two different fields.
- Thilda** : That's incredible! What a strong woman! Please tell me there is a happy ending in her life.
- Patrick** : Well, she exposed herself to radiation for a long time while doing her researches. She had to spend a long time in the hospital but unfortunately, she couldn't recover from cancer.
- Thilda** : Oh, that's terrible but everybody remembers her successful career.

B- Ups and Downs

LISTENING SCRIPT (Track 20-21)

- Colt** : I can't stand people staring at my face, dad. I hate my pimples. They are so embarrassing.
- Dad** : Tell me about it, son. When I was at your age, my face used to be full of pimples and scars. What's more, I had to deal with my rude friends. Whenever they made fun of my face, I used to feel embarrassed.
- Colt** : Really! What did you do to get rid of your pimples?
- Dad** : Well, it was not very easy of course. First of all, I thought cleaning my face more often could solve the problem. So, I started to clean my face with soap five times a day.
- Colt** : Did it work?
- Dad** : Hahaha. Of course not! It became much worse. And I didn't want to walk around with a spotty face anymore. The day before our graduation party, I decided to squeeze all the pimples on my face. And guess what? I had bigger spots the next day!
- Colt** : Well, that's definitely something I would never do. Didn't you try any medicine?
- Dad** : I remember using the herbal medicine my grandmother prepared for me. I used to put it on my face before I went to bed. Unfortunately, it didn't work at all. I decided to see a dermatologist right away, so I asked my mum to take me to a clinic. First thing the doctor advised was to be careful about what I ate. I used to eat a lot of junk food, so I changed my eating habit.
- Colt** : Did the doctor also prescribe you any medication?
- Dad** : Yes, she did. I took my pills regularly and applied the ointment after I cleaned my face. A few months later I had a wonderful skin. Eventually, I started to feel more self-confident while I was walking along the school corridor.
- Colt** : Wow... That's awesome! Can we see a dermatologist tomorrow, dad?

THEME

4

WHAT A LIFE!

A. Childhood Dreams

B. Turning Points and Triumphs

THEME	FUNCTIONS	SKILLS
4 WHAT A LIFE!	<ul style="list-style-type: none"> Describing places, people, and events in the past Ordering events Talking about personal experiences in the past 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to identify expressions related to ordering past events in a recorded text. Students will be able to put the past events in order in a recorded text / video. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to practice pronunciation of ed sounds- following voiced and unvoiced consonant sounds and following /t/-/d/ sounds. <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to share their personal experiences in the past. Students will be able to describe places, people and events in the past. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to order the events in the biography of a famous person / inventor / scientist / celebrity. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to write an essay about a well-known figure from Turkish history.
	GRAMMAR	
	<ul style="list-style-type: none"> Past Simple T. Past Perfect T. 	
	IDIOMS	
	<ul style="list-style-type: none"> sweat, blood and tears reach for the stars 	
	VALUES	
<ul style="list-style-type: none"> patience patriotism 		

Where should we look for the key to success?
 In the lives of great people or in childhood dreams?
 How do you think some people took it to extremes?
 Is it really hard to reach success as it seems?

Listening & Speaking

1 Tick the childhood dreams you wished when you were a child and add two more. Then give your reasons.

- to be famous
- to fly
- to live in a castle
- to go to space
- to become an adult
- to be a scientist
- to find a hidden treasure
- to help the poor
-
-



2 Read and talk about the childhood dreams of the celebrities below. Then, match them with their photos.

- 1. "Anyone who has spent any time in space will love it for the rest of their lives. I achieved my childhood dream of the sky."
- 2. "As I always wanted to be a famous author, I began writing and selling monster stories at an early age. I also wrote stories about a mythical kingdom of my pet turtles in toy castles."
- 3. "At a young age, I told my parents about my decision to study medicine. And since then I've believed what I did in the past is not enough, there is also the future."
- 4. "After I visited the İstanbul Archaeological Museum at the age of seven, I put all my mother's jewellery in a drawer. Then, I went outside to play 'museum game' with my friends. As you can guess, it didn't last long."



Rita Levi Montalcini, an Italian scientist

Sunay Akın, a Turkish poet



Valentina Tereshkova, a Russian cosmonaut

George R. R. Martin, an American novelist

Theme 4 What a Life!

A- Childhood Dreams

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

- 1** Tick the childhood dreams you wished when you were a child and add two more. Then give your reasons.

Draw Ss' attention to the most common childhood dreams given. Ask them to tick the ones they wished as a kid and add two more of their own dreams. Encourage them to talk about their dreams with their friends.

KEY

Ss' own answers

- 2** Read and talk about the childhood dreams of the celebrities below. Then, match them with their photos.

Ask Ss to read the childhood dreams of four famous people and guess whose dreams they were. Remind them that some keywords in the statements and clues in the photos may ease their work. Elicit the answers.

KEY

1. C

2. D

3. A

4. B

TEACHER TIP

Rita Levi Montalcini (1909-2012): She was an Italian scientist. She was awarded the 1986 Nobel Prize in Medicine for the discovery of nerve growth factor.

Sunay Akin (1962-): He is a Turkish poet, writer, TV host, journalist, and a philanthropist. He is the founder of İstanbul Toy Museum.

Valentina Tereshkova (1937-): She is a retired Russian cosmonaut and politician. She is the first woman to have flown in space in 1963. She completed 48 orbits of Earth in her three days in space.

George R. R. Martin (1948- ...): He is an American novelist and a short story writer in the fantasy, horror, and science fiction genres. He is also a screenwriter, and television producer. He is famous for his bestselling series of epic fantasy novels, *A Song of Ice and Fire*.

TEACHER'S NOTE

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THEME 4

3 Work in pairs. Fill in the blanks with the words below to make true statements about Sunay Akin.

2009	founder	Trabzon	tailor	giraffes
Istanbul	buttons	1962	"Moon Thief"	museum



1. He was born in in
2. His father was a and his first toys were
3. He is the of Toy Museum.
4. is the name of his book published in
5. Two life-size stand at the front of the

4 Track 22 Listen to the conversation with Sunay Akin and choose the correct option.

1. Sunay Akin's favourite quote is
 - a. "Impossible is nothing"

Mohammad Ali
 - b. "If you can dream it, you can do it"

Walt Disney
 - c. "Nothing is impossible, the word itself says; I'm possible"

Audrey Hepburn
2. Success is not a coincidence because
 - a. it requires blood, sweat and tears
 - b. you have to be lucky
 - c. it requires imagination
3. Mustafa Kemal always had ... with him throughout his life .
 - a. his uniform
 - b. his neighbours
 - c. his books
4. According to Moltalcini, the most important thing is
 - a. following our dreams in life
 - b. leaving a message behind us
 - c. thinking of other people
5. What led Sunay Akin to open Istanbul Toy Museum was
 - a. his museum game as a kid
 - b. a photo of his childhood
 - c. a toy called Neptune
6. When he found Neptune in an antique shop in Germany,
 - a. he had cried
 - b. he had put it next to his photo
 - c. he was 42

5 Match the underlined words with their substitutes.

- | | |
|--|-----------------|
| <input type="radio"/> 1. You can <u>achieve</u> your dreams when you believe so. | a. hard-working |
| <input type="radio"/> 2. Success is not <u>a coincidence</u> . | b. realise |
| <input type="radio"/> 3. Walt Disney was one of the most <u>gifted</u> people in the past. | c. admirable |
| <input type="radio"/> 4. Young Mustafa dreamt of an <u>impressive</u> school uniform. | d. talented |
| <input type="radio"/> 5. He was a <u>diligent</u> student during his school years. | e. luck |

6 Work in pairs. Share your childhood experiences. Ask and answer the questions below.

1. What was your favourite toy?
2. How did you play with it?
3. Do you still have it?
4. Did you ever wish for a toy you could never have?
5. How would you feel if you could have it years later?

7 Choose a celebrity / an author / an actor, etc. Then, search about his / her childhood to share with your classmates.

3 Work in pairs. Fill in the blanks with the words below to make true statements about Sunay Akin.

Ask Ss to use the given words to complete the informative statements about Sunay Akin. Encourage them to work together and use the Internet if necessary. Elicit the answers.

KEY

1. He was born in **Trabzon** in **1962**.
2. His father was a **tailor** and his first toys were **buttons**.
3. He is the **founder** of **Istanbul** Toy Museum.
4. **Moon Thief** is the name of his book published in **2009**.
5. Two life-size **giraffes** stand at the front of the **museum**.

4  Track 22 Listen to the conversation with Sunay Akin and choose the correct option.

Have Ss listen to the conversation between Sunay Akin and a host speaker at a festival programme of a university. Ask them to choose the correct option according to the recorded text. Elicit the answers.

KEY

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

Idiom of the content

blood, sweat and tears: extremely hard and concentrated work.

5 Match the underlined words with their substitutes.

Draw Ss' attention to the underlined words in the statements. Ask them to find the similar meanings. Elicit the answers.

KEY

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

6 Work in pairs. Share your childhood experiences. Ask and answer the questions below.

Encourage Ss to initiate a pair-talk by asking and answering the questions given.

This activity enables Ss to express and share their personal experiences in the past.

KEY

Ss' own answers

7 Choose a celebrity / an author / an actor, etc. Then, search about his / her childhood to share with your classmates.

Ask Ss to search about a famous scientist, an author, a singer, etc. Tell them to read about their childhood. Have them share what they have learnt about their childhood; memories, dreams, wishes, etc.

Reading & Writing

1 Look at the museum types. Which one(s) do you prefer visiting? Explain why.



space museum



toy museum



art museum



wax museum



natural history museum



technology museum



history museum



science museum

2 Track 23 Listen to Andy and answer the questions.

1. What was his boyhood dream?
2. What did he do to make it real?

3 Look at Andy's webpage and the pictures. Choose an appropriate heading for each text. One is extra.

- | | |
|--------------------------------------|------------------------------------|
| A. Watch for dangerous creatures! | C. All celebrities are my friends! |
| B. Press the red button. Here we go! | D. Welcome back to the childhood! |

MUSEUMS

1.
 My name is Bao Yuan, from China. Last week we were in İstanbul, Turkey. We visited **İstanbul Toy Museum** with my grandmother. She began to tell her memories in excitement when she saw her childhood toys there. It was great for me to see the childish happiness on her face. I liked the museum very much. There were a lot of toys from different cultures and countries including Germany, the USA, France, Italy and Japan. I could feel the stories of many children around the world in my heart. I couldn't meet the poet Sunay Akin, the **founder** of the museum as he had gone out just before we arrived. But I met the **curator** while my grandma was talking to him. She made a small **donation** to help the museum. I took a lot of pictures and by the time I wrote here, I had already shared them with my friends. I love this one best with the tin soldier outside the museum.



THEME 4

4  Read the webpage and the statements below. Write true (T) or false (F). Correct the false ones.

1. The types of the three museums are completely different from each other.
2. We know the founders of two museums and their occupations.
3. All the museums have things to show from different countries.
4. Taking photos is forbidden in these museums.
5. They all have something to do with childhood dreams.
6. Their collections are limited.

5  Read the webpage again. Decide the owner of the statements. Write Bao, Hilary or Horge.

1. "I think making wax figures requires blood, sweat and tears."
2. "They became very happy when they saw the souvenirs I bought for them."
3. "This place is very touchy for elder people as it reminds them of their childhood memories."
4. "My friends got crazy when they saw my pictures hand in hand with Hollywood stars."
5. "The skeletons are not frightening to me anymore."
6. "I couldn't stop myself from thinking how the owner of this rocking horse had felt then."

6 Fill in the blanks with the **highlighted** words in the texts.

1. The journalists made an interview with the about the new exhibition.
2. The famous businessman is also the of this charity organisation.
3. There are various kinds of fossil animals in the of the museum.
4. I didn't understand how the created such a good work just by using sand.
5. We were able to get the tickets after waiting in the for a long time.
6. We adored the large of paintings by famous artists.
7. We made a small to buy new clothes to the street children.
8. My favourite pop star's wax looked almost alive.

2.
Hello I'm Hilary. I'm from the UK. We were in Frankfurt two days ago. What I liked best there was the **Senckenberg Natural History Museum** as I'm crazy about dinosaurs. I had never seen such a large **exhibition** of dinosaurs before. The life-size dinosaurs greeted us outside the building and I followed the tracks of a Titanosaurus towards its huge skeleton inside. There was an amazing section like a laboratory of a crazy scientist. Stuffed animals were everywhere. There were tubes and jars full of body parts of different animals. I had never seen so many fossil animals and plants from all around the world. I took lots of photos. By the time I went out, I had felt like a time traveller in the large **archives** of life. There were all the answers that mankind had looked for throughout the past centuries. I bought some small dinosaur toys for my friends from the gift shop. It was great.



3.
Hi, my name is Horge. I'm from Spain. Last Saturday I was in London for the second time. I couldn't have the chance to visit **Madame Tussauds** on my first visit. Marie Tussaud, a wax **sculptor**, was the founder of the museum. Early in the morning I took my place in the **queue**. I waited for some time, but it was worth waiting. I walked along the red carpet and took a selfie with all my favourite celebrities in party area of the museum. I loved Kate Winslet best. Her wax **sculpture** was so real that I felt excited to be with my favourite actress. I discussed his relativity theory with Einstein in Culture Area and played football with Lionel Messi. It was like a very big party full of famous people of all times. When I arrived there, the party had already begun. I enjoyed it. As all good things came to an end, I found myself out of the museum just before the closing time.

4  **Read the webpage and the statements below. Write true (T) or false (F). Correct the false ones.**

Have Ss read the webpage and then the statements to decide whether they are true or false. Ask them to correct the false statements. Check their answers.

KEY	
1.	T
2.	T
3.	T
4.	F Taking photos is not forbidden in these museums.
5.	T
6.	F Their collections are very large.

5  **Read the webpage again. Decide the owner of the statements. Write Bao, Hilary or Horge.**

Ask Ss to read the text again. Draw their attention to the statements and have them find whose statements they are. Elicit the answers.

KEY		
1. Horge	3. Bao	5. Hilary
2. Hilary	4. Horge	6. Bao

6 **Fill in the blanks with the highlighted words in the texts.**

Focus Ss' attention on the highlighted words in the text. Ask them to use these words to fill in the gaps. Elicit the answers.

KEY		
1. curator	4. sculptor	7. donation
2. founder	5. queue	8. sculpture
3. archives	6. exhibition	

TEACHER'S NOTE

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THEME 4

7 a. Guess the jobs of the people in the photos and write the correct number next to their jobs.

- opera singer
- architect

- mathematician
- violinist

- archeologist
- PR Specialist

b.  Choose one of the Turkish figures given below. Search the Net and write an essay about him / her.



Handwriting practice area with 15 horizontal lines.

Pronunciation

A.  Track 24 Listen and practise. Notice the pronunciation of **-ed**.

/d/	/t/	/ɪd/
smelled /smeld/	walked /wɔ:kt/	visited /vɪz.ɪtɪd/
allowed /ə'laʊd/	hoped /həʊpt/	exploded /ɪk'spləʊdd/
.....
.....

B.  Track 25 Listen and write the following verbs under the correct sound.

- claimed
- waited
- kissed
- raised
- selected
- talked

7 a. Guess the jobs of the people in the photos and write the correct number next to their jobs.

Ask Ss to look at the photos and guess who the people in the photos are. Tell them to write the number of the photos next to their jobs. Elicit the answers.

TEACHER TIP

- Leyla Gencer (1928-2008):** opera singer
- Cahit Arf (1910-1997):** mathematician
- Ekrem Akurgal (1911-2002):** archeologist
- Mimar Sinan (1490-1588):** architect
- Suna Kan (1936-)::** violinist
- Betül Mardin (1926-)::** PR Specialist (Public Relations Specialist)

KEY

- | | | |
|------------------|------------------|-----------------|
| 1. PR Specialist | 2. Mathematician | 3. Architect |
| 4. Opera singer | 5. Violinist | 6. Archeologist |

b.  Choose one of the Turkish figures given below. Search the Net and write an essay about him / her.

Ask Ss to choose one of the Turkish figures given. Tell them to search the Net and write an essay about him / her. Have Ss read their essays out.

This activity enables Ss to write an essay about a well-known figure from Turkish history.

Pronunciation

A.  Track 24 Listen and practise. Notice the pronunciation of -ed.

Focus Ss' attention on the pronunciation of -ed. Play the recording. Ss listen and repeat the verbs in the chart.

B.  Track 25 Listen and write the following verbs under the correct sound.

Have Ss listen and write the words they hear under the correct column. Elicit the answers. Encourage Ss to practise pronouncing the verbs in pairs.

This activity enables Ss to practise pronunciation of -ed sounds following voiced and unvoiced consonant sounds and following /t/ - /d/ sounds.

KEY

/d/	/t/	/ɪd/
smelled /smeld/	walked /wɔ:kt/	exploded /ɪk'spləʊdɪd/
allowed /ə'laʊd/	hoped /həʊpt/	visited /vɪz.ɪtɪd/
claimed /kleɪmd/	talked /tɔ:kt/	waited /weɪtɪd/
raised /reɪzd/	kissed /kɪst/	selected /sɪ'lektɪd/

Culture Corner



- A. Do you know the creators of these world-famous masterpieces? Complete the descriptions of them with the names of the artists given.
- B. Read about the famous artworks. Which one is your favourite? Explain why.

Michelangelo Leonardo da Vinci Van Gogh Auguste Rodin Pablo Picasso



1 *The Mona Lisa*, the best known art work of all times, is a half-length portrait of a woman by the Italian artist It was painted between 1503 and 1506. It has been on display at the Louvre Museum in Paris, France since 1797.

2 *David* is a masterpiece of the Renaissance sculpture. It is created between 1501 and 1504 by The statue can be seen in The Academia Gallery, in Florence, Italy.



3 *The Starry Night*, 's one of the finest works, was painted in June 1889. It depicts a view of an idealized village just before sunrise. It has been in the permanent collection of the Museum of Modern Art in New York City, the USA since 1941.



4 *The Thinker* is a bronze sculpture by The work shows an over life-size male figure sitting on a rock. He looks in deep thoughts with his chin on his hand. It is often used as an image to represent philosophy. Rodin made the first small plaster version around 1880. The first large-scale bronze casting was finished in 1902. It is in Rodin Museum in Paris, France.



5 *Guernica* is one of the most famous paintings in the world. It is in Reina Sofia Museum, Madrid, painted by Spanish artist He completed it in 1937. The painting, which uses a palette of gray, black, and white, is believed to be one of the most moving and powerful anti-war paintings in history. It shows the suffering of people by the bombing of Guernica, a village in northern Spain.

Listening & Speaking

1 Talk about the photos and answer the questions.

1. What were these people's jobs?
2. Where did they work?
3. What happened in 1986?



2 Track 26 You are going to listen to a dialogue about the Challenger disaster. Guess and tick the words you might hear. Then listen and check your answers.

- | | | | |
|---------------------------------|-------------------------------|----------------------------------|-------------------------------|
| <input type="radio"/> danger | <input type="radio"/> crew | <input type="radio"/> explosion | <input type="radio"/> plane |
| <input type="radio"/> motorbike | <input type="radio"/> survive | <input type="radio"/> braveheart | <input type="radio"/> shuttle |

3 Track 27 Listen to the dialogue again and match the events.

- | | |
|---|---|
| <input type="radio"/> 1. After the crew had died in the accident, | a. a commission worked to discover the reason of the disaster. |
| <input type="radio"/> 2. When the Challenger lifted off, | b. they had taken a hard training programme. |
| <input type="radio"/> 3. By the time it launched, | c. everybody watched it breathlessly. |
| <input type="radio"/> 4. Finally, the shuttle took off | d. but after a short while it exploded. |
| <input type="radio"/> 5. Before the crew got on the shuttle, | e. their families had hard times. |
| <input type="radio"/> 6. After the Challenger exploded, | f. they had delayed it several times because of bad weather conditions. |

B- Turning Points and Triumphs

Listening & Speaking

1 Talk about the photos and answer the questions.

Draw Ss' attention on the photos on the page and ask them to answer the questions. Elicit the answers.

KEY

1. They were astronauts.
2. They worked for NASA, in the USA.
3. The space shuttle Challenger exploded and they all died.

2 Track 26 You are going to listen to a dialogue about the Challenger disaster. Guess and tick the words you might hear. Then listen and check your answers.

Ask Ss to try to guess the words they are going to hear in the recorded text. When they have finished the task, have them listen to the conversation to check their answers. Elicit the answers.

KEY

- | | | | |
|---------------------------------|---------------------------------------|--|--|
| <input type="radio"/> danger | <input checked="" type="radio"/> crew | <input checked="" type="radio"/> explosion | <input type="radio"/> plane |
| <input type="radio"/> motorbike | <input type="radio"/> survive | <input type="radio"/> braveheart | <input checked="" type="radio"/> shuttle |

3 Track 27 Listen to the dialogue again and match the events.

Have Ss listen to the dialogue again and match the events by identifying the expressions ordering past events. Play the recording. Elicit the answers.

This activity enables Ss to identify expressions related to ordering past events in a recorded text.

KEY

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

TEACHER'S NOTE

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- 4 a.  Track 28 Listen again and put the statements in the correct order.
- a. She prepared for her mission together with the other astronauts.
 - b. With the result of the commission's studies, NASA had to renew its space programme.
 - c. Then it exploded just seventy-three seconds after the launch.
 - d. Millions of people watched the pieces of the shuttle falling down.
 - e. The authorities started a commission to search for the details of the accident.
 - 1 f. It all started when a school teacher had the chance of being the first non-astronaut in space.
 - g. And the time had come, at 11:38 a.m., Challenger left Kennedy Space Center.
 - h. The explosion of the Challenger space shuttle killed all seven crew members.

b. Now, write the letters of the statements above in the correct column of the chart.

Before the Accident	During the Accident	After the Accident
		b

5 Look at the photos and talk about what these people are looking at and what happened.



6 a. Work in pairs. Take the roles. Continue the dialogue below to talk about the details of the Challenger disaster. Use the question words given.

what	when	how many	how long	why	how	where
------	------	----------	----------	-----	-----	-------

Journalist : Good afternoon. We'd like to talk about the explosion. We are very sorry for the crew members. How many people were there?

NASA member: There were

Journalist : What were they doing?

NASA member: They were

b. Now, record your interview and share it with your classmates.

4 a.  **Track 28 Listen again and put the statements in the correct order.**

Have Ss work in pairs to order the statements given. Elicit the answers.

This activity enables Ss to put the past events in order in a recorded text.

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

b. Now, write the letters of the statements above in the correct column of the chart.

Have Ss write the letters of the statements in the boxes under the correct title. Elicit the answers.

KEY		
Before the Accident	During the Accident	After the Accident
a, f, g	c, d	b, e, h

5 Look at the photos and talk about what these people are looking at and what happened.

Focus Ss' attention on the photos and ask them what the people in the first photo are looking at and what happened in the second photo. Elicit the answers.

SUGGESTED KEY
In the 1 st photo, people are watching the shuttle leaving the ground. They are cheerful.
In the 2 nd photo, the people are shocked and upset. They have seen the shuttle exploded up in the sky.

6 a. Work in pairs. Take the roles. Continue the dialogue below to talk about the details of the Challenger disaster. Use the question words given.

Encourage Ss to take the roles as a NASA member and a journalist. Then have them ask and answer the questions to talk about the Challenger disaster using the question words given.

This activity enables Ss to describe places, people and events in the past.

b. Now, record your interview and share it with your classmates.

Encourage Ss to record their interviews and watch later.

TEACHER'S NOTE
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Reading & Writing

1 Read the news on Magazine cover and fill in the blanks.

1. There were people on board.
2. One of the crew was
3. The shuttle turned into a
4. The explosion happened above the

2 Read the text quickly. Match the words to describe McAuliffe as in the example.

e.g. She was an ordinary teacher.

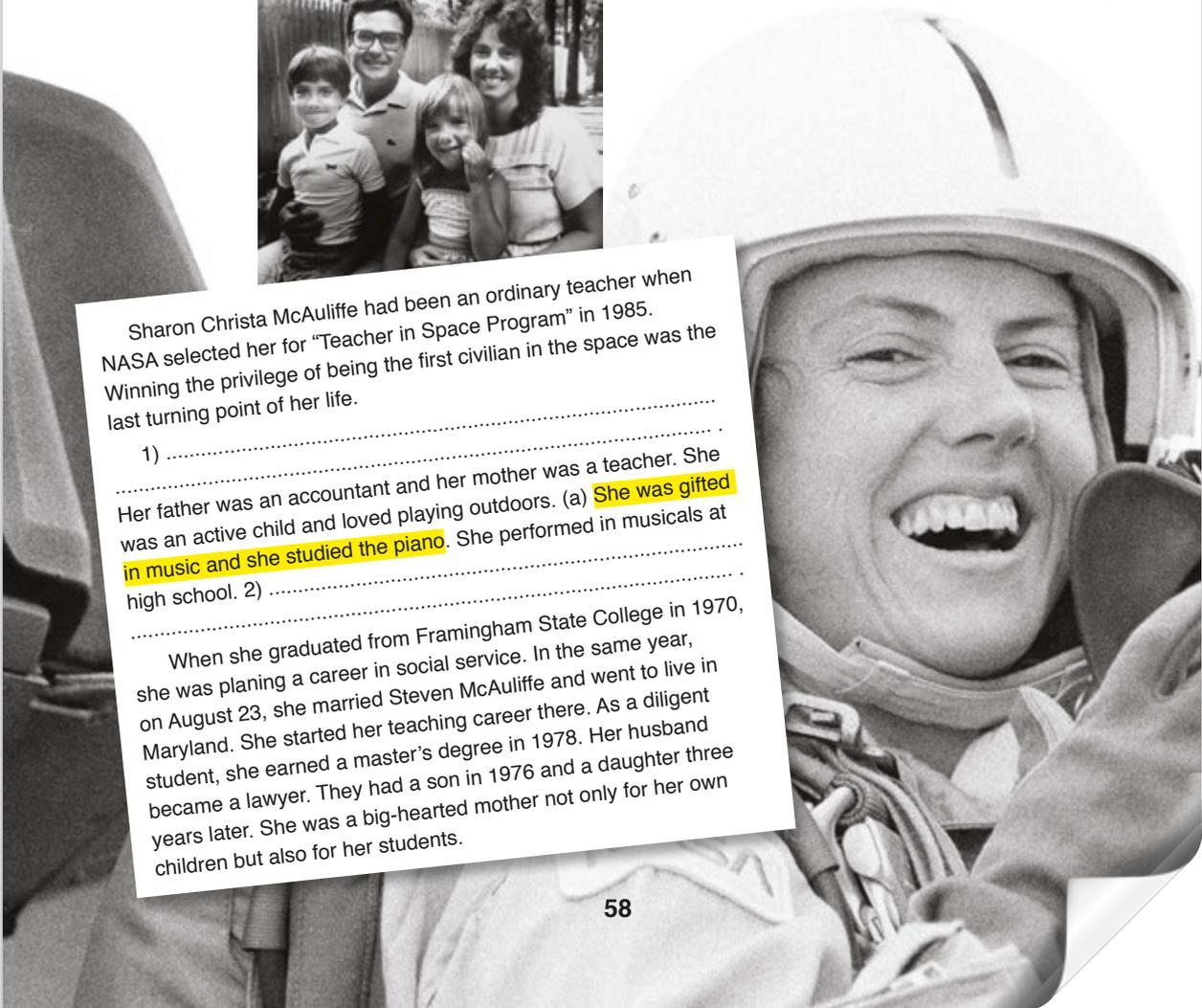
- | | |
|--|-------------|
| <input checked="" type="radio"/> 1. ordinary | a. civilian |
| <input type="radio"/> 2. diligent | b. person |
| <input type="radio"/> 3. gifted | c. teacher |
| <input type="radio"/> 4. big-hearted | d. figure |
| <input type="radio"/> 5. privileged | e. student |
| <input type="radio"/> 6. memorable | f. mother |



Sharon Christa McAuliffe had been an ordinary teacher when NASA selected her for "Teacher in Space Program" in 1985. Winning the privilege of being the first civilian in the space was the last turning point of her life.

1)
 Her father was an accountant and her mother was a teacher. She was an active child and loved playing outdoors. (a) She was gifted in music and she studied the piano. She performed in musicals at high school. 2)

When she graduated from Framingham State College in 1970, she was planing a career in social service. In the same year, on August 23, she married Steven McAuliffe and went to live in Maryland. She started her teaching career there. As a diligent student, she earned a master's degree in 1978. Her husband became a lawyer. They had a son in 1976 and a daughter three years later. She was a big-hearted mother not only for her own children but also for her students.



- 3**  **Read the text and complete the text with the sentences below.**
- By the time the crew understood something went wrong, the shuttle had caught fire.
 - She also met her future husband, Steven James McAuliffe before high school graduation.
 - She shared her experiences during the training process with public through media.
 - McAuliffe was teaching at Concord High School in November 1984 when "Teacher in Space Project" was announced.
 - Sharon Christa Corrigan was born on September 2, 1948 in Boston, Massachusetts.

4  **Read the text again. Answer the questions.**

- What made Christa McAuliffe privileged?
- When and where was she born?
- What did her parents do?
- How old was she when she married Steven McAuliffe?
- How many children did she have?
- How did she share her experience?

5 Match the **highlighted** sentences in the text with their similar ones given.

- She was talented in music and she excelled in playing the piano.
- She was likely to become very successful in the future.
- She tried to do something very difficult and she became unforgettable.
- She looked forward to the results in a very excited mood.

3)

.....

(b) **She waited for the result with bated breath until** the president declared that she was the winner from 11,500 other candidates. She promised to share her space adventure by keeping a diary for students from all over the country. After 120 days of training and preparation for the flight, Christa McAuliffe became good enough to be a member of the Challenger crew. (c) **She had a promising career and a bright future ahead.** 4)

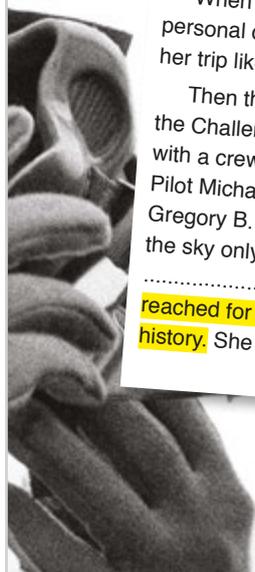
.....

When she learned how to take clear photos from space with a personal camera, she planned to return with souvenir pictures of her trip like tourists.

Then the time had come. At 11:38 a.m. on January 28, 1986, the Challenger was ready to launch from Kennedy Space Centre with a crew of six with McAuliffe. (Commander Francis Scobee, Pilot Michael J. Smith, engineer Ellison S. Onizuka, and engineer Gregory B. Jarvis.) The space shuttle Challenger exploded up in the sky only 73 seconds after the launch. 5)

.....

..... (d) **McAuliffe reached for the stars and became a memorable figure in space history.** She was only 37.



THEME 4

6 Work in pairs and retell the life story of Crista McAuliffe in your own words using the information below.



when	2 nd September 1948	the age of 37
before	in 1985	after
in 1970	by the time	28 th January 1986

7 Write a short biography of a scientist / playwright / leader, etc. by following the plan below.

- name / surname
- when / where born
- early life
- achievements
- later years / date and place of death
- your feelings and comments

.....

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.....

Game Time! Play "Memory Challenge".

Check Yourself		👍	👍👍	👍👍👍
I can	listen and put the past events in the correct order.			
	list the phrases used to reveal sequence of past events.			
	share my personal experiences in the past.			
	practise the pronunciation of -ed endings.			
	read a biography of a famous person.			
	write an essay about a well-known figure from Turkish history.			

6 Work in pairs and retell the life story of Crista McAuliffe in your own words using the information below.

Ask Ss to work in pairs and retell the life story of the first civilian in the space. Remind them they are given the keywords to make them recall what they have read about her.

7  Write a short biography of a scientist / playwright / leader, etc. by following the plan below.

Encourage Ss to search about the life of an important person to write a short biography. A writing plan is given in the course book to lead students while writing. Remind them to use the time expressions they learned to tell about the past events in the right order.

 Game Time! Play "Memory Challenge".

Divide the class into groups of 4-5. Copy the page on 116 and cut it along the dotted lines to make cards. Put them in a box and shuffle. Tell Ss that you are going to pick up a card and ask them a question. They have 30 seconds to write the answer on a paper. When the time is up, a student from each group holds the group's answer up. The group(s) that give(s) the correct answer, get(s) one point. It goes on till all the cards are used. The group which has the most points is the winner.

KEY

What was the year of the 'Challenger' space shuttle disaster? <i>(1986)</i>	Who is Valentina Tereshkova? <i>(a Russian astronaut)</i>	Where is the Senckenberg Natural History Museum? <i>(in Frankfurt, Germany)</i>
What was the name of the wax sculptor who had a wax museum in London? <i>(Marie Tussaud)</i>	Who was 'Moon Thief' written by? <i>(Sunay Akin)</i>	Finish the quote. "If you can dream it, <i>you can do it.</i> " -Walt Disney-
How many seconds later did the Challenger explode? <i>(73 seconds)</i>	What is the name of the famous woman portrait by an Italian artist? <i>(Mona Lisa)</i>	How many people died in the Challenger disaster? <i>(seven)</i>
What is the name of the famous anti-war painting by Picasso? <i>(Guernica)</i>	Who was the first civilian in the space? <i>(Sharon Christa McAuliffe)</i>	Who was Rita Levi Montalcini? <i>(an Italian scientist)</i>

Memory Challenge

<p>What was the year of the "Challenger" space shuttle disaster?</p> <hr/>	<p>Who is Valentina Tereshkova?</p> <hr/>	<p>Where is the Senckenberg Natural History Museum?</p> <hr/>
<p>What was the name of the wax sculptor who had a wax museum in London?</p> <hr/>	<p>Who was "Moon Thief" written by?</p> <hr/>	<p>Finish the quote. "If you can dream it, _____." -Walt Disney-</p>
<p>How many seconds later did the Challenger explode?</p> <hr/>	<p>What is the name of the famous woman portrait by an Italian artist?</p> <hr/>	<p>How many people died in the Challenger disaster?</p> <hr/>
<p>What is the name of the famous anti-war painting by Picasso?</p> <hr/>	<p>Who was the first civilian in the space?</p> <hr/>	<p>Who was Rita Levi Moltalcini?</p> <hr/>

Theme 4 What a Life!

A- Childhood Dreams

LISTENING SCRIPT (Track 22)

- Host speaker** : Dear students, our first guest is a great writer, a poet, but at his best, a storyteller. On the second day of the eleventh annual spring festival of our university, a man of humanity is here with us. He will share his knowledge and experiences about achieving dreams. Welcome dear Sunay Akin!
- Sunay Akin** : Thank you. I love being with young people because they are real dream followers.
- Host speaker** : Do you believe that dreams can come true?
- Sunay Akin** : Absolutely I do. As Walt Disney said "If you can dream it, you can do it." This is what I truly believe in my heart. Let's take him as an example. Walt Disney would often sell his drawings as a kid. Then he preferred to study art and photography in high school.
- Host speaker** : You mean success is not a coincidence, don't you?
- Sunay Akin** : Exactly. His success was never due to luck, it was blood, sweat and tears all the way. All gifted people in history had the same treasure; their imagination. They were all curious and passionate children. They were all courageous and determined when they were young. They were all hardworking.
- Host speaker** : You have a long list of such people, don't you? You are really good at it.
- Sunay Akin** : Oh, here comes one for you then. "This person was only a little boy when he saw his neighbour's son in his adorable military school uniform. He always wanted to be like him; a good student in a good school." Guess who?
- Host speaker** : Hmm, a military school, a uniform, a diligent student at school. Well, they were all young Mustafa's dreams, right?
- Sunay Akin** : For sure! But his only treasure was not his imagination or determination. Mustafa Kemal had his books throughout his life.
- Host speaker** : What a life! I think the key is thinking of others, not yourself.
- Sunay Akin** : What counts is the message you leave behind you, as Rita Levi Montalcini said. She also followed her childhood dream to become a doctor.
- Host speaker** : Great people indeed. And what about you, dear Sunay? We all know about your open air museum of your mother's jewellery. That gave us Istanbul Toy Museum.
- Sunay Akin** : And also there was Neptune; a dream toy ship of five-year old Sunay Akin in Trabzon. One day a photographer took my photo with his toy ship. I cried a lot for it but the photographer didn't give it to me. It had been in my little hands only for two minutes before I found another Neptune in an antique store in Germany, 37 years later.
- Host speaker** : And today, Neptune stands next to your photo in the museum as a realised childhood dream. I want to hear more about you after I have announced our second guest. Here comes...

LISTENING SCRIPT (Track 23)

Hello, I'm Andy from Southampton, England. When I was a kid, I would find myself dreaming of travelling around the world. I collected different things. I was interested in museums very much. My dream was to have my own museum one day. Today, I don't have one but I have a website for children to introduce adorable museums around the world. Hundreds of children from all over the world write about their experiences and feelings during their visits to the museums in different countries. They share photos and videos, too. We make cartoons of their photos and they love it.

B- Turning Points and Triumphs

LISTENING SCRIPT (Track 26-27-28)

- Harold** : Welcome, young ladies! I'm Harold Winston, the curator of the museum. How can I help you?
- Jill** : I'm Jill and this is my friend Eva. We are working on a science project about the Challenger disaster. We know that you are personally interested in this tragic event and there is a special section in honour of the Challenger crew.
- Harold** : The beloved mother of a friend of mine was among the crew members. After the explosion, my friend had really hard times and so did the families and friends of other six heroes. They all died up there.
- Eva** : That's shocking. Could you please tell us how the accident happened?
- Harold** : When the Space Shuttle Challenger lifted off on January 28, 1986, everybody watched it with bated breath. As NASA had spent 25 years to reach for the stars, nobody thought it was unsafe. Having been the first civilian on the way to space, my friend's mother Christa McAuliffe was on board with six astronauts.
- Jill** : Oh dear! That's too bad. What went wrong up there?
- Harold** : In fact, NASA had never launched a shuttle on such a cold day. By the time the Challenger lifted off, they had delayed the launch of the shuttle due to weather problems for several times. Finally, they gave Challenger the green light, but only 73 seconds after its launch, the shuttle exploded. We all watched in horror and disbelief.
- Eva** : I'm really sorry. I was born just a month after the Challenger disaster but it was a part of my childhood. My big brother had a huge poster of the crew and the shuttle in his room. I know the crew had taken a hard training programme before they got on the shuttle and how they believed their mission.
- Harold** : It is one of the worst space disasters in history. After the accident, a Presidential Commission worked together to discover what caused the explosion.
- Eva** : I remember the President's saying written on my brother's poster. "We know in our hearts that you flew so high and made your home beyond the stars."
- Harold** : We all believe so. Would you like me to show you the photos in the section? There is more I want to tell you.
- Jill** : We'd love to. Thank you, Mr Watson.

THEME

5

BACK TO THE PAST

A. Wish for the Best

B. Access Denied

THEME	FUNCTIONS	SKILLS
5 BACK TO THE PAST	<ul style="list-style-type: none"> Expressing wishes and regrets for past events Talking about unreal past events 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to identify expressions related to unreal past events in a recorded text. Students will be able to determine relevant or / and irrelevant information in a recorded text / video about wishes and regrets. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to practise contraction of had / would. <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to talk about their regrets and wishes about past events. Students will be able to ask and answer questions about unreal past events. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to write their opinions and regrets according to #1 wish.
	GRAMMAR	
	<ul style="list-style-type: none"> Wish Clauses (Present and Past Meaning) If Clause type 3 	
	IDIOMS	
	<ul style="list-style-type: none"> turn a deaf ear stick the knife into 	
	VALUE	
<ul style="list-style-type: none"> honesty 		

Have you ever had a wish come true at last?

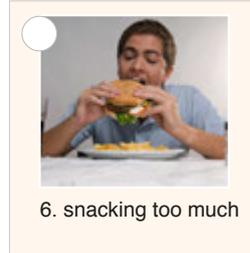
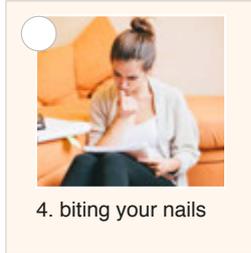
Do you really want all your wishes to come true?

What would you change if you could go back to the past?

Which moment would you like to live anew?

Listening & Speaking

1 a. Look at the habits below and tick the bad ones.



b. Work in pairs. Discuss the effects of bad habits in exercise 1a with your partner.

e.g.

I think interrupting someone while she / he is talking is a bad habit. It may be annoying and you can be considered as a rude person.



Student A



Student B

Yes you're right. Also, it may harm your personal relationships.

2 How can you break a bad habit? Tick the statements which are true for you. Explain why you've chosen them.

- I talk to an adult / a friend.
- I take medical help.

- I attend a seminar / workshop.
- I call an advisor.

3 You are about to listen to three teenagers talking to Aunt Dorothy in a radio programme. Look at the photos and guess the bad habits they are talking about.



Theme 5 Back to the Past

A- Wish for the Best

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and the content titles.

Listening & Speaking

- 1 a.** Look at the list of habits below and tick the bad ones.

Have Ss read the examples of good and bad habits. Ask them to tick the bad ones. Elicit the answers.

KEY

1. ✓ 3. ✓ 4. ✓ 6. ✓

- b.** Work in pairs. Discuss the effects of bad habits in exercise 1a with your partner.

Tell Ss to work in pairs and discuss the effects of bad habits. Encourage them to support their ideas with details and reasons.

- 2** How can you break a bad habit? Tick the statements which are true for you. Explain why you've chosen them.

Ask Ss to read and tick the choices. Give them some time to think about the reasons of their choices. Elicit the answers.

KEY

Ss' own answers

- 3** You are about to listen to three teenagers talking to Aunt Dorothy in a radio programme. Look at the photos and guess the bad habits they are talking about.

Explain to the Ss that they are going to listen to a radio programme about bad habits of three teenagers. Focus their attention to the photos and encourage them to make guesses about the habits of the teenagers in the photos. Go over the answers in class.

KEY

Ss' own answers

TEACHER'S NOTE

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THEME 5

4  **Track 29** Listen to the radio programme and tick the correct information.

- 1. Aunt Dorothy wishes Amy had decided to stop snacking before getting sick.
- 2. Amy wishes she had called Aunt Dorothy before.
- 3. Aunt Dorothy wishes Harry had called his friends and apologised.
- 4. Harry wishes he hadn't pulled his hair.
- 5. Aunt Dorothy wishes Paula had stayed in the shade.
- 6. Aunt Dorothy wishes Paula had worn a hat while sunbathing.

5  **Track 30** Listen again and choose the correct options.

1. If Amy hadn't had an eating problem, ...
 - a. she would be unhealthy.
 - b. she wouldn't have called Aunt Dorothy.
2. If Amy had realised she had eaten too much, ...
 - a. she wouldn't have spent a day at a hospital.
 - b. she would have been sick.
3. If Harry hadn't spent too much time online, ...
 - a. he will meet his friends.
 - b. he wouldn't have forgotten to meet his real friends.
4. If Harry had remembered to meet his friends, ...
 - a. he wouldn't have felt stressed.
 - b. he would have become a social media addict.
5. If Paula had applied sunscreen, ...
 - a. she would have suntan.
 - b. she wouldn't have had burns.

**6** a. **Work in pairs. Talk about a past event you regret about. Ask and answer the questions.**

1. What happened?
2. When did it happen?
3. What did you do?
4. What did you wish to happen instead?

b. **Tell your friend's experience to the class.**

4  **Track 29** Listen to the radio programme and tick the correct information.

Explain the task. They'll listen to a radio programme between an advisor and three teenagers. Aunt Dorothy is giving advice to the teenagers about how to break their bad habits. Ask them to tick the correct information they hear. Play the recording and check the answers after they finish the task.

This activity enables Ss to determine relevant or / and irrelevant information in a recorded text / video about wishes and regrets.

KEY

1.√ 3.√ 4.√ 5.√

5  **Track 30** Listen again and choose the correct options.

Get Ss to listen to the recording again to find the correct options that complete the sentences. Focus their attention to the unreal past statements. Play the recording. When the task is over, elicit the answers.

This activity enables Ss to identify expressions related to unreal past events in a recorded text.

KEY

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

6 a. Work in pairs. Talk about a past event you regret about. Ask and answer the questions.

Ask Ss to ask and answer the questions about an event they have experienced. Encourage them to share their regrets and wishes. Set a time limit. Monitor them while they are doing the task.

This activity enables Ss to talk about their regrets and wishes about past events.

KEY

Ss' own answers

b. Tell your friend's experience to the class.

Ask Ss to share their friends' experience in class. Encourage them to use wish clause in their sentences.

TEACHER'S NOTE

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Reading & Writing

1 Look at the school behaviour problems below. Discuss how they affect the students' school performance.

- passing around notes in class
- coming late to classes
- making fun of friends
- chatting during lessons
- delaying projects

2  Read the statements and choose the closest meanings of the underlined idioms.

1. I wish you had backed me up. I really needed your help.
 - a. I wish you had supported me.
 - b. I wish you had comforted me.
2. I wish you didn't turn a deaf ear to my requests. You should listen to me.
 - a. I wish you didn't control my requests.
 - b. I wish you didn't ignore my requests.
3. I wish you didn't take it to heart. He is just kidding.
 - a. I wish you didn't take it seriously.
 - b. I wish you listened to him.



Dear Mrs Leeds,

I'm glad to have this opportunity to write you years and years later. I wish I had had enough courage to write you before. It is still a shame to **realise** what a bad student I was and what a great teacher you were.

We met when you chose me for the school play. Unlike others, you gave me a chance although I wasn't a brilliant student. You helped me **memorise** my lines but what I did was to **show up** without practising well enough. Nevertheless, you went on backing me up. I didn't **work on** the play and when I was on the stage, my performance was terrible. You **reminded** me the golden rules of success many times. Unfortunately, I turned a deaf ear to your advice. I had the opportunity to learn more from you but I was always late, so I couldn't take the advantage of spending time with you. Besides, my friends and I wrote silly notes and passed them around in the class. In spite of our nasty behaviour, your reaction was only a deep sigh and being with us whenever we **lost heart**.

As you can guess I have endless regrets now. I wish I had taken part in all school plays and listened to your advice all the time. If you hadn't encouraged me, I wouldn't have loved acting so much. Now, I am at Theatre and Reading Club of the college and whenever I act, I feel that you see me somewhere.

And now it's time to thank you for all your efforts after all these years. Mrs Leeds, I will never forget you.

Magda Moore

- 3  Read the e-mails and underline the sentences with wish, regret or unreal past expressions.
- 4 a. Work in pairs. Read the e-mails again and answer the following questions. Student A: Read Magda's letter. / Student B: Read Mrs Leeds's letter.
1. Why is she writing the letter?
 2. How does she feel while writing the letter?
 3. What does she think about teenagers?
 4. What does she wish now?
 5. What does she thank for?
- b. Ask and answer the questions from "exercise a" to find about your friend's mail.
- 5 Complete the sentences using the **highlighted** words in the e-mails. Make necessary changes.
1. My theatre trainer wished I my lines before the rehearsal.
 2. She wishes her brother his English pronunciation now to pass the speaking test.
 3. I wish you yesterday to see the film with us.
 4. If Luke's mother him the time of the match, he wouldn't have missed it.
 5. If you to help the people in need, everybody in class would have supported you.
 6. The director wished the actor's skill a good performance after rehearsing so much.
 7. The girls wish their team in the first 20 minutes of the game. They lost the match.
 8. The little boy wishes his mother his imaginary friend.



Dear Magda,

When I received your e mail, I read it all in one breath. I am retired now and I miss those years. So your letter made me feel the satisfaction of being a teacher again. I wanted you to know my feelings as well. Please don't be ashamed; you were only a teenager. I'm sure you didn't **intend** to break anybody's heart. If you hadn't been so inexperienced, you wouldn't have made mistakes easily. I met many students like you and I just tried to inspire them to find their own ways. If I hadn't been patient enough, I couldn't have led talented individuals like you. After all, when my students made something wrong, I didn't take it to heart because if they hadn't made mistakes, they wouldn't have learnt the life itself. I have some regrets, too. When you had no desire to study, I wish I had led you more. Whenever you lost your motivation, I wish I had had more chance to encourage you to go on. And of course I wish my students' fear of failure had **turned into** a real success. I want to thank you for remembering me after all those years.

Virginia Leeds

3  **Read the e-mails and underline the sentences with wish, regret or unreal past expressions.**

Have Ss read the e-mails and find the sentences of wish and if clauses. You can read the sample sentences in the mails to help them find the correct sentences. Elicit the answers. For more information about the grammar, see the grammar reference of theme 5.

This activity enables Ss to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.

KEY

Magda	Mrs. Leeds
-I wish I had had enough courage to write you before.	-If you hadn't been so inexperienced, you wouldn't have made mistakes easily.
-I wish I had taken part in all school plays and listened to your advice all the time.	-If I hadn't been patient enough, I couldn't have led talented individuals like you.
-If you hadn't encouraged me, I wouldn't have loved acting so much.	-if they hadn't made mistakes, they wouldn't have learnt the life itself.
	-I wish I had led you more.
	-I wish I had had more chance to encourage to go on.

4 a. Work in pairs. Read the e-mails again and answer the following questions. Student A: Read Magda's letter. / Student B: Read Mrs Leeds's letter.

Have Ss read the e-mails again in detail to answer the questions both for Magda and Virginia. Remind them that each question has a different answer about Magda and Virginia. Allow Ss some time to do the task.

KEY

Magda	Mrs Leeds
1. To apologise to her teacher.	1. To express her feelings as a teacher.
2. She feels a great shame.	2. She feels satisfaction.
3. She thinks they are nasty.	3. She thinks they are inexperienced.
4. She wishes she had taken part in more plays and listened to her teacher's advice.	4. She wishes she had turned her students' fear of failure into a real success. She wishes she had led her students more.
5. She thanks for her teacher's efforts.	5. She thanks for remembering her.

b. Ask and answer the questions from "exercise a" to find about your friend's mail.

Have Ss work in pairs to ask and answer the questions to learn about each other's e-mails.

5 Complete the sentences using the highlighted words in the e-mails. Make necessary changes.

Tell Ss to read the sentences in the letters with the highlighted words. And have them use the correct forms of the verbs to complete the sentences. Remind them that they can use either negative or positive forms of the verbs. They may use their dictionaries.

KEY

- | | | |
|------------------|--------------------|----------------------|
| 1. had memorised | 4. had reminded | 7. hadn't lost heart |
| 2. worked on | 5. had intended | 8. didn't realise |
| 3. had showed up | 6. had turned into | |

6 Work in pairs. Match the situations with results. Then, ask and answer questions using them as in the example.

- | | |
|---|-------------------------------------|
| <input checked="" type="radio"/> 1. You didn't listen to your teacher's advice. | a. Your elder sister got angry. |
| <input type="radio"/> 2. You didn't keep your promise. | b. You couldn't pass the test. |
| <input type="radio"/> 3. You didn't arrive on time. | c. She didn't talk to you. |
| <input type="radio"/> 4. You broke your best friend's heart. | d. You couldn't solve the problem. |
| <input type="radio"/> 5. You didn't ask for help. | e. Your parents got really worried. |

e.g.

Student A: What would have happened if you had listened to your teacher's advice?

Student B: You could have passed the test.

7  Write short messages about your opinions and regrets using #Iwish.

	 #Iwish I had spent more time with my friends at high school. 22 minutes ago from web
	 #Iwish I could be more optimistic. 36 minutes ago from web
	 #Iwish my teachers would ask easier questions. about 1 hour ago from web
	
	
	
	
	

Pronunciation

A.  Track 31 Both *had* and *would* can be contracted to /d/. If the following verb is bare infinitive, it is *would*. If the verb is past participle, it is *had*. Listen and practise.

I wish I'd taken part in all school plays.

I wish you'd appear on stage soon.

B.  Track 32 Listen to the statements and decide if it is *had* or *would*.

- | | |
|------------------------------|-----------------------------|
| 1. <input type="radio"/> had | <input type="radio"/> would |
| 2. <input type="radio"/> had | <input type="radio"/> would |
| 3. <input type="radio"/> had | <input type="radio"/> would |

Culture Corner



HIGH SCHOOL REGRETS

If you are in high school, it is not always easy to make the best decisions because the period of learning about yourself is still in progress. However, if you receive some advice from the people who have already experienced similar difficulties, you can learn how to avoid them. Why do we all have similar regrets? Because people who are in the same period of a life journey tend to make similar mistakes. If you don't want to regret your high school years, these tips will help you.

1 I WISH I HAD STUDIED HARDER!

We all have lazy moments but after graduating from high school, we realise that we should have studied hard during high school. You will get used to hearing the same sentences from the elder ones: "If I had studied regularly for the university entrance exams, I would have got into my dream university!" So, do your best when you are able to do!



2 I WISH I HADN'T DELAYED MY WORKS!

Unfortunately, it is one of the most common habits among the high school students. Nearly all students have to deal with it. Do you remember how many times you left your homework to the last minute? Or, haven't you delayed studying for the exams until the last minute? Don't forget that being punctual and programmed is a must for the students.



3 I WISH I HAD MADE MORE FRIENDS!

Also, making friends with only a few people and insisting on staying in the same social circle can be a typical high school regret. If you form connections with the people who are outside of your friend circle, you can realise that there are many interesting people around you.



What are the other common high school regrets can you talk about?

Listening & Speaking

1 a. Look at the statements below and guess whether they are true (T) or false (F).

- 1. A hacker is a person who makes furniture by an axe.
- 2. First hacking in Hollywood was in a film in 1973.
- 3. Someone broke into US Defense computers to find files about aliens.
- 4. A hacker broke into a software system less than 10 seconds.
- 5. A hacker built a giant sunscreen in space to hack the planet's climate.

b. Work in pairs. Discuss the reasons why you think these options are true.

2 Use the words below to complete the sentences. Then guess and tick the ones you may hear in the listening section.

cybersecurity
cyberbully
cybercriminal
cyberattack
cyberlaw

- 1. organises the rules and regulations in the techno-world.
- 2. A commits various crimes and steals precious information.
- 3. is really important to protect companies' important data.
- 4. A gives harm especially to the kids via Internet.
- 5. can be prevented with special virus programmes.

4  Track 33 Listen to the interview with a former security consultant and choose the correct options.

1. While spreading information technology, we come across new **crimes / results**.
2. Before he was a security consultant, Jones gave up his **legal / illegal** job.
3. As a consultant, his job involved testing the **security / information** systems of companies.
4. If he hadn't been experienced, he couldn't have protected the companies from **cyberattacks / cyberlaw**.
5. His job would have been riskier if he hadn't carried a letter of **authorisation / dedication**.
6. Workers should be cautious with every **e-mail / document**.



B- Access Denied

Listening & Speaking

- 1 a. Look at the statements below and guess whether they are true (T) or false (F).

Ask Ss if they have any information about hackers or hacking. Then, get them to read the statements and guess if they are true or false. Since this a warm-up activity, Ss are not expected to know all the answers.

KEY

Ss' own answers

- b. Work in pairs. Discuss the reasons why you think these options are true.

Ask Ss to work in pairs to compare their answers. Have them discuss the reasons of their answers. When they finish, choose some pairs to share their ideas in class with reasons. Then give them the correct answers.

KEY

1. T
2. F (1983 film.)
3. F (He claimed that.)
4. T
5. F (He proposed to build it.)

- 2 Use the words below to complete the sentences. Then guess and tick the ones you may hear in the listening section.

Tell Ss to read the sentences to complete them with the given words. Remind them that they may use their dictionaries. Then have them guess and tick the ones they think they may hear in the listening section. Elicit the answers.

KEY

- | | | |
|------------------|--------------------|------------------|
| 1. cyberlaw ✓ | 3. cybersecurity ✓ | 5. cyberattack ✓ |
| 2. cybercriminal | 4. cyberbully | |

- 3  Track 33 Listen to the interview with a former security consultant and choose the correct options.

Explain the task. Ss will listen to an interview with a retired security consultant. He is going to give some information about his former job. Have Ss read the questions to get familiar with the topic. Then get them to listen and choose the correct word. Elicit the answers.

KEY

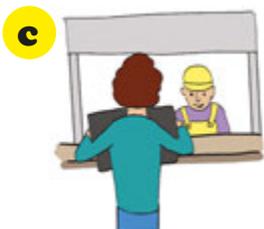
- | | | |
|------------|-----------------|------------------|
| 1. crimes | 3. security | 5. authorisation |
| 2. illegal | 4. cyberattacks | 6. e-mail |

4  **Track 34** Listen to the interview with Jones again and choose the correct options.

1. Jones decided to be a security consultant because ...
 - a. he wanted to have a legal life
 - b. he was bored with his old career
2. Jones's duty was to ...
 - a. check if the companies had done something against cyber law
 - b. share the data of the companies
3. During his career he worked ...
 - a. with a professional team
 - b. alone
4. He didn't get caught because ...
 - a. he had a fake ID card
 - b. nobody realised him
5. Jones thinks employees should be careful about ...
 - a. e-mails from the people they don't know
 - b. every e-mail they receive



5 a. Work in pairs. Match the statements with the pictures.



1. I opened an e-mail from someone I don't know.
2. My computer shut down because of the virus.
3. I tried to fix it by myself.
4. I got help from a technician.

b. Complete the chain story using the statements in exercise 5 a. Add at least three sentences to continue the story.

 **Game time!** Play "Complete My Sentence" game.

Reading & Writing

1 Guess and complete the information about the hacker facts using the numbers below.

\$38,5 billion 10% \$3 million 176%

1. Any information about Bogachev, one of the most wanted cybercriminals, will be awarded
2. The most expensive computer virus of all times caused damage.
3. Comparing to the past, the number of cyberattacks have increased
4. of social media users said they had been a victim of a cyberattack.

2 Guess and match the halves to complete the sentences.

- | | |
|--|---|
| <input type="radio"/> 1. If you <u>stick the knife into</u> someone, | a. you write it on a computer or a typewriter. |
| <input type="radio"/> 2. If something <u>ends up badly</u> , | b. you make something or start a machine. |
| <input type="radio"/> 3. If you <u>set up</u> something, | c. you enter there secretly. |
| <input type="radio"/> 4. If you <u>tap out</u> something, | d. you give harm to that person by criticizing. |
| <input type="radio"/> 5. If you <u>sneak into</u> somewhere, | e. it has an unpleasant result. |

3  Read the texts quickly. Match the cyberattack stories (A-D) with the headings (1-5). One is extra.

- | | | |
|---------------------------|--------------------------|-------------------------|
| 1. Rock&Roll till morning | 3. Where is the monster? | 5. What is the message? |
| 2. Viruses all around | 4. An unexpected sale | |

We have been aware of the cyber criminals for a long time. They steal or change the important information from the system. What they do is a real crime and this has serious punishments. Unfortunately, hackers have been doing these illegal activities since the very beginning of the 20th century. Here you can read some of them.

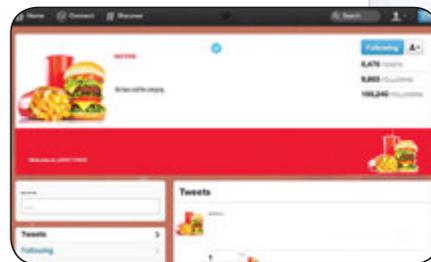
A

Have you ever thought there were hackers before computers? In 1909, a group of upper-class men in London came together in the lecture hall of Royal Institution. They wanted to see the Marconi's first sample of long distance wireless telegraph. When they started the machine up, they were shocked because it started tapping out an insulting poem about Marconi. It told how Marconi cheated public. But how could it happen? Nevil Maskelyne, who was a magician and a practical joker, learnt about the method of Marconi's device and set up an evil plan. If Nevil hadn't wanted to stick the knife into his lifelong rival, he wouldn't have made this practical joke.



B

It may be difficult to imagine that hackers can destroy the images of big companies. Because these companies always **attempt** to protect their systems and spend big amounts of money just to programme new barriers against cyber attacks. However, in 2013, somebody hacked a big fast food company's Twitter account. The hacker posted a message saying that the fast food chain was sold to its rival company. They also changed the **display** of the company and its icon. Luckily, the attack ended up without giving any harm in a short time. After about an hour they took back the account. It was quite shocking to see this had happened to such a big company.



Reading & Writing

1 Guess and complete the information about the hacker facts using the numbers below.

Have Ss read the facts and give them some time to guess the answers. Go through the answers in the class.

KEY

1. \$3 million 2. \$38.5 billion 3. 176% 4. 10%

2 Guess and match the halves to complete the sentences.

Ask Ss to match the options to complete the sentences. Remind them that they can use their dictionaries. Elicit the answers. Correct them if necessary. After they finish the matching part, have them fill in the blanks in the text using these word groups. Go through the answers in class.

KEY

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

Idiom of the content

stick the knife into: to criticize someone in order to harm them.

3 Read the texts quickly. Match the cyberattack stories (A-D) with the headings (1-5). One is extra.

Since this is a scanning activity, tell Ss not to read the texts in detail. Have them read the texts and match them with the headings. Remind them that one heading is extra. When they finish, elicit the answers.

KEY

- A. 5 B. 4 C. 3 D. 1 2 extra

TEACHER'S NOTE

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4  Read the stories again. Choose the correct options.

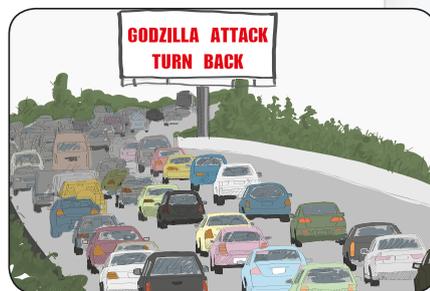
1. The attacks of hackers are
 - a. beneficial for people
 - b. illegal and end with penalties
 - c. monitored by governments
2. Nevil Maskelyne set up a plan to
 - a. steal the method of Marconi's device
 - b. make fun of his rival
 - c. send Marconi to jail
3. The hackers
 - a. sold the fast food company to its rival
 - b. didn't let the owners take the account back
 - c. stole the social account of a fast food company although it was one of the biggest ones
4. While the drivers were on the road in San Francisco,
 - a. they saw an extraordinary road sign
 - b. they saw a Godzilla attack
 - c. they had serious accidents because of a road sign
5. Intelligence service of a country
 - a. attacked the computer systems for fun
 - b. changed the system to learn nuclear facilities
 - c. wanted to play rock&roll at night

5 Change the words in bold below with their **highlighted** synonyms in the texts.

1. They **try** to enlarge the company he inherited from his grandfather.
2. Harry's main **goal** is to operate computer systems professionally.
3. The **layout** of my account is a pigeon and an olive branch.
4. Hackers **keep an eye on** the programme to steal information.
5. Hackers design **harmful software** to steal the information of the people.
6. Misunderstanding the departure time caused a deep **chaos**.

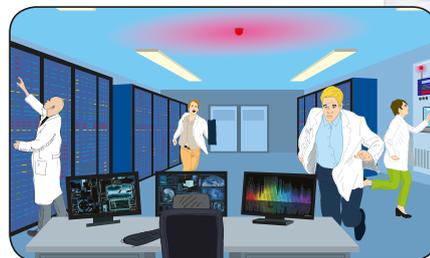
C

Sometimes cyberattacks affect the whole public. The **target** of the hackers was once all the roads in San Francisco. But how? In 2014, some hackers sneaked into the electronic signs in the city. They changed the messages on the road signs. When the people driving on these roads came across the sign GODZILLA ATTACK-TURN BACK, they didn't know what to do or where to drive. This caused lots of **confusion**. If the drivers hadn't been careful enough, there would have been many accidents on that day.



D

Cyberattacks aren't usually made by ordinary hackers. Most governments have professional systems to **monitor** the facilities of other countries. In 2012, intelligence service of a country sent a worm to the control system of nuclear stations of its rival country. But this time, they just wanted to have a good laugh. The **malware** turned off the monitoring stations and made the system play rock music at maximum volume during the night. It really panicked the operators until they solved the problem. If this incident hadn't happened, governments wouldn't have tried to improve their cyber security.



Complete My Sentence



Student A

1. **If you hadn't driven more slowly,**
2. If you had studied more, you would have passed the test.
3. **If you hadn't skipped the classes,**
4. You would have had more free time if you had planned your day wisely.
5. **If you hadn't turned a deaf ear to your teacher's advice,**
6. You wouldn't have had problems with your friends if you hadn't told their secrets.
7. **If you hadn't used mobile phone in the exam,**
8. Your files wouldn't have been infected if you had used antivirus programme.
9. **If you hadn't opened an e-mail from a person you don't know,**
10. If you had kept your promises, every one would have trusted you.



Student B

1. If you hadn't driven more slowly, you would have had an accident.
2. **If you had studied more,**
3. If you hadn't skipped the classes, you would have understood the lessons better.
4. **You would have had more free time**
5. If you hadn't turned a deaf ear to your teacher's advice, you would have been more successful.
6. **You wouldn't have had problems with your friends**
7. If you hadn't used mobile phone in the exam, you wouldn't have been punished.
8. **Your files wouldn't have been infected**
9. If you hadn't opened an e-mail from a person you don't know, your computer wouldn't have shut down.
10. **If you had kept your promises,**



Student A

1. **If you hadn't driven more slowly,**
2. If you had studied more, you would have passed the test.
3. **If you hadn't skipped the classes,**
4. You would have had more free time if you had planned your day wisely.
5. **If you hadn't turned a deaf ear to your teacher's advice,**
6. You wouldn't have had problems with your friends if you hadn't told their secrets.
7. **If you hadn't used mobile phone in the exam,**
8. Your files wouldn't have been infected if you had used antivirus programme.
9. **If you hadn't opened an e-mail from a person you don't know,**
10. If you had kept your promises, every one would have trusted you.



Student B

1. If you hadn't driven more slowly, you would have had an accident.
2. **If you had studied more,**
3. If you hadn't skipped the classes, you would have understood the lessons better.
4. **You would have had more free time**
5. If you hadn't turned a deaf ear to your teacher's advice, you would have been more successful.
6. **You wouldn't have had problems with your friends**
7. If you hadn't used mobile phone in the exam, you wouldn't have been punished.
8. **Your files wouldn't have been infected**
9. If you hadn't opened an e-mail from a person you don't know, your computer wouldn't have shut down.
10. **If you had kept your promises,**



Theme 5 Back to the Past

A- Wish for the Best

LISTENING SCRIPT (Track 29-30)

- Dorothy** : Aunt Dorothy is here to solve your problems. Today, our subject is the bad habits of teenagers. Yes, here is my first guest. Hellooo! How can I help you?
- Amy** : Hi, Auntie. This is Amy. My problem has been a real nightmare lately. I wish it didn't affect my life so much.
- Dorothy** : Oh, dear! Feel free to tell.
- Amy** : I have always enjoyed eating but this has turned into a habit. I snack non-stop. Whenever I turn on TV, I want to have a snack. The last time I was watching a film and snacking, I didn't realise how much I ate and then fell asleep. I woke up with a terrible headache and stomachache followed by throwing up. I had to spend the whole day at a hospital. Now, I bite my nails whenever I want to stop myself from eating. I wish somebody could help me.
- Dorothy** : Oh, poor girl. I wish you had stopped snacking before getting sick. If you had eaten fruit and veggies instead of snacks, you wouldn't have been sick. Don't forget to eat them more. Have healthy days.
- Amy** : Thanks a lot. I will do my best to get it over.
- Dorothy** : I wish the young people were careful about what and when to eat. Here is the next listener, Harry.
- Harry** : Hi, Dorothy. I am a real social network addict and I spend long hours online. I can't help checking my friends' profiles. Last week I forgot to meet my real friends because of chatting to my online ones. That made me quite stressed and whenever I feel stressed, I start to pull my hair. I suppose it's time to stop, but how?
- Dorothy** : I wish you had called your friends and apologised. If you had concentrated on a hobby and spent more time with real friends, this wouldn't have happened. I think you should deactivate your accounts for a while. Here is the third listener, Paula. Helloo!
- Paula** : Hello, Dorothy. I am a blonde girl but I have always wanted to have a golden-bronze tan, so I spend long hours lying in the sun. Unfortunately, sunbathing the whole day turned my holiday into a disaster last summer. I had to spend three days at a hospital and came back home not with a sun tan but with sun burns and bloody eyes. I wish it had just been a nightmare.
- Dorothy** : What bad luck! I wish you had stayed in the shade. It's easy to get a sun tan without harming your body. If you had applied a high SPF sunscreen, you wouldn't have had such serious burns. Have nice holidays without sunburns. Yes, next listener is.....

B- Access Denied

LISTENING SCRIPT (Track 33-34)

- Interviewer** : Cyber World is getting larger day by day. With the spread of the information technology, we come across new crimes related to it. Today, our guest is a retired security consultant. Welcome, Jones. What can you tell us about your former job?
- Jones** : Well, after being a hacker for a long time, I decided to give up this illegal job and started to work as a security consultant. My mission was cybersecurity.
- Interviewer** : What does that mean? Can you explain it?
- Jones** : I worked for different companies. I tested the security systems to protect all the companies' data. I checked if there was something against cyberlaw or not.
- Interviewer** : So, if you hadn't been an expert in computers, would you have succeeded in this career?
- Jones** : I don't think so. If I hadn't been experienced enough, companies wouldn't have asked for my help against cyberattacks.
- Interviewer** : As far as I understand, the staff weren't aware of what you were actually doing at their office. Did any workers ever realise your real purpose?
- Jones** : Haha, yeah! I once pretended to work as an IT consultant and one of the assistants wanted to see my ID card. If I hadn't prepared a fake one, I would have got caught easily.
- Interviewer** : Did you work alone or did you have a team?
- Jones** : I worked on my own, but I really wish I had worked with former members of the intelligence service.
- Interviewer** : Wasn't it risky?
- Jones** : Was it? If I hadn't carried a letter of authorisation, it would have been much riskier. Luckily, I'd never needed it.
- Interviewer** : Any advice to the employees?
- Jones** : They shouldn't trust anyone indeed. They should be cautious with each and every e-mail they get, even from their colleagues.
- Interviewer** : Oops no friends at all. Thanks for the interview.
- Jones** : That's my pleasure.
- Interviewer** : Yes, we all have to be alert to the cybercrime. See you next programme.

THEME

6

OPEN YOUR HEART

A. Endless Love

B. Seeing the Big Picture

THEME	FUNCTIONS	SKILLS
6 OPEN YOUR HEART	<ul style="list-style-type: none"> Expressing degrees of certainty in the past Expressing the criticism for the events in the past. 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to listen to find out speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to practise the pronunciation of "contraction in past modals." <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to criticise an action in the past. Students will be able to express their inferences from the results of events in the past. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to draw conclusions for the past events in the past. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to write a letter to criticize an event / organization.
	GRAMMAR	
	<ul style="list-style-type: none"> Expressing degrees of certainty (must have / might have / can't have past participle) Expressing criticism (should have pp) Expressing advice 	
	IDIOMS	
	<ul style="list-style-type: none"> walk on air fall for someone 	
	VALUES	
<ul style="list-style-type: none"> love justice 		

To love or to be loved, which one makes us stronger?

What does an open heart actually mean?

Do you believe that love lasts forever?

Is it the same to love someone or a small flower?

Listening & Speaking

1 a. Match the quotes with the statements.

A
*Wherever you are,
whatever you do,
be in love.*
(Rumi)

B
*Love doesn't make
the world go
round, it makes the
ride worthwhile.*
(Franklin P. Jones)

C
*A loving heart is
the beginning of
all knowledge.*
(Thomas Carlyle)

D
*A flower cannot
blossom without
sunshine, and
man cannot live
without love.*
(Max Muller)

- 1. Everything starts with love.
- 2. Love is everywhere.
- 3. There is no life, where there is no love.
- 4. Life is worth living with love.

b. Discuss about love. Do you agree or disagree with the quotes above? Give your reasons.

2 Work in pairs. Discuss the picture of the couple thinking over each other. Criticise them as in the example.

e.g. *She didn't tell the truth.
She should have told the truth.*

- 1 He made me upset.
.....
- 2 He left home angrily.
.....
- 3 He didn't ask my opinion.
.....

- 4 She didn't call me back.
.....
- 5 She didn't listen to my advice.
.....
- 6 She ignored my feelings.
.....



3 Match the phrases with their meanings.

- 1. fall apart
- 2. only have eyes for someone
- 3. fall for someone
- 4. play a trick
- 5. pop the question
- a. to be interested in only one person
- b. to ask someone to marry
- c. to deceive someone
- d. to experience serious emotional problems
- e. to fall in love with someone

Theme 6 Open Your Heart

A- Endless Love

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

1 a. Match the quotes with the statements.

Ask Ss to read the quotes first and match them with the statements given.

KEY

A. 2

B. 4

C. 1

D. 3

b. Discuss about love. Do you agree or disagree with the quotes above? Give your reasons.

Initiate a classroom talk about love. Encourage Ss to share their ideas about the quotes. Make sure they explain why they agree / disagree with the quotes. You can ask Ss to make their own definition to describe love.

2 Work in pairs. Discuss the picture of the couple thinking over each other. Criticise them as in the example.

Ask Ss to look at the pictures of the couple thinking over what they did wrong. Have them work in pairs and discuss what he/she should/shouldn't have done as in the example.

This activity enables Ss to criticise an action in the past.

KEY

1. He shouldn't have made her upset.
2. He shouldn't have left home angrily.
3. He should have asked her first.
4. She should have called him back.
5. She should have listened to his advice.
6. She shouldn't have ignored his feelings.

3 Match the phrases with their meanings.

Ask Ss to try to match the phrases with their meanings. Let them use their dictionaries if needed. Then elicit the answers.

KEY

1. d

2. a

3. e

4. c

5. b

Idiom of the content

fall for someone: to fall in love with someone.

THEME 6

4 Use the given words and tell this love story in your own words.

5 Track 35 Listen to the interview with Anna and Boris. Tick the statements that explain their moods and purposes.

- 1. Anna must have felt excited when she realised Boris was looking at her .
- 2. They must have started giving advice to help elderly couples.
- 3. Boris must have left Anna to return to the army.
- 4. Anna should have left an address for Boris to find her.
- 5. Boris must have made a plan to find Anna.

6 Track 36 Listen to the interview again. Then write two words to complete each sentence below.

1. Boris and Anna lived apart more than a
2. They write on a corner in Magazine.
3. The romance blossomed when saw in the centre of the village.
4. Boris went back to the army just after they married in 1946.
5. Anna and her family had to move without leaving an
6. They didn't hear from each other for
7. They met again just by coincidence in front of their
8. They decided to marry again and live happily

7 Work in pairs. Discuss what else Anna and Boris should / shouldn't have done not to spend 60 years apart.

4 Use the given words and tell this love story in your own words.

Ask Ss to retell the story using the words and phrases given. You can focus Ss on the photos of Boris and Anna.

5  Track 35 Listen to the interview with Anna and Boris. Tick the statements that explain their moods and purposes.

Have Ss listen to the interview and tick the sentences that explain their moods and purposes. Elicit the answers.

This activity enables Ss to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.

KEY

1, 3, 4

6  Track 36 Listen to the interview again. Then write two words to complete each sentence below.

Have Ss listen to the interview and complete the sentences given. Remind them that they are expected to write two words in each statement.

KEY

- | | | |
|---------------------|-------------------|---------------|
| 1. half century | 4. three days | 7. old house |
| 2. <i>True Love</i> | 5. address behind | 8. ever after |
| 3. Boris / Anna | 6. sixty years | |

7 Work in pairs. Discuss what else Anna and Boris should / shouldn't have done not to spend 60 years apart.

Have students work in pairs to criticise of Boris and Anna about spending years apart from each other.

This activity enables Ss to criticise an action in the past.

TEACHER'S NOTE

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Reading & Writing

1 a. Match the words with the bubbles.

- 1. appreciation
- 2. sacrifice
- 3. forgiveness
- 4. empathy
- 5. honesty
- 6. loyalty

a

Either appear as you are
or be as you appear.

b

If we can't see eye to eye,
let's try heart to heart.

c

Don't hurt the people who stay
true to you behind your back.

d

If we really want to love
we must learn how to
forgive.

e

Be thankful for what you have; you will
end up more. If you concentrate on what
you don't have, you will never,
have enough.

f

When you become a
mother you are no longer
the center of your own
universe.

b. Work in pairs. Discuss the statements in the bubbles. Which one is the most essential when you love someone / something? Explain why.

Heart to heart

1

Dear Boris and Anna,
I'm writing to you about the problems of my marriage. I've known him since university. I can't say that it was love at first sight like yours. We were just friends at first. We enjoyed each other's company. We fell for each other and he asked me out (1) at a youth camp in Greece. But now, after five-year marriage everything has changed. I'm always asking for a talk and trying to learn about the problem. He says he just needs some space. But I feel we've drifted apart (2). Is it over? Is it better to let him go? What can I do? Please help me.

Hopeless

Dear Hopeless,
Falling in love is easy, staying in love requires hard work. You can't have chosen to give up (3) so easily. Breaking up (4) is the easiest way. You could have tried to make your relationship better. You shouldn't have kept bothering him with your questions. Give him some space and do something to relax yourself. All marriages have ups and downs. What really matters in a relationship is appreciation. Then comes affection and then forgiveness. Love him as he is and be patient. Care and show. Rather than asking questions, talk about your feelings. You should also have opened your heart to him. Do your best to get back your lifelong friend.

Boris & Anna

THEME 6



Dear Boris and Anna, 2
 We have three children. Although they are all old enough to do any kind of housework, we always find ourselves alone with all the household chores. Both my husband and I work outside and when we get home, we are really tired. After a hard day, an argument concerning chores with children is really bad. Last night, we got really angry with them again. And this time we're so sure that we don't want any other chore wars. We are too busy to talk to an expert, that's why we are writing to you. Please help us.

Chore Warriors

Dear Chore Warriors,
 Teenagers should have known that real life had chores. It is really important to fairly divide the labour at home. You should have written all jobs down and shared them long ago. You must **put** all the criticisms **aside** (5) and learn to have calm conversations to create solutions. You shouldn't have stopped listening to the family members. All you need is empathy. You also need to know how your children feel about the problem. Share chores and have fun while doing them together. You will all feel appreciated in the end.

Boris & Anna

2 Read Boris and Anna's corner and match the letters with the problems. One is extra.

- a. lack of communication
- b. lack of honesty
- c. lack of responsibility

3 Look at the **highlighted** words in the text. Write their numbers next to their definitions.

- : to become less close to someone
- : to ignore a problem until you are able to solve it
- : to end a romantic relationship
- : to stop owning, doing or trying something
- : to invite someone to go with you somewhere.

4 Read the letters again. Fill in the blanks with 1 and 2.

1. The writer of letter is closer to end the relationship and seems more desperate.
2. The couple in letter didn't fall for each other when they met for the first time.
3. The couple in letter should have done something more than criticising.
4. The couple in letter should have shared domestic duties long ago.
5. In letter the couple can't have known each other less than five years.

5 Read the statements and write true (T) or false (F) looking at the **underlined** expressions in the text.

- 1. Hopeless and her husband loved spending time together while they were dating.
- 2. Boris and Anna criticised Hopeless and her husband about not having told their feelings to each other.
- 3. Chore Warriors never had problems about household responsibilities with their children.
- 4. Boris and Anna advised Chore Warriors to stop listening to the family numbers.

2  **Read Boris and Anna’s corner and match the letters with the problems. One is extra.**

Ask Ss to write the numbers of the highlighted words or word groups in the text next to their definitions.

KEY	
1 st letter: a. lack of communication	b (extra)
2 nd letter: c. lack of responsibility	

3 Look at the **highlighted** words in the text. Write their numbers next to their definitions.

Ask Ss to read the corner and match the letters with the problems.

KEY
...2... : to become less close to someone
...5... : to ignore a problem until you are able to solve it
...4... : to end a romantic relationship
...3... : to stop owning, doing or trying something
...1... : to start a romantic relationship

4  **Read the letters again. Fill in the blanks with 1 and 2.**

Have Ss read the letters again and then ask them to read the statements. Have them fill in the blanks with 1 and 2.

This activity enables Ss to draw conclusions for the past events in given texts.

KEY				
1. 1	2. 1	3. 2	4. 2	5. 1

5  **Read the statements and write true (T) or false (F) looking at the underlined expressions in the text.**

Ask Ss to read the statements and decide whether they are true or not by looking at the underlined expressions in the text.

KEY			
1. T	2. T	3. F	4. F

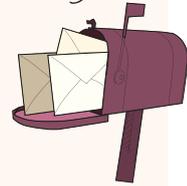
TEACHER’S NOTE
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- 6 a. Read the letter of complaint which is written to the manager of Echafris Restaurant. Match the outline below with the paragraphs in the letter.

1		sign off
2		reason(s) for writing
3		action to be taken, closing remarks
4		complaint(s) with justification(s) / example(s)
5		Greeting

The Manager,
Echafris Restaurant,
P.O. Box 075163
Athens, GREECE

50, Syntagma Square
Athens, GREECE
5 December, 2019



A Dear Sir / Madam,

B On December 1st 2019, Saturday, my wife and I visited your restaurant. Unfortunately, we had a very negative experience due to the waiter's attitude and the quality of the food that had been served.

C Firstly, no one attended to us for about twenty minutes when we arrived at your restaurant. At last, the waiter appeared but he showed a severe lack of interest. Although he took our order four times, he brought us the wrong food.

D Secondly, we ordered risotto with seafood for our main course, but it was quite tasteless and bitter, which actually ruined our dining experience. Even after we told this to the waiter, he did not mind us and instead told us to complain to the manager. Moreover, the strawberry cake that my wife ordered had also raspberries which my wife is allergic to. You should have written the things the food contain on the menu. What made matters worse was that we suffered from bad diarrhea which lasted for four days.

E All these things considered, I demand a full refund of the cost of the meal that we ordered as compensation for the bad situation and experience we had in your restaurant. I also want you to take actions against the waiter who denied listening to our complaints. If you do not do either of these, I will report it to the authorities myself.

F I look forward to hearing from you as soon as possible.

G Yours faithfully,
Andy Wilson

- b.  You recently dined out and had some problems at the restaurant. Write a letter / e-mail to the manager of the restaurant complaining about the poor service you received. Use the letter of complaint above as a model.

Culture Corner



HAIKU



1. Do you know what Haiku is?

A Haiku is a Japanese poem which can also be known as a Hokku. A Haiku is a type of poetry that can be written on many themes, from love to nature. Haiku is more than a type of poem; it is a way of looking at the physical world and seeing something deeper, like the very nature of existence.

There were four master Haiku poets from Japan, known as "the Great Four." They are: Matsuo Basho, Kobayashi Issa, Masaoka Shiki, and Yosa Buson. Their work is still the model for traditional haiku writing today. They were poets who wandered the countryside, experiencing life and observing nature, and spent years perfecting their writing.

Isn't it wonderful to know that such a rich tradition has lasted nearly eleven centuries? The evolution of haiku might be seen as a natural process, like anything else in life, but its authenticity has kept its principles.

What is the Structure of a Haiku Poem?

A Haiku consists of 3 lines and 17 syllables.

Each line has a set number of syllables see below:

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

Examples of a Haiku Poem

(5) The sky is so blue.

(7) The sun is so warm up high.

(5) I love the summer.

(5) Love is not complex.

(7) It demands an absent mind.

(5) And a present heart.



Haiku poems don't need to rhyme, but some poets try to rhyme lines 1 and 3.

2. Look at the photos below and match them with the right Haiku poem.



1.



2.



3.

A. Cat lady momma
First six sons then twenty cats
Keeps giving her love

B. Fragile and yet strong
Her heart grows for her children
Mom is love warrior

C. Natural beauties
Make our hearts go pitter-pat.
Who can resist you?

3. Now write your own Haiku poem about love.

Listening & Speaking

1 Look at the pictures and make guesses. What might have happened in each?



2 Match the halves to learn what the underlined expressions mean. Use a dictionary.

- 1. Walking on air means;
 - 2. Going to town means;
 - 3. Being as easy as falling of a log means;
 - 4. All that glitters is not gold means;
 - 5. A guilty conscience needs no accuser means;
- a. someone who seems to be good physically might not be good inside.
 - b. not taking much effort.
 - c. extremely excited or happy.
 - d. one who has made a mistake feels bad about it even if nobody is aware of it.
 - e. doing something eagerly and completely as possible.

3 Track 37 Listen to a part of a class conversation and answer the questions.

1. What class is it?
2. What is the topic of the lesson?
3. What is the name of the teacher?
4. What is the surprise in the lesson?

B- Seeing the Big Picture

Listening & Speaking

1 Look at the pictures and make guesses. What might have happened in each?

Focus Ss' attention on the pictures and ask them to make guesses about what might have happened in each.

POSSIBLE KEY

- A. He might have been injured.
- B. He can't have received bad news.
- C. This person might have done something wrong.

2 Match the halves to learn what the underlined expressions mean. Use a dictionary.

Ask students to match the halves to understand what the underlined expressions mean.

KEY

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

3 Track 37 Listen to a part of a class conversation and answer the questions.

Have students listen to the recorded text and answer the questions.

KEY

- 1. English class
- 2. Deductions
- 3. Mrs Gibson
- 4. The pictures belong to the same story.

Idiom of the content

walk on air: to feel extremely excited or happy.

TEACHER'S NOTE

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THEME 6

4  Track 38 Listen again. Fill in the blanks to complete the story.

Jack Wright is a talented (1) He gets extremely (2) when he receives a (3) inviting him to compete in one of the top (4) events in the world. However, on the big day, when Jack is about to reach the (5) line, one of his rivals causes him to fall off his (6) on purpose. The (7) gets the cup but he can't sleep that night because he feels (8) He writes an apology (9) to the real winner, Jack and sends it with the (10) the next day.

5 Work in pairs. Read the statements and find the related pictures in exercise 1. Then, discuss and complete the chart.

1. It's certain that it happened.
2. It's impossible that it happened.
3. I think it happened.

Deductions	Related picture	Degree of certainty
He can't have been the winner.	A	2
He can't have had bad news.		
He might have passed an important exam.		
He must have felt regretful about it.		
He might have been injured.		
He might have been employed.		
It might have been a thief's message.		
It must have been good news.		
It must have been an official race.		
He might have stolen all the gold medals.		

6 Work in groups. Make deductions for each picture and note them down to create a story. Share your story with the other groups.



4  **Track 38** Listen again. Fill in the blanks to complete the story.

Have students listen again to complete the story by writing a word in each blank.

KEY

- | | | | | |
|------------|------------|--------------|-----------|---------|
| 1. cyclist | 3. letter | 5. finishing | 7. winner | 9. note |
| 2. happy | 4. cycling | 6. bike | 8. guilty | 10. cup |

5 Work in pairs. Read the statements and find the related pictures in exercise 1. Then, discuss and complete the chart.

Have students work in pairs to fill in the chart. First, tell them to read the statements. Then ask them to decide on the related pictures in the previous exercise and the degree of certainty.

KEY

Deductions	Related picture	Degree of certainty
He can't have been the winner.	A	2
He can't have had bad news.	B	2
He might have passed an important exam.	B	3
He must have felt regretful about it.	C	1
He might have been injured.	A	3
He might have been employed.	B	3
It might have been a thief's message.	C	3
It must have been good news.	B	1
It must have been an official race.	A	1
He might have stolen all the gold medals.	C	3

6 Work in groups. Make deductions for each picture and note them down to create a story. Share your story with the other groups.

Divide students into groups. Draw their attention to the pictures and tell Ss to make up a story using them. Allow some time for groups to do the task. When they have finished it, have each group share their story with the others.

This activity enables Ss to express their inferences from the results of events in the past.

POSSIBLE KEY

Graduation Day

On the graduation day, Jason must have woken up late. Then he got on his car, started the engine but it didn't work. Something must have been wrong with the car. He tried to push it but it was no use. He decided to run to the campus. Most probably, he couldn't see the hole in front him. He must have fallen in it. The ceremony had already begun and Jason couldn't arrive on time. He must have hurt himself and a passer by must have taken him to the hospital. All his friends at the ceremony must have rushed to see Jason at the hospital. The bad news was that, unfortunately he had a few broken bones.

Reading & Writing

1  Look at the pictures below and read the proverbs. Match them with their definitions.



a. You cannot judge a book by its cover.



b. All that glitters is not gold.



c. One swallow does not make a summer.

1. A single fortunate event doesn't mean that what follows will also be good.
2. Just because something looks attractive does not mean it is genuine or valuable.
3. You cannot know what something or someone is like by looking at that person or thing's appearance.

2 Look at the pictures of the texts. Discuss what is going on in each.

3  Read three people telling about a moment they felt scared. Match their nicknames to the paragraphs.

WATCHMAN, 15

DARK VISITOR, 32

BRAVE HEART, 25



I was walking through the path by the river when I saw a reddish brown dog carrying a white kitten in his mouth. I got really worried. The kitten was soaking wet from tip to tail and it must have been really frightened. I wanted to save the kitten at once but I was trembling and I didn't know what to do. I bent down, acted as if I picked up a stone and screamed. This made the dog stop for a while, but it kept on going anyway. He seemed he would never leave the little cat. He must have hurt it. I was determined to save it. I ran after the dog fearlessly.

4 Match the words with their definitions.

- a. dim b. injured c. wreck d. kitten e. deserted

1. badly damaged vehicle 4. empty, no people around
 2. a very young cat 5. hurt or physically harmed
 3. not having much light

5  Read again. Answer the questions.

1. Why did the dog stop for a while?
2. What did the boy think when he saw the car wrecks?
3. Did the boy's parents hear about the accident?
4. What was the shadow on the woman's kitchen window?
5. What did the woman do when she saw the shadow?

6 Find the statements of degrees of certainty. Then make a deduction for each paragraph and share them with your partner.



"I love any kind of observation. That's why binoculars have always been my favourite toy. That day I was looking around through my dad's binoculars. As it was too early in the morning, nobody at home was awake. Then I saw two car wrecks on a deserted road. "Oh no!" I cried out throwing the binoculars onto my bed. I thought in fear that there must have been badly injured people. I might have been the only one who was aware of the car crash. My parents can't have heard it. I ran into their room yelling out in excitement. I told them what I saw. Dad got out of the bed and took the binoculars quickly."

.....



"I still feel horrified as I'm telling it to you now. That night, as usual I parked my car and got out of it. I was walking towards home when I saw a shadow on my kitchen window. It was the shadow of a terrifying curly haired big nosed man. He was holding something like an enormous knife in his hand. He might have been a thief or a murderer. I could see a dim light inside. It might have been a candle or a small torch. I couldn't dare to go any further. I screamed and knocked at my neighbour's door and we called 911."

.....

4 Match the words with their definitions.

Have students match the words with their definitions.

KEY				
1. c	2. d	3. a	4. e	5. b

5  Read again. Answer the questions.

Have students read the paragraphs again to answer the questions given.

KEY
1. Because the narrator bent down, acted as if he picked up a stone and screamed.
2. He thought there was an accident and there must have been injured people.
3. No, they didn't.
4. It was the shadow of a terrifying curly haired big nosed man.
5. She screamed and knocked at her neighbour's door and they called 911.

6 Find the statements of degrees of certainty. Then make a deduction for each paragraph and share them with your partner.

Ask students to find the deducing statements in the paragraphs and make their own deductions for each situation. Encourage them to share their guesses with their partners.

KEY
A. It must have been really frightened. He must have hurt it.
B. There must have been injured people. I might have been the only one who was aware of the scene. My parents can't have heard it.
C. He might have been a thief or a murderer. It might have been a candle or a small torch

TEACHER'S NOTE
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7 Work in groups. Go to your own page to look at the big picture. Then describe it to the other groups.

Have Ss work in groups and see their pages to describe the big picture to other groups.

8  Search the Net and find an interesting picture. Write a paragraph to describe it and guess what might / must / can't have happened.

Ask students to search the Net to find an interesting picture and write a paragraph to describe it. Make sure they use past deductions to make guesses in their writing.

 Game Time! Play "Oh, poor you!"

Have Ss work in pairs. Copy the material on page 168 and cut it in half. Give the first half to Student A and the second half to Student B of each pair. Ask them to take turns to explain their situations on their cards and respond to their partners by choosing an appropriate phrase from their list. Encourage students to give more details about the situation and talk more.

KEY

Student B's responses to student A

- | | |
|-----------------------------------|--------------------------------|
| a. It must have been painful. | d. He must have felt furious! |
| b. You must have been frightened. | e. You must have looked funny. |
| c. You must have been exhausted! | f. He can't have forgotten it. |

KEY

Student A's responses to student B

- | | |
|----------------------------------|--------------------------------------|
| a. He must have been joking. | d. It must have been very difficult. |
| b. You can't have found it! | e. You must have felt embarrassed! |
| c. It must have tasted terrible. | f. You must have felt disappointed. |

Pronunciation

 Track 39 Listen and practise. Notice that *have* is reduced in past modals.

Focus Ss' attention on the reduction of *have* in past modals.

This activity enables Ss to practise the pronunciation of "contraction in past modals".

TEACHER'S NOTE

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Oh, poor you!

(Photocopiable Material)



STUDENT A

1. Tell your partner about these situations.

- a) I hurt my knee when I was about to slam dunk yesterday in the school match.
- b) We were woken up last night by a terrible noise. Then we realized that it was an earthquake.
- c) I spent the whole of last weekend tidying and cleaning up my room.
- d) My brother has found out I have been using his car.
- e) I accidentally found myself wearing my T-shirt inside out.
- f) Joe always calls me on my birthday but he didn't phone me yesterday.

2. Listen to your partner telling you about some situations. Choose from these phrases to respond.

You must have felt disappointed.	He must have been joking.
You can't have found it!	You must have felt embarrassed!
It must have tasted terrible.	It must have been very difficult.



STUDENT B

1. Listen to your partner telling you about some situations. Choose from these phrases to respond.

You must have looked funny.	You must have been frightened.
He must have felt furious!	It must have been painful.
He can't have forgotten it.	You must have been exhausted!

2. Now tell your partner about these situations.

- a) My father told me that he used to be as rich as Bill Gates.
- b) We went to a seaside restaurant last night and I dropped my mobile phone into the water.
- c) My mother accidentally made a cake with salt instead of sugar.
- d) I managed to complete my final project without sleeping for two days.
- e) I had my lunch in a restaurant. Waiting for the bill, I realised that I'd left my wallet at home.
- f) I spent all the week waiting for the picnic on Saturday, but it rained all day.



Theme 6 Open Your Heart

A- Endless Love

LISTENING SCRIPT (Track 35-36)

- Interviewer** : Dear Anna and Boris, we know about your amazing love story. Would you mind if I asked you to tell it to our audience from the beginning please?
- Boris** : Of course, not. The more people know our story, the less we regret having lived without our love for more than a half century.
- Interviewer** : How many years did you live apart?
- Boris** : 60 years indeed. We just criticised each other at first. "You should have done something more to find me." "You should have written me." "We could have spent our whole lives together." "We could have had children"... and so on. But there is no use in crying over spilt milk.
- Interviewer** : So you decided to help young couples not to lose each other, right?
- Boris** : Oh yes, they write us about their problems and we advise them to respect each other.
- Interviewer** : I really love your corner in the "True Love" magazine. Now, I'm ready to hear your story.
- Anna** : I want to start from the moment that I fell in love with him. He was in the army and making a speech in the village. I was standing there with my friends but he only had eyes for me.
- Interviewer** : So, the romance must have blossomed.
- Boris** : Exactly. Whenever I came from the front, she was always there, waiting for me. I proposed to her and we got married in 1946. But only three days later, I had to return to the army and we kissed goodbye.
- Interviewer** : Oh, no! Just three days after your marriage. You should have never left your bride.
- Anna** : He had to. And by the time he returned, we had to leave our homes without leaving an address behind.
- Interviewer** : Oh, Anna, you could have left a note for Boris.
- Anna** : It was impossible during those hard years after the war. I fell apart after him. It was awful.
- Boris** : I tried everything I could to find my love, but it was no good. She was gone.
- Interviewer** : Now you are together... thanks to an extraordinary coincidence that made you meet in your village 60 years later.
- Anna** : I thought my eyes were playing tricks on me when I saw him gazing at me like the first time we met. My heart jumped and I cried with joy.
- Boris** : I had just returned to visit my parents' grave. I saw Anna standing by the old house where we had lived for only three days together. I ran up to her and said: "My darling, I've been **waiting for you for so long. My wife, my life...**"
- Anna** : I fell for him once more when we met again. I couldn't take my eyes off him. He was the true love of my life.
- Interviewer** : Woow. You could have never found each other. You are so lucky.
- Boris** : Yes, we believe so. And as you can guess, I popped the question again and she said "Yes!" We don't know how much is left for us. We just know this time we will live happily ever after. Thank you.

B- Seeing the Big Picture

LISTENING SCRIPT (Track 37-38)

- Mrs Gibson** : Is it all clear now? Are there any questions?
- Beckett** : No. Everybody must have understood.
- Mrs Gibson** : Well done, Beckett. Thank you for your deduction. OK then, let me check your comprehension. I'm gonna show you some photos and I want you to make guesses about them. Here comes the first one. William, could you please share your ideas?
- William** : Mmm... Well, Mrs Gibson, I can see a man walking on air. He is looking at a letter. It can't have been bad news. He must have had really good news indeed. He might have passed an important exam. Or, he might have got a job.
- Mrs Gibson** : Excellent, William. You really went to town on your deductions. Anyone who wants to try?
- Sue** : I do, Mrs Gibson. After so many examples, deductions are as easy as falling of a log for me.
- Mrs Gibson** : Let's see. The second one is for you then, Sue. Ready?
- Sue** : Yes, ma'am. There is a man lying on the floor next to his bike. He must have fallen off his bike. It must have been an official race. For sure, he can't have won the race. He might have been injured.
- Mrs Gibson** : Great. I'm so proud of you. Well done, Sue. Now it's Ashley's turn. Here is the third one.
- Ashley** : My turn? Oh, yes. In this photo, I can only see an apology note on a cup. Lucky me! It's too difficult to find out, Mrs Gibson. I can just say that the writer of this note must have done something wrong and felt guilty about it.
- Mrs Gibson** : That's good. Thank you Ashley. Any other ideas?
- Nick** : It might have been a thief's message. He might have stolen all the gold medals. That's why, he had left it on a silver cup.
- Mrs Gibson** : Impressive. Maybe you are right. We all think the owner of the note can't have been a bad person just because he felt sorry. But he might have been even a thief. *All that glitters is not gold*, for sure. And Sharon? What's your guess?
- Sharon** : The note might have been from a regretful father who had missed his daughter's tennis match. She might have won the cup.
- Mrs Gibson** : Outstanding, Sharon! I love your imagination. Thank you all, ladies and gentlemen. In fact, these three pictures belong to the same story.
- Beckett** : Ohhh, I should have guessed it.
- Mrs Gibson** : It's the story of Jack Wright, a talented cyclist. One day, he receives an invitation to compete in one of the top cycling events in the world. He is thrilled. However, on the big day, when Jack is about to reach the finishing line, one of his rivals causes him to fall off his bike on purpose. The winner gets the cup but he can't sleep that night because *a guilty conscience needs no accuser*. The next day, he sends the cup with an apology note to Jack, the real winner.

THEME 7

FACTS ABOUT TURKEY

- A. Hidden Heritage
- B. Heaven on Earth

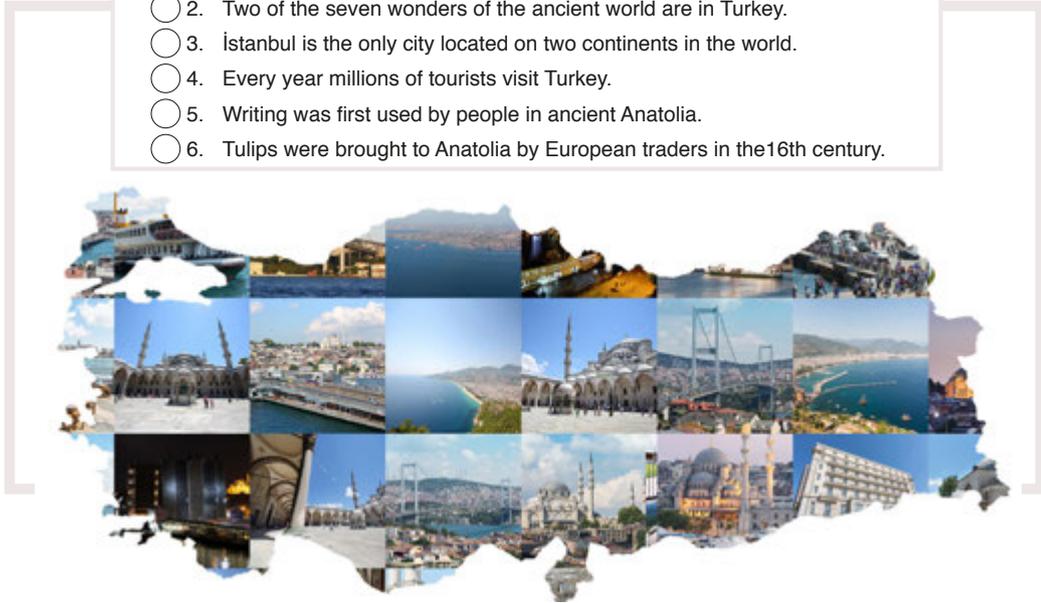
THEME	FUNCTIONS	SKILLS
7 FACTS ABOUT TURKEY	<ul style="list-style-type: none"> • Talking about landmarks and monuments • Describing cities and historic sites • Asking for and giving more detailed information 	<p>Listening</p> <ol style="list-style-type: none"> 1. Students will be able to recognize information about the description of a monument or a historical site in a recorded text. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Students will be able to practise intonation of /wɒz/ and /wəz/. <p>Speaking</p> <ol style="list-style-type: none"> 1. Students will be able to give presentation on a monument or historical site. 2. Students will be able to interview with a friend to gain detailed information about places he / she has visited. <p>Reading</p> <ol style="list-style-type: none"> 1. Students will be able to find out specific information in a text describing historical sites in Turkey. <p>Writing</p> <ol style="list-style-type: none"> 1. Students will be able to write a blog recommending places to visit in Turkey.
	GRAMMAR	
	<ul style="list-style-type: none"> • Passive Voice (all tenses) • The comparative and superlative form of adjectives 	
	IDIOMS	
	<ul style="list-style-type: none"> • blow your mind • bucket list 	
	VALUE	
<ul style="list-style-type: none"> • patriotism 		

What makes Turkey a popular tourist destination?
 Natural beauties, historical sites or its unique cuisine?
 Would you like to make a plan for a Turkey vacation?
 Tell the places you've always wanted to see but never been.

Listening & Speaking

1 a. Look at the expressions about Turkey. Guess and tick the true ones.

- 1. The oldest known human settlement is in İstanbul.
- 2. Two of the seven wonders of the ancient world are in Turkey.
- 3. İstanbul is the only city located on two continents in the world.
- 4. Every year millions of tourists visit Turkey.
- 5. Writing was first used by people in ancient Anatolia.
- 6. Tulips were brought to Anatolia by European traders in the 16th century.



b. Search the Net and find some facts about the region you live in. Share them with your classmates.

2 Guess if the following information about Ephesus is true (T) or false (F).

- 1. Ephesus was once a busy seaport but is now six miles inland from the coast.
- 2. Only 25% of the archaeological site is excavated.
- 3. The Celsus Library in Ephesus was built by Julius Caesar.
- 4. Some of the temples in Ephesus were used as hospitals.
- 5. Women and children were not allowed in the Roman public baths.



Theme 7 Facts About Turkey

A- Hidden Heritage

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

1 a. Look at the expressions about Turkey. Guess and tick the true ones.

Ask Ss to look at the facts and guess the true ones about Turkey. Remind them that they don't have to find the correct answer, they do this task to realise how much they know about their country and get some new information. Elicit the answers.

KEY

2. ✓ 3. ✓ 4. ✓ 5. ✓

b. Search the Net and find some facts about the region you live in. Share them with your classmates.

Have Ss search about the region they live in. You can set the task as homework. After a student shares the facts with his classmates, you can encourage other Ss to ask questions about that region.

2 Guess if the following information about Ephesus is true (T) or false (F).

Ask Ss what they know about Ephesus. Then, have them read the statements and guess if they are true or false. Get them to correct the false ones. Elicit the answers.

KEY

1. T
2. F (Only 10% of the site has been excavated.)
3. F (It was built by Gaius Julius Aquila for his father.)
4. T
5. F (They used to go to the public baths on separate days.)

TEACHER'S NOTE

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3  **Track 40** Listen to a tourist guide telling about Ephesus to his group. Put the sites in the order of their visit.



- the Celsus Library the Public Latrines the Great Theatre the Ephesus Museum



- the Terrace Houses the Temple of Hadrian the Curetes Street

4  **Track 41** Listen again and choose the correct option to complete the sentences.

- The Temple of Hadrian was built in honour of the **Greek / Roman / Byzantine** Emperor.
- Most of the structures were damaged because of the **wars / fires / earthquakes**.
- The floors of the Terrace Houses are decorated with **mosaics / frescos / fountains**.
- You are charged with extra money to enter the **theatre / latrines / houses**.
- In the Great Theatre **12,000 / 52,000 / 25,000** people can be seated.
- Today the Great Theatre is used for **concerts / discussions / plays**.

5 **Work in pairs. Choose one of the historical sites below and talk to your partners using the prompts.**

Student A: *Aphrodisias is an important historical site because it is the city of Aphrodite, the goddess of beauty and love. It's located in ...*

Aphrodisias	Çatalhöyük
	
<ul style="list-style-type: none"> • importance: the city of the goddess of beauty and love • dates back: 300 B.C. • location: Aydın, Turkey • period: Greek, Roman • the museum: open every day except Monday, from 9 a.m. to 5 p.m. • buildings and other structures: a museum, the Temple of Aphrodite, an ancient theatre, public baths and agora (a market place) 	<ul style="list-style-type: none"> • importance: one of the world's first towns • dates back: 7500 B.C. • location: Konya, Turkey • period: Neolithic • the museum: open daily from 8 a.m. to 5 p.m. • buildings and other structures: a museum, a recreated house, a large group of houses touching each other with roof access and paintings on the wall

6 a. **Work in groups. Find out about a monument or a historical site that you would like to visit. Prepare a presentation of it including the prompts in exercise 6.**

b. **Present your work to the class.**

3  **Track 40** Listen to a tourist guide telling about Ephesus to his group. Put the sites in the order of their visit.

Explain the task. The tour guide gives information about the sites they will visit in Ephesus. Ask Ss to listen carefully and put them in the order of their visit. Play the recording for Ss to number the pictures. Check the answers in the class.

KEY

- | | |
|--------------------------|-----------------------|
| 1. The Temple of Hadrian | 5. The Celsus Library |
| 2. The Curetes Street | 6. The Great Theatre |
| 3. The Public Latrines | 7. The Ephesus Museum |
| 4. The Terrace Houses | |

4  **Track 41** Listen again and choose the correct option to complete the sentences.

Have Ss listen to the dialogue again in detail to choose the correct word. Elicit the answers.

This activity enables Ss to recognize information about the description of a monument or a historical site in a recorded text.

KEY

- | | |
|----------------|-------------|
| 1. Roman | 4. houses |
| 2. earthquakes | 5. 25,000 |
| 3. mosaics | 6. concerts |

5 Work in pairs. Choose one of the historical sites below and talk to your partners using the prompts.

Have Ss choose one of the historical sites and talk to their partners about it. Ask them to use the corresponding prompts given for each site.

6 a. Work in groups. Find out about a monument or a historical site that you would like to visit. Prepare a presentation of it including the prompts in exercise 6.

Get Ss to work in groups to search about a monument or a historical site that they would like to visit. Have them prepare a group presentation including the points like location, period, importance, etc. Assign the task as homework.

b. Present your work to the class.

Have Ss present their works to the class in groups. Encourage the other Ss to ask for further information about the presentations. Give feedback to each group. After the presentations, ask Ss to choose the most interesting one.

This activity enables Ss to give presentation on a monument or historical site.

TEACHER'S NOTE

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Reading & Writing

1 a. Read the speech bubbles below and match them with the photos they describe.



1. Abigail

Last year I visited Gobekli Tepe in Şanlıurfa. This extraordinary site was discovered by a shepherd. The symbols and animal figures on its pillars show that it used to be a temple.



2. Allen

Cappadocia is one of the unique places I have ever been to. The interesting landscape was formed by volcanic erosion. It was a fascinating experience to see the underground cities and the fairy chimneys.



3. Chao

It was really exciting to walk down the streets of Ephesus. What affected me the most was the Celsus Library, which was the third richest library in ancient times.



a



b



c

b. Work in pairs. Ask and answer the questions.

- Have you ever been to one of the historical sites above?
 - If yes, what affected you the most?
 - If not, which one would you like to see?
- Do you know any other historical sites in Turkey?
 - What kind of historical places are they? A temple, monument or a site?
 - Where are they?

2 Choose the closest meanings of the underlined words.

- If you have any questions, you can get in touch with the information desk.
 - communicate
 - understand
- The city library is a gold mine for me. I can find every kind of books there.
 - a way to be rich
 - a rich source of information
- We don't have much information about prehistoric times as people could not write.
 - before the recorded history
 - after the recorded history
- This is just the tip of the iceberg. There are numerous questions waiting to be answered.
 - a small part of a bigger problem
 - an unimportant problem
- Historians agree that the temple was built by the hunter-gatherers since there was no sign of farming on the land.
 - people who live on hunting and farming
 - people who live on hunting and collecting wild plants
- You can see statues and symbols that represent the Buddhist belief system in this temple.
 - a building used for religious purposes
 - a place where ill people go

3  Read the text and write true (T), false (F) or not stated (NS).

1. Prof. Schmidt was the first person who discovered Göbeklitepe.
 2. Göbeklitepe has changed our knowledge of prehistory.
 3. Göbeklitepe is about 12,000 years old.
 4. The archaeologists can understand what all the symbols and figures say.
 5. Around 50 pillars have been excavated so far.
 6. All the scientists agree that the site was used for religious activities.

4  Read the text again and put the events in the chronological order.

- a. Prof. Schmidt lead the excavations for eighteen years.
 b. The Pyramids of Giza were built.
 c. An old shepherd informed the authorities about the site.
 d. The temples were built in Göbeklitepe.
 e. The excavations started.

5 Replace the underlined words with the highlighted ones in the text. Make necessary changes.

1. Artefacts and fossils must be excavated with great care.
 2. The lost city of Atlantis is still a mystery waiting to be solved.
 3. A successful project should be planned before it is executed.
 4. The age of old stones can be discovered by carbon-dating.
 5. The discovery of the ancient site destroyed what we used to know about the history of the humanity.

REWRITE THE HISTORY: GÖBEKLITEPE



It was just another ordinary boiling hot day in 1994 when an old shepherd noticed strange rectangular stones on a bumpy hill called Göbeklitepe. He thought this discovery might be important and informed the museum in Şanlıurfa. After the curator of the museum got in touch with the German Archaeological Institute, the archaeologist Prof. Klaus Schmidt came to Göbeklitepe. Excavations have been **carried out** since then. Prof. Schmidt, who led the excavations for 18 years, always believed that this prehistoric site was a gold mine of information. The discovery of Göbeklitepe has **wiped out** everything that was previously known true because it was built in pre-settlement time and people didn't even start farming.

Göbeklitepe is believed to be the oldest temple of the world. Carbon-dating shows that it was built around 10,000 BC by the hunter-gatherers. Remember that Stonehenge was built in 3,000 BC and the pyramids of Giza in 2,500 BC. The site consists of hundreds of T-shaped pillars changing from 3 to 6 meters and 40 to 60 tonnes. The archaeologists are scratching their heads to **find out** the meanings of the symbols and animal figures on each pillar. Only a small number of the T-pillars have been **dug out** so far, and this is just the tip of the iceberg.

Prof. Schmidt **puzzled out** the fact that these T-shaped pillars had been mainly used for religious purposes. His view has been backed up by all the scientists and the site is described as extraordinary and unique. However, the planners and the building techniques of this ancient temple are still a big secret and no one has been able to crack the code yet. Göbeklitepe raises more questions for prehistory than it answers. One thing is certain that this mysterious site will keep blowing our minds and the history will be rewritten.



3  **Read the text and write true (T), false (F) or not stated (NS).**

Ask Ss what they know about Göbekli Tepe and why the heading is “Rewrite the History”. Then, have Ss read the text and answer the questions. Get them to correct the false ones.

KEY

1. F (It was discovered by an old shepherd)
2. T
3. T
4. F (They are having difficulty in understanding)
5. NS
6. T

4  **Read the text again and put the events in the chronological order.**

Give Ss some time to read the text again and put the events in the chronological order.

KEY

a. 5, b. 2, c. 3, d. 1, e. 4

5 **Replace the underlined words with the highlighted ones in the text. Make necessary changes.**

Get Ss to read the sentences in the text with the highlighted words. Encourage them to guess the meanings of the words to replace them with the underlined words in the exercise. Do the first one together with the class as an example. They may use their dictionaries.

KEY

- | | | |
|----------------|----------------|--------------|
| 1. dug out | 3. carried out | 5. wiped out |
| 2. puzzled out | 4. found out | |

TEACHER TIP

blow one's mind: impress or amaze someone very strongly.

crack the code: to solve or make clear.

scratch your head: to find something difficult to understand.

TEACHER'S NOTE

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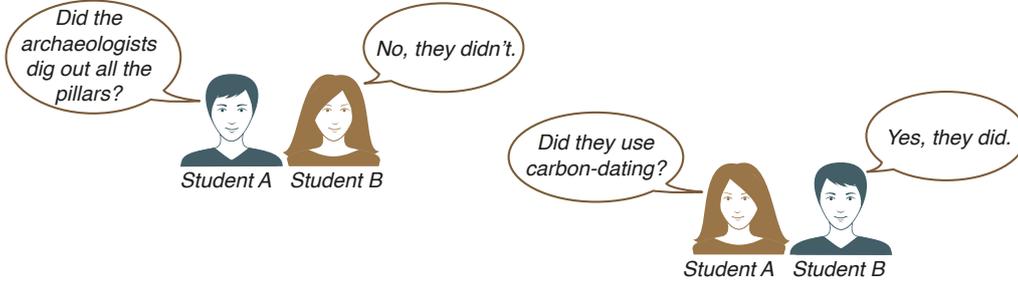
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6 Work in pairs. Ask and answer questions about the text as in the example.

e.g.



7 Search and write a passage about a tourist attraction in Turkey. Include the following points in your text:

- the location
- a brief history
- main features
- what to do or eat there

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Pronunciation

A. Track 42 We use the strong form of was /wɒz/ in negative sentences and short answers. However, in positive sentences and questions, we use the weak form of was /wəz/. Listen and practise.

- /wəz/* Was it made of stone? */wəz/* It was built in 15th century.
- /wɒz/* Yes, it was. */wɒz/* It wasn't discovered in early ages.

B. Track 43 Listen and tick the correct boxes.

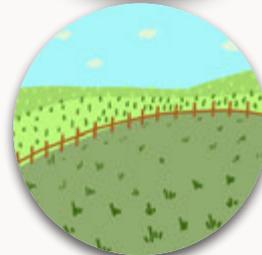
	/wɒz/	/wəz/
1. The temple was dug out.	<input type="checkbox"/>	<input type="checkbox"/>
2. No, she wasn't.	<input type="checkbox"/>	<input type="checkbox"/>
3. When was it discovered?	<input type="checkbox"/>	<input type="checkbox"/>
4. It wasn't known in prehistoric times.	<input type="checkbox"/>	<input type="checkbox"/>

Culture Corner



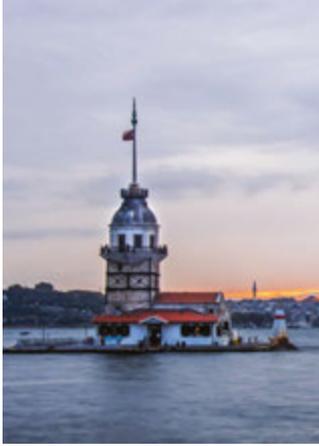
A. Match the English proverbs with their explanations.

1. Don't count your chickens before they hatch.
2. If you can't beat them, join them.
3. You can't teach an old dog new tricks.
4. The early bird catches the worm.
5. The grass is always greener on the other side of the hill.
- a. When you fail to change others' behaviour, you might have to change yourself instead. In this way, you can adapt to the circumstances.
- b. When people are dissatisfied with what they have, they usually want whatever they don't have. They think there are better opportunities out there.
- c. You shouldn't be too optimistic and excited about an outcome as your plans might not work out. So, it'll be a good idea to wait and see until you succeed. And then you can think about your next step.
- d. Old people usually can't learn new things or adapt to changes easily in life. So, it is important to train a person early in life.
- e. If you are motivated to get what you want, you will have a chance for success. So, when you prepare well and get started early, you will have an advantage over others.



B. Now, discuss which proverbs in your language mean the same as the ones above.

3 a. Look at the photos and share what you know about them.



The Maiden's Tower



The Trojan Horse



Mount Chimaera

b. Track 44 Listen to the people telling the story of the myths. Put the photos in the correct order as you hear.

4 Track 45 Listen again and complete the sentences in the chart.

Myths	Facts
1. The Trojans thought was a gift and pulled it into	1. Troy was and the wooden horse is just
2. The emperor put his daughter in The princess by a snake.	2. The Maiden's Tower was used as a and a in the past.
3. The fire-breathing dragon was killed by a hero in	3. The source of the fire is, which has been burning for at least years.

5 Read the statements about the myths and facts. Write true (T) or false (F).

- 1. The Trojan Horse was full of weapons.
- 2. The emperor didn't believe in the fortune tellers.
- 3. The Maiden's Tower has been used for different purposes.
- 4. The rocks in Chimaera have been flaming because of natural gas.

6 Work in pairs. Retell the story you liked most.

7 Search the Net for a myth. Follow the given steps to prepare a presentation.

- a. Choose a myth.
- b. Read and take notes.
- c. Find visual materials.
- d. Prepare your presentation using different Web 2.0 tools.

Game time! Play "Jeopardy Quiz Game".

- 3 a. Look at the photos and share what you know about them.**
Ask Ss if they have any information about what they see in the photos. Let them share what they know.

TEACHER TIP

The Maiden's Tower is a small tower that is located on a tiny island in Bosphorus.
The Trojan Horse is a mythological wooden horse that the Greeks used in order to enter the city of Troy and won the war.
Mount Chimaera is a place which is famous for constantly burning rocks in Antalya.

- b.  Track 44 Listen to the people telling the myths about the photos above and put them in the correct order as you hear.**

Ss are going to listen to four speakers describing the myths and facts about The Maiden's Tower, The Trojan Horse and Mount Chimaera. Have Ss listen to the speakers and order the photos. Elicit the answers.

KEY

- | | |
|-----------------------|-------------------|
| 1. The Trojan Horse | 3. Mount Chimaera |
| 2. The Maiden's Tower | |

- 4  Track 45 Listen again and complete the sentences in the chart.**

Have Ss look at the chart and read the statements before they listen to the speakers again. Get them to write the missing words in the sentences while they are listening. Elicit the answers.

KEY

- | Myths | Facts |
|-----------------------------|--------------------------|
| 1. the horse, their city | 1. burnt down, imaginary |
| 2. a tower, was killed | 2. lighthouse, prison |
| 3. aggressive, the mountain | 3. natural gas, 2,500 |

- 5 Read the statements about the myths and facts. Write true (T) or false (F).**

Have Ss read the statements about what they have just listened and decide if they are true or false. Elicit the answers. Get them to correct the false ones.

KEY

- | | |
|---|------|
| 1. F (The Trojan horse was full of warriors) | 3. T |
| 2. F (He put his daughter in a tower because he believed in fortune tellers.) | 4. T |

- 6 Work in pairs. Retell the story you liked most.**

Have Ss choose one of the stories and tell it to their partners. They can work in pairs or small groups.

- 7 Search the Net for a myth. Follow the given steps to prepare a presentation.**

This activity can be given as homework as Ss need to do some research. Ask them to prepare a presentation of a myth and facts about a place, a person or a culture. Encourage them to follow the given steps during the preparation process. Using different Web 2.0 tools can make the presentations more interesting. Have Ss present their works in front of the class.

Game time! Play "Jeopardy Quiz Game".

Draw the Jeopardy Grid on the board with the categories and numbers on page 194. Divide the class into three or four teams. Each team picks up a name for themselves. The first team chooses a category and a number. Read out the corresponding question. If the team gives the correct answer, write their name next to the number in the box. This number is their score. If they can't answer correctly, just leave the box empty so that the question can be asked again. The next team can try to answer the question that was not answered correctly by the previous team or choose a different question. The winner of the game is the team with the highest score.

Reading & Writing

1 Match the cities with the historical sites or monuments in your country. Share what you know about them.



a. Cumalıkızık



b. Mount Nemrut



c. Hattusha



d. Divriği Mosque and Hospital



e. Ephesus



f. Göreme Open-Air Museum

- 1. İzmir
- 2. Sivas
- 3. Nevşehir
- 4. Çorum
- 5. Adıyaman
- 6. Bursa

2 Match the historical sites given in exercise 1 with the information below.

- 1. This unique monument was built during the Seljuk Period in Anatolia.
- 2. The temple of Artemis, one of the Seven Wonders of the ancient world, was built here.
- 3. This old city is known as the first capital of the Ottoman Empire.
- 4. Information about the Hittite Empire can be learned from this archaeological site.
- 5. Unusual rock formations which are known as "fairy chimneys" are here.
- 6. Huge statues of ancient gods can only be seen if you climb up.

ADVENTURE IS OUT THERE!

If you're an active adventurer, you can be spoilt for choice in Turkey. Let's take a look at the notable experiences of some people. The more you know about it, the more you want to go and try!



Last year, I decided to go to Turkey for holiday because it had been on my bucket list for a long time. My first destination was Cappadocia, which is one of the world's most beautiful places with its fairy-tale landscape. Walking through the valleys in "Göreme Open Air Museum" was an unforgettable experience for me. Flying over this picturesque view in a hot-air balloon was absolutely **mind-blowing**. I felt extremely excited when I went down the underground city in Derinkuyu and I really wondered how the people used to live here.

Akira

3 Choose the closest meanings of the underlined idioms.

1. I'm spoilt for choice. I can't decide on any. Please help me.
 - a. I have so many good options
 - b. I don't have many options
2. The book suggests the destinations that should be on your bucket list. If you like travelling, you should definitely see them.
 - a. things you want to experience during your lifetime
 - b. things you do in your free time
3. Don't miss out on a trip to the Prince Islands when you go to İstanbul.
 - a. have the chance
 - b. fail to experience
4. We walked our feet off after taking a tour around the town all day.
 - a. felt tired as we walked a lot
 - b. had fun walking around

4  Read the experiences of people who had holiday in Turkey. Fill in the chart.

	Place	Properties
Akira	Cappadocia	fairy-tale landscape
Enrica and Edmund		
Chloe		

5 Match the highlighted words in the blogs with their definitions.

1. : extremely exciting and impressive
2. : to accept something enough or satisfactory although you want more
3. : empty and quiet
4. : enjoyable or important enough to make the necessary effort
5. : rising at a sharp angle



We were looking for a challenging hike when we heard the Lycian Way last summer. It was a 29 day long-distance trekking trip from Fethiye to Antalya. We walked our feet off at the end of this 540km ancient route. But it was totally **worth it** because we enjoyed the rocky coastline, sandy beaches and ancient ruins in Olympos and Myra. Lycian rock tombs and **deserted** old town named Kayaköy in Fethiye were also fascinating. Of course, I didn't miss out on a chance to try rock climbing in Olympos as a sports freak.

Enrica and Edmund

I have been interested in history since my childhood. On my last trip, I had the opportunity to see the magnificent city of Hattusha, the capital of Hittite Empire around 1650 B.C. I arrived there by following the road from the modern village of Boğazköy. This area is known as the "Lower City" and consisted of a large temple complex. It is also identified as being the oldest part of the Hittite city. I climbed up towards a **steep** rocky path to see the "Upper City". In the Upper City I admired the sculptures and the rock art on the gates of the ancient city. The whole trip took about four hours but I didn't **content myself with** this sightseeing. So, I went on my trip to see the original pieces in the Museum of Anatolian Civilizations in Ankara. If you want to visit this amazing site, don't forget to take water, food and a sun umbrella with you.

Chloe



3 Choose the closest meanings of the underlined idioms.

Encourage Ss to read the statements and guess the meanings of the underlined idioms from the context. The first one can be done together with the class as an example. Elicit the answers.

KEY			
1. a	2. a	3. b	4. a

Idiom of the content
bucket list: a list of things that a person wants to do before dying.

4  Read the experiences of people who had holiday in Turkey. Fill in the chart.

Get Ss to read the experiences of people who had holiday in different parts of Turkey. Ask them to fill in the chart according to the information in the blogs. Elicit the answers.

This activity enables Ss to find out specific information in a text describing historical sites in Turkey.

KEY		
	Place	Properties
Akira	Cappadocia	fairy- tale landscape open-air museum underground city
Enrica and Edmund	Lycian Way	540km ancient route ancient ruins rock tombs old town
Chloe	Hattusha	ancient city temple complex sculptures and rock art

5 Match the highlighted words with their definitions.

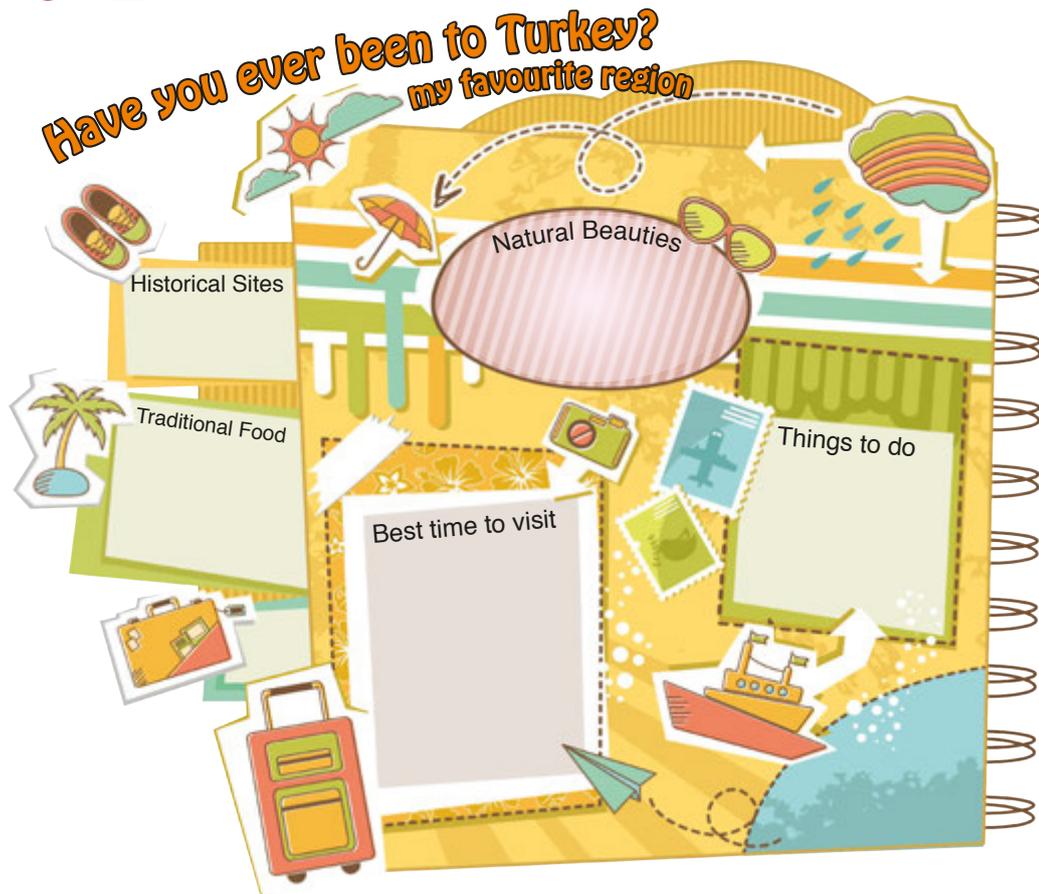
Get Ss to read the sentences with the highlighted words. Encourage them to guess the meanings of the words from the context. You can do the first one together with Ss as an example. Check the answers with the class.

KEY	
1. mind blowing	4. worth it
2. content myself with	5. steep
3. deserted	

6 Work in pairs. Interview your friend about a place he / she has visited. Ask the questions below.

- Where did you have your last holiday?
- How did you travel?
- Who did you travel with?
- What kind of places can be seen there?
- What types of food can be tried there?
- Do you recommend that place?

7 a. ✍ Take notes in the boxes to write a blog entry recommending places to visit in Turkey.



b. Prepare a blog entry and present it in class.

Check Yourself

I can	recognise information about the description of a historical site while listening.	👍	👍👍	👍👍👍
	pronounce /wɒz/ and /wəz/.			
	give a presentation on a historical site.			
	interview my friend about a place he / she has visited.			
	find out information in a text about historical sites in Turkey.			
	write a blog to recommend places in Turkey.			

Jeopardy Quiz Game

Historical Places in Turkey	Adventure Sports in Turkey	Interesting Facts about Turkey	English Proverbs	Idioms
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Quiz Cards

HISTORICAL PLACES IN TURKEY	
100	What is the best preserved ancient theatre of the world? - (Aspendos)
200	Where is the first ever Christian church built? - (Antakya)
300	Where is the most extraordinary mountain top temple in Turkey? - (Mount Nemrut)
400	Which mosque is described as Mimar Sinan's best work? - (Selimiye Mosque)
500	What is the world's one of the oldest towns? - (Çatalhöyük)

ADVENTURE SPORTS IN TURKEY	
100	What is the longest beach in Turkey? - (Patara)
200	Which adventure sport is Alaçatı famous for? - (windsurfing)
300	What is the first long-distance trekking route in Turkey? - (Lycian Way)
400	What is the longest natural ski run in Europe? - (Palandöken)
500	Which city has the highest number of diving schools in Turkey? - (Antalya)

INTERESTING FACTS ABOUT TURKEY	
100	What is the only city in the world built on two continents? - (İstanbul)
200	About 70% of which product does Turkey export to the world every year? - (hazelnut)
300	From which Turkish city was cherry first introduced to Europe? - (Giresun)
400	Where was the oldest known shipwreck found? - (Kaş)
500	Which popular Turkish dessert gave the idea of jelly beans? - (Turkish delight)

ENGLISH PROVERBS	
100	What is the proverb for the importance of saving your money? - (A penny saved is a penny earned.)
200	What is the proverb that means "when you move forward first, you'll have advantage over others"? - (The early bird catches the worm.)
300	What is the proverb for feeling dissatisfied with you have and asking for what others have? - (The grass is always greener on the other side of the hill.)
400	What is the proverb for the importance of training a person early in life? - (You can't teach an old dog new tricks.)
500	What is the proverb that means "when you can't change other's behaviour, you should change yourself instead"? - (If you can't beat them, join them.)

IDIOMS	
100	What is the idiom for a small part of a bigger problem? - (tip of the iceberg)
200	What is the idiom for thinking hard to find a solution? - (scratch one's head)
300	What is the idiom for living and healthy? - (alive and kicking)
400	What is the idiom for a number of experiences that you want to have during your lifetime? - (bucket list)
500	What is the idiom for having so many options? - (be spoilt for choice)

Theme 7 Facts About Turkey

A- Hidden Heritage

LISTENING SCRIPT (Track 40-41)

- Guide** : Good afternoon, ladies and gentlemen and welcome to the fantastic tour of Ephesus. This ancient UNESCO World Heritage site of Ephesus is one of the greatest outdoor museums of Turkey. My name's Deniz and I am your guide on this three-hour tour. Please don't hesitate to ask if you have any questions.
- Tourist 1** : Are we going to visit the Ephesus Museum?
- Guide** : Of course. But first, we'll see the Temple of Hadrian, which was built in honour of the Roman Emperor Hadrian. It is one of the best preserved and most beautiful structures in Ephesus. Then, we'll walk along the Curetes Street. There are fountains, monuments, statues and shops on the sides of this street.
- Tourist 2** : Will we be able to see them?
- Guide** : Unfortunately, no. After the strong earthquakes, most of the structures were damaged but the ruins can still be seen today. Next, we'll see the Public Latrines. I mean, the ancient public toilets which were built in the Roman style; all together in one room, side by side, for a chat with friends.
- Tourist 3** : That's unbelievable. I have never seen anything like that!
- Guide** : Well, our next stop will be the Terrace Houses. These beautiful houses are also called "the houses of the rich" as the rooms are decorated with amazing frescos on the walls and mosaics on the floor.
- Tourist 2** : Is there an additional cost to enter?
- Guide** : Yes, but it's absolutely worth it. After having an idea of their lifestyles, we'll visit the Celsus Library. As you know, it's one of the most beautiful structures in Ephesus. The library was built in the 1st Century AD and it has gone down in history as the third richest library in ancient times.

After we leave the library, the road will lead us to the Great Theatre which has the capacity of 25,000 seats.

- Tourist 1** : That's cool! I have never seen a Roman or Greek Theatre. Is it still used today?
- Guide** : Sure. Concerts are given here during the year. In ancient times it was used for concerts, plays and religious or political discussions.
- Tourist 3** : How about gladiator and animal fights?
- Guide** : And that too, of course. We'll finish our tour with the Ephesus Museum. The museum was modernized three years ago and fascinating artefacts and statues can be seen there.
- Tourist 1** : Oh, great.
- Tourist 2** : That's amazing.

B- Heaven on Earth

LISTENING SCRIPT (Track 44-45)

- Speaker 1** : After 10 years of long bloody war, the Greek soldiers made a sneaky plan to take the city of Troy. They built a huge wooden horse and chose the strongest warriors to hide inside it. The Greeks pretended to sail away, and the people thought the horse was a gift and pulled it into their city. Later that night, the Greek soldiers climbed down the horse to open the gates for their army and destroyed the city. Today the archaeologists agree that Troy was burnt down and the wooden horse is just an imaginary figure.
- Speaker 2** : According to the myth, an emperor had a very beautiful daughter. One day, fortune tellers told him that his daughter would be killed by a poisonous snake at the age of 18. So, he decided to put her in a tower which was built on a small island. However, her fate was sealed. The princess was killed by a snake which came in a basket of delicious fruit on her 18th birthday. Of course, it is just a sad legend of the awesome tower which was used as a lighthouse and a prison in the past. Today, it is used as a restaurant.
- Speaker 3** : Once upon a time, there was a horrible dragon with the head of a lion, the body of a goat and the tail of a snake. This aggressive fire-breathing dragon used to live in Mount Olympus. According to the mythology, the dragon was killed by a hero in the mountain and the flaming rocks continued to breathe fire since then. Today, it is known that the source of the fire is natural gas, which has been burning for at least 2,500 years.

THEME 8

SPORTS

- A. Get in the Game!
B. Adrenaline Countdown

THEME	FUNCTIONS	SKILLS
8 SPORTS	<ul style="list-style-type: none"> • Reporting news • Making interview • Talking about sports 	<p>Listening</p> <ol style="list-style-type: none"> 1. Students will be able to identify the lexis and jargon about extreme sports in a recorded text. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Students will be able to practice rising and falling intonation in questions. <p>Speaking</p> <ol style="list-style-type: none"> 1. Students will be able to exchange opinions about outdoor / extreme sports. 2. Students will be able to ask questions to make an interview with a sports person. <p>Reading</p> <ol style="list-style-type: none"> 1. Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs. <p>Writing</p> <ol style="list-style-type: none"> 1. Students will be able to write a report about the interview they have made.
	GRAMMAR	
	<ul style="list-style-type: none"> • reported speech 	
	IDIOMS	
	<ul style="list-style-type: none"> • hold your breath • give it (one's) best shot 	
VALUE		
<ul style="list-style-type: none"> • patience 		

If you had a chance, would you jump, dive and fly through the sky?
Do you think bungee jumping is just waving goodbye?
Does watching football make you fly high?
Do you agree doing sports is just swimming in July?

Listening & Speaking

1 Look at the photos. Match the sportspeople with their sports.



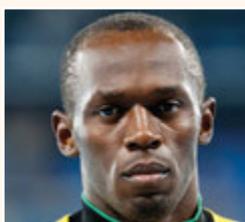
1. Kobe Bryant



2. Rümeyşa Memiş



3. Serena Williams



5. Usain Bolt



6. Lionel Messi



4. Katie Ledecky

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> a. kickboxing | <input type="radio"/> d. tennis |
| <input type="radio"/> b. athletics | <input type="radio"/> e. basketball |
| <input type="radio"/> c. swimming | <input type="radio"/> f. football |

2 a. Fill in the blanks to make true statements about yourself.

- I think is the most popular sport in the world.
- I am keen on watching live.
- My favourite sports person is
- I would like to try
- I dislike watching on TV.

b. Work in pairs. Share your ideas about sports. Then, report each other's ideas to the class as in the example.

e.g.

She says that basketball is the most popular sport in the world.

He tells me that he is keen on football.

3 Read the sentences and guess the meanings of the underlined idioms.

1. As all the players were young and inexperienced, I **carried the ball** during the match.
 - a. I did most of the work.
 - b. I brought all the balls.
2. She **put her heart into** her sports career and worked hard to get the medal.
 - a. She really wished a lot.
 - b. She made a great effort.

Theme 8 Sports

A. Get in the Game

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

1 Look at the photos. Match the sportspeople with their sports.

Have Ss look at the photos of sportspeople and match them with their sports. Since this is a warm-up activity, Ss are not expected to know all of the sportspeople. Elicit the answers in the class. Then, encourage them to share what they know about these people.

KEY

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

2 a. Fill in the blanks to make true statements about yourself.

Have Ss complete the statements with their ideas. Get them to write at least one word in each blank.

KEY

Ss' own answers.

b. Work in pairs. Share your ideas about sports. Then, report each other's ideas to the class as in the example.

Give Ss enough time to work in pairs and share their ideas about sports. When the time is up, focus their attention on the box that gives information about the usages of say and tell. Then, get them to report each other's ideas as in the examples.

TEACHER TIP

say and tell

say something (to somebody)

The referee says (to them) (that) the game is over.

tell somebody (something)

He tells me (that) he will watch the match.

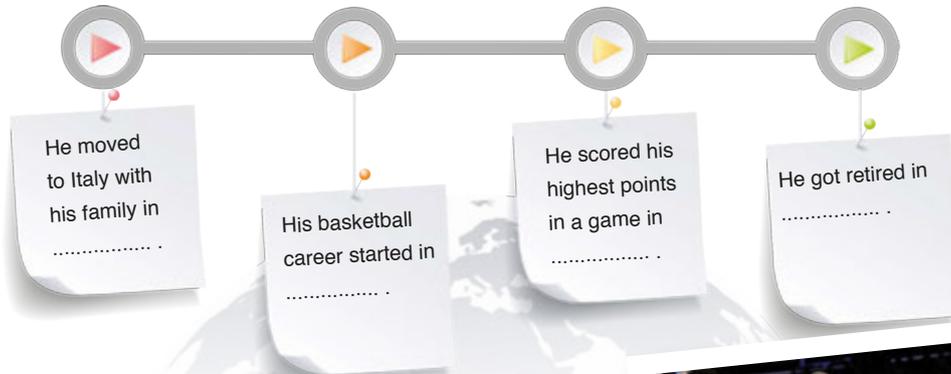
3 Read the sentences and guess the meaning of the underlined idioms.

Have Ss read the sentences and guess the meanings of the idioms from the context. Elicit the answers.

KEY

1.a 2.b

- 4  Track 46 Listen to the interview with Kobe Bryant and write the years next to the events.



He moved to Italy with his family in

His basketball career started in

He scored his highest points in a game in

He got retired in

- 5  Track 47 Listen to the interview again and order the events.

- a. He became a screen writer and producer.
- b. They moved back to the USA.
- c. His father ended his basketball career.
- d. He played soccer and basketball at school.
- e. His parents gave him the name of a Japanese steak house in Philadelphia.
- f. He played for Los Angeles Lakers for 20 seasons.



- 6  Track 48 Listen again and decide true (T), false (F) or not stated (NS).

1. Kobe's parents called him Kobe because they hired a steak house in Philadelphia.
2. His father was an NBA player before they moved to Italy.
3. His basketball coach at high school encouraged him to work hard.
4. He was inspired by Michael Jordan's style and techniques.
5. His team won the match versus Raptors thanks to Kobe's performance.
6. He continued his career as a basketball reporter.
7. He advises young players to put their heart into basketball.

- 7 Work in pairs. Make an interview.

Student A: You are the interviewer. Write down at least five questions you want to ask to a sportsperson.	Student B: You are a famous sportsperson. Answer the interviewer's questions.

4  **Track 46** Listen to the interview with Kobe Bryant and write the years next to the events.

Tell Ss that they are going to listen to an interview with Kobe Bryant, a famous basketball player. Have them read the statements in the timeline. Then, get them to listen and write the missing years in the blanks. Elicit the answers.

KEY

He moved to Italy with his family in 1984 .

His basketball career started in 1991 .

He scored his highest points in a game in 2006 .

He got retired in 2016 .

5  **Track 47** Listen to the interview again and order the events.

Have Ss listen to the interview with Kobe Bryant again to order the events. Elicit the answers.

KEY

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

6  **Track 48** Listen again and decide true (T), false (F) or not stated (NS).

Get Ss to read the statements before they listen to the interview again. Then, have them listen and decide if the sentences are true, false or not stated. Elicit the answers.

KEY

1. F 2. T 3. NS 4. T 5. T 6. F 7. T

7 Work in pairs. Make an interview.

Get Ss to work in pairs to make an interview. Have Student A, who is the interviewer, write down at least five questions to ask a sportsperson. After the questions are ready, get Student B, who is a famous sportsperson, to answer the questions.

This activity enables Ss to ask questions to make an interview with a sportsperson.

Reading & Writing

1 Look at the photos of the tournaments and match them with their names.



- Istanbul Eurasia Marathon
 Formula 1 Race

- Wimbledon Tennis Tournament
 Tour De France

2 Work in pairs. Ask and answer questions about the tournaments in exercise 1.

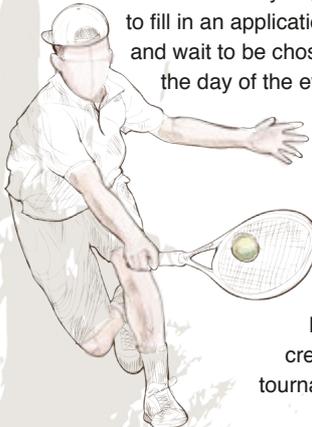
1. Have you watched one of these tournaments before?
2. Which one would you like to go and watch? Why?
3. Would you like to compete in one of them? Why? Why not?

3 Read the news and match them with the headlines.

- a. Not Over Yet! b. Tickets on Sale c. Pedals On, Keep Watching

1

Wimbledon tennis tournament which takes place in London attracts more than 500.000 spectators every year. As it is one of the most celebrated tennis events, a lot of people all around the world want to see it. If you want to be one of them, you had better try to find a ticket beforehand. Here are some tips how to buy a ticket and learn some details of this annual event: There are four main ways to buy tickets. You can buy your tickets online; however, the tournament is so popular that they are sold out within minutes. Public ballot is another way of getting tickets. You have to fill in an application form in December and wait to be chosen. You can queue on the day of the event to buy a ticket.



There are also some hospitality packages which include both the tickets and hotel accommodation. Once you get the chance, you can enjoy the games having strawberries and cream, served during the tournament.

2

The world's most famous cycle race which lasts for 21 days finally ended yesterday. The winner is again the British cyclist Chris Froome, who tells the reporters that nothing is impossible! If you are interested in seeing the next race, it may be a good idea to learn about it. The riders cycle 3000 km in total and they have to finish one stage on each day. Each year it has a different route which ends in Paris. During the race 20-22 teams with 9 riders finish a stage on each day. Before watching this spectacular race, you should know what each jersey colour in Tour De France means. They represent the best cyclists in different categories. The cyclist who wears yellow jersey is the overall leader of the race. The fastest sprinter on flat ride wears the green jersey; whereas, the red one is worn by the leader of the mountain racers. Finally, the fastest rider under the age of 25 wears a white jersey. Keep in mind that next year's route will be announced in October.



4  Read the news again and choose the correct option.

1. Since Wimbledon Tennis Tournament is a popular event,
 - a. it is a good idea to get a ticket as soon as possible
 - b. you can always buy a ticket whenever you want
 - c. everyone can get a ticket through public ballot easily
2. You don't have to worry about accommodation and tickets if you
 - a. join public ballot
 - b. purchase a package tour
 - c. buy a ticket online
3. During Tour De France the riders have to cycle
 - a. on weekdays
 - b. at weekends
 - c. for 21 days
4. Different colours of jerseys are worn by
 - a. the competitors of different teams
 - b. the champions in different categories
 - c. the team leaders
5. The champion team in NBA League may change because
 - a. the league hasn't finished yet
 - b. all the teams are trying hard
 - c. the leader team has failed to show a good performance
6. LeBron James didn't get thrown out of the game
 - a. in his basketball career
 - b. due to a technical fault
 - c. until this season

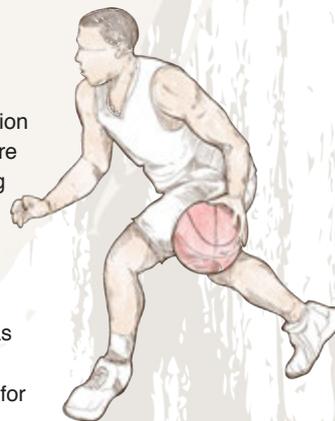
5 Match the **highlighted** words / phrases from the text with the definitions below.

- | | |
|---|---|
| a. there is no more of that thing in the stock | e. a sports competition |
| b. a shirt worn by a member of a sports team | f. a competitor who takes part in short, fast races |
| c. parts of a race | g. people who watch a sports event |
| d. waiting anxiously or excitedly for something | |

6 Work in groups of three. Choose one of the news and give brief information about it to your partners.

3

This year's NBA season, which has been technically very heavy, is halfway done. Spectators from all over the world have paid close attention to the impressive sporting league once more. While basketball lovers are **holding their breath** for the champion, unexpected things are happening this season. Some basketballers are doing great; whereas, others are not showing enough performance. Giannis Antetokounmpo has joined the record book after Kerem Abdul Jabbar with at least 20.0 points, 5.0 assists, 5.0 rebounds and 2.0 blocks per game. Basketball critics say that he's the rising star of this season. Cavaliers star LeBron James was ejected from a game because of a technical fault for the first time in his fifteen-year career. As seconds matter in basketball, we must be ready for surprises until the end of the season.



7 Work in pairs. Choose one of the tournaments and talk to your partner using the prompts.

Formula 1 Race



- single-seat auto racing
- 20 racers
- lasts for three days
- open to men and women
- usually starts with practices on Friday and finishes with a race on Sunday

İstanbul Eurasia Marathon



- lasts for one day
- from 9 a.m. to 3 p.m.
- starts on the Asian part of the city, crosses the Bosphorus Bridge and finishes on the European part
- online application
- 3000 participant limit

Formula 1 is a single-seat auto race. 20 drivers race for the cup. It

8 a. Work in groups. Find information about a tournament in your country or abroad. Prepare a presentation of it.

Make notes about:

- where / when and how often it takes place.
- what happens in the tournament.
- how a participant can apply.
- whether you would like to apply for it and why / why not.

b. Present your work in class.

Pronunciation

A. Track 49 Yes / No questions usually have rising intonation. Notice that Wh- questions usually have falling intonation. Listen and practise.

Have you watched a tournament before? ↗

Did you watch the match yesterday? ↗

Where does Istanbul Marathon finish? ↘

When did your basketball career start? ↘

B. Track 50 Practise the questions. Draw a rising / falling arrow. Then, listen and check.

1. Did he continue his basketball career?
2. Where do Formula 1 races take place?.....
3. Was his father an NBA player?
4. Who is the best player this season?

Culture Corner



What do you know about sports? Check yourself!

SPORTS QUESTIONNAIRE

1. What is the name of a place where games such as tennis are played?
 - a. court
 - b. course
 - c. counter
2. How long is a marathon?
 - a. 10 km
 - b. 50 km
 - c. 42.193 km
3. Who is the leader of a sports team?
 - a. commander
 - b. captain
 - c. boss
4. Who trains a person or team in sports?
 - a. trainee
 - b. coach
 - c. couch
5. Who controls the game in football?
 - a. judge
 - b. teacher
 - c. referee
6. What is the hard hat that protects the heads of the players?
 - a. an armour
 - b. helmet
 - c. cap
7. What is the generic name for sports like karate, judo, tai-chi?
 - a. Asian
 - b. Martial Arts
 - c. Aikido
8. How many holes are there on a golf course?
 - a. 5
 - b. 12
 - c. 18
9. What are the special glasses for swimming?
 - a. googles
 - b. goggles
 - c. goblins
10. What is the area in which you practice skiing?
 - a. a slope
 - b. a sledge
 - c. a slide
11. Where were the first Olympic Games held?
 - a. China
 - b. Greece
 - c. Germany
12. Which one is an extreme sport?
 - a. ice hockey
 - b. canoeing
 - c. kite surfing
13. Which one is an individual sport?
 - a. swimming
 - b. polo
 - c. paintball
14. Who are the people that behave violently in football matches?
 - a. supporters
 - b. hooligans
 - c. players
15. Which sport is Wimbledon best known for?
 - a. ice hockey
 - b. tennis
 - c. biking



Answers:
1.a - 2.c - 3.b - 4.b - 5.c - 6.b - 7.d - 8.c - 9.b - 10.a - 11.b - 12.c - 13.a - 14.b - 15.b

Listening & Speaking

1 a. Match the extreme sports with their pictures.

- 1. cliff diving
- 2. barefooting
- 3. zorbing
- 4. mountain biking
- 5. bungee jumping
- 6. wing suit sky diving



b. Look at the bubbles below, choose the one that suits you most. Share your opinions in the class.

- I've tried an extreme sport. It was amazing.
- I'm not thinking of doing any extreme sports because they're insane.
- I haven't tried an extreme sport yet but I'm looking forward to it.
- I have no idea about extreme sports.

2 Match the words with the sentences below.

- a. hair-raising
- b. eye-popping
- c. jaw-dropping

1. I have never witnessed such a tragic car crash in Formula 1 before. It was really
2. No doubt their win against Spain was one of the most moments in football history. Everybody stood to applaud the Greek team's performance.
3. Serena Williams's hair style in French Open 2017 was really I couldn't take my eyes off her amazing pink hair.

B. Adrenaline Countdown

Listening & Speaking

1 a. Match the extreme sports with their pictures.

Ask Ss to match the extreme sports with their pictures. Elicit the answers.

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

b. Look at the bubbles below, choose the one that suits you most. Share your opinions in the class.

Tell Ss to look at the bubbles given and choose the one that suits them most. Ask them to share their opinions in the class. Encourage them to talk.

This activity enables Ss to exchange opinions about outdoor / extreme sports.

2 Match the words with the sentences below.

Explain the meaning of the words to the students. Then, ask them to match them with the sentences given. Check the answers.

KEY		
1. a	2. c	3. b

TEACHER TIP

hair-raising: very frightening but can also be irritating.

eye-popping: so amazing or astonishing.

jaw-dropping: extremely surprising or shocking.

TEACHER'S NOTE

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3  **Track 51** Listen to a radio programme about bungee jumping. Tick the words you hear.



platform edge



parachute



waist harness



scaffolding



wing suit



rebound

4  **Track 52** Listen to the radio programme again and choose the correct option.

- The name of the programme is
a. Adrenaline Rush
b. Adrenaline Crash
- There are hosts in the programme.
a. three
b. two
- is addicted to adrenaline.
a. Sally
b. Matthew
- They are going to talk about
a. bungee jumping
b. cliff diving
- Jane has been a jumper for
a. six months
b. four years

5  **Track 53** Listen again and write true (T), false (F) or Not Stated (NS).

- Sally is not an adrenaline junkie.
- Jane wore a helmet while she was jumping.
- Jane was able to jump right after the first countdown.
- Jane was speechless at the second countdown that she didn't even scream.
- Jane enjoyed the rebounds. It was amazing.

6 **Work in pairs. Make a dialogue as in the example.**

- A:** Do you prefer doing or watching extreme sports?
B: I prefer doing them. I've been paragliding for four years now.
A: Cool! I think adrenaline is naturally in your veins!
B: Exactly! What about you?
A: Oh, I'm just a watcher.
B: Ok, if you were to try one, which one would you try?
A: I would try wing suit sky diving because it is breathtaking!



3  **Track 51** Listen to a radio programme about bungee jumping. Tick the words you hear.

Tell Ss that they are going to listen to a radio programme about bungee jumping. Ask them to tick the words they hear. Play the recording twice. Check the answers.

Ss will be able to identify the lexis and jargon about extreme sports in a recorded text.

KEY

platform edge waist harness scaffolding rebound

4  **Track 52** Listen to the radio programme again and choose the correct option.

Tell Ss that they are going to listen to the radio programme again to choose the right option. Play the recording. Elicit the answers.

KEY

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

5  **Track 53** Listen again and write true (T), false (F) or Not Stated (NS).

Have Ss listen again and ask them to write true, false or not stated. Play the recording. Check the answers.

KEY

- 1. T
- 2. NS
- 3. F Jane couldn't jump right after the first countdown.
- 4. F She screamed.
- 5. T

6 Work in pairs. Make a dialogue as in the example.

Ask Ss to work in pairs. Tell them to make a dialogue as in the example. Monitor them while speaking. Help them if necessary.

TEACHER'S NOTE

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Reading & Writing

1 Match the people with the race photos given below.



1. Alice Thomson
The Butterfly

My friends said I was like a crazy butterfly with my kite in the sky at the final stage of the race.



2. William Jones
The Cheetah

Everybody said that even the helmet couldn't hide the happiness and joy on my face when I was on my motorbike.



3. Walt Myers
The Hulk

Paulo Coelho says that the adrenaline and stress of an adventure are better than a thousand peaceful days. I totally agree. Multi-sport races are just my cup of tea.



a. Coast to Coast Ultra Endurance Race



b. MI SuperMoto



c. Kitesurfing Championships

2 Look at the **highlighted** words in the text and match them with their definitions below.

- | | |
|---|--|
| <input type="radio"/> a. severe, harsh, threatening | <input type="radio"/> e. sharper, higher |
| <input type="radio"/> b. an area of land | <input type="radio"/> f. once a year |
| <input type="radio"/> c. determination and ambition | <input type="radio"/> g. battle of life |
| <input type="radio"/> d. whole, entire | |

3 Read the page on the sports magazine "X-treme" and number the scrambled paragraphs in the right order.

EXPERIENCE THE THRILL OF THE "COAST TO COAST"

A Daisy River said it was a very challenging, unsupported ride due to the very wet weather and strong winds all around the coast. "The biggest excitement happened with 3 kilometres to climb of the huge mountain. I was caught in a hailstorm. It was almost impossible to pedal. Total mileage was 3.056, the weight on my bike was around 15 kilos. However, it was a **rat race**¹ and I had to win. I tried my utmost and kept on pedalling. After a few hours of effort, I saw the finish line," said Daisy.

B There's no doubt that "The Coast to Coast Ultra Endurance Race" is an uprise against nature, where only the strong and the adventurous are able to survive. This race is an ultimate challenge and requires not only good fitness and skills, but also a good dose of mental **fortitude**². Next year the race will be held on Amalfi Coast of Italy. All the adventure lovers will be welcomed to this jaw-dropping adventure.

Reading & Writing

1 Match the people with the race photos given below.

Ask Ss to read the racers' bubbles first and then tell them to match the people with the race photos given below. Elicit the answers.

KEY		
1. c	2. b	3. a

2 Look at the highlighted words in the text and match them with their definitions below.

Tell Ss to look at the highlighted words in the text and match them with their definitions below. Elicit the answers.

KEY			
a. 4	b. 6	c. 2	d. 3
e. 7	f. 5	g. 1	

3 Read the page on the sports magazine "X-treme" and number the scrambled paragraphs in the right order.

Ask Ss to read the page on the sports magazine "X-treme" and number the scrambled paragraphs in the right order. Elicit the answers.

This activity enables Ss to analyse a text involving different kinds of extreme sports to reorder the scrambled paragraphs.

KEY				
A. 4	B. 5	C. 3	D. 1	E. 2

Idiom of the content

give it (one's) best shot: to put forth one's best effort in an attempt to do or accomplish something.

TEACHER'S NOTE

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4  Read the page again and answer the questions.

1. What is "The Coast to Coast Ultra Endurance Race"?
.....
2. What are the types of the extreme sports involved in the race?
.....
3. Were terrain and weather conditions easy to cope with?
.....
4. Which sport did Sarah talk about?
.....
5. Was Samuel able to finish all the mountain stages?
.....
6. Why was it impossible to pedal for Daisy?
.....
7. Which qualities must a racer have in order to participate "The Coast to Coast Race"
.....

5 Tick the extreme sports mentioned in the text. If you had a chance, which one would you try?

- skydiving kayaking zorbing mountain biking cliff diving trail running



C "From the beginning, I had a lot of questions on my mind whether I would be able to cover the **overall**³ distance as the weather was so **pitiless**⁴ and severe. But it was a voyage of discovery into unknown lands, seeking not for new territory but for an unforgettable experience. So, I gave it my best shot and completed all the mountain stages. At the end of the race, I wasn't feeling my legs," stated Samuel Blake.

D The Coast to Coast Ultra Endurance Race ended up on Sunday. It is a non-standard multi-sport competition held **annually**⁵. The race involved a 243 km of mountain biking, trail running and kayaking across the Southern Alps of New Zealand. The racers showed great performance despite the harsh **terrain**⁶ and weather conditions. We interviewed with three racers after the final ceremony. They shared their outstanding experiences at different categories. First, we handed the microphone to a kayaker, then a trail runner and finally a mountain biker.

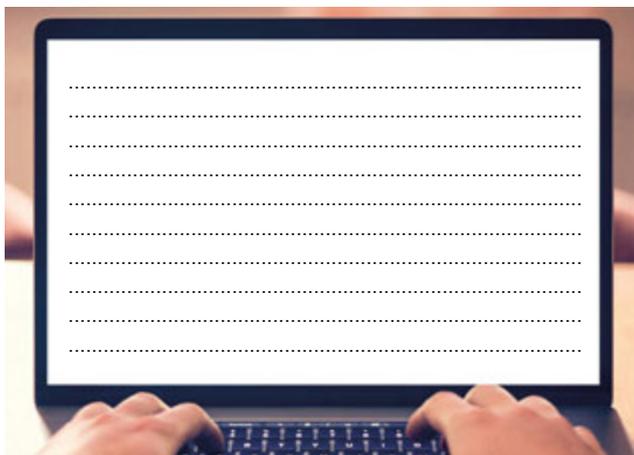
E Sarah Casey said that to race down white water, one must physically enter and blend with the flow of a rushing water. "I rallied through water with lots of waves before the river became narrower. I scrambled up the rocks and as I almost slipped into the water and I looked up to see a 30 ft. waterfall! The waves began to push sideways and they were getting bigger and **steeper**⁷. I had hard moments while getting out of that area," added Sarah.



- 6 a. Imagine that you are an interviewer at the sports magazine “X-treme”. Make an interview with someone (a celebrity, a friend, a family member etc.) who is doing an extreme sport. Make a similar dialogue as in the example and add more questions if necessary.

e.g.

Interviewer: What’s your profession
Andrew?
Andrew: I’m a mechanical engineer.
Interviewer: How long have you
been doing barefoot skiing?
Andrew: I have been barefooting
for five years.
Interviewer: What made you start
practising it?
Andrew: I have already been into
water skiing, and when I
saw the barefooters on
TV, I liked the idea of
trying it.
Andrew: How many



- b.  Now write a report about the interview you have made as in the example.

e.g. Andrew said that he was a mechanical engineer and he was 35 years old. He told me that he had been barefooting for five years. He said he had been already into water-skiing, and added that when he had seen the barefooters on TV, he had liked the idea of trying it.



 Game time! Play “What Did the Teacher Say?”.

Check Yourself

				
I can	listen to a radio programme and identify the words I hear.			
	ask questions to make an interview with a sportsperson.			
	ask other people’s opinions and share mine about extreme sports.			
	analyze a text and reorder the scrambled paragraphs.			
	make an interview and write a report about it.			

Theme 8 Sports

A. Get in the Game

LISTENING SCRIPT (Track 46-47-48)

- Presenter** : You have a very interesting name. What does it mean? Do you want to tell us the story behind it?
- Bryant** : Ohh, yes. Many people are curious about it. My name comes from a Japanese steak house in Philadelphia. My parents loved to go there then, so they chose to call me 'Kobe'.
- Presenter** : Your father was an NBA player, too, wasn't he?
- Bryant** : Yes, he was. He ended his career in 1984. That's when we moved to Italy.
- Presenter** : Oh, that explains why you're fluent in Italian.
- Bryant** : That's correct.
- Presenter** : Did you dream about being a famous NBA player like your father when you were a child?
- Bryant** : Yes, of course. My father used to take me to basketball matches and we used to watch NBA games on TV all the time. So, playing for the NBA had been my ambition since I was a little boy. I used to play soccer and basketball at school when we were in Italy. But I can say that my basketball career started in 1991 in my high school basketball team after we moved back to Philadelphia.
- Presenter** : Do you have an idol? Who has inspired you the most?
- Bryant** : My father was certainly my first idol as a child and his passion for basketball inspired me a lot. Michael Jordan was another NBA player whom I admired most. I watched all the games he played.
- Presenter** : Which game is unforgettable for you?
- Bryant** : Each game was important of course, but in 2006 while we were playing against Toronto Raptors, I carried the ball and scored 28 of 46 shots. That was my highest score in a game. And it was the first and only game my grandmother watched live.
- Presenter** : You played for Los Angeles Lakers for 20 seasons. You had such a successful career. And now we see you in show business.
- Bryant** : Oh, after I ended my career in 2016, I stepped into this colourful life as a screen writer and a producer. I even wrote a poem called Dear Basketball as you know.
- Presenter** : What do you recommend to young players?
- Bryant** : If they want to be successful, they must put their heart into what they want. They must work hard to improve their skills. Strengthening their weaknesses is also a must.

B. Adrenaline Countdown

LISTENING SCRIPT (Track 51-52-53)

- Sally** : Welcome to Adrenaline Rush. I'm Sally Bryans.
- Matthew** : And I am Matthew Hawkins.
- Sally** : Are you a bit of an adrenaline junkie? Can you throw yourself off a helicopter?
- Matthew** : Can you water ski bare foot? These all sound hair-raising ha?
- Sally** : Actually, not everyone likes them and you know, some would never try or can't even dare to watch! Like me! (Ha ha!)
- Matthew** : You're right Sally, but there are millions who are addicted to adrenaline. One of them is sitting next to you right now! (Ha ha!) Today, we're gonna talk about bungee jumping, yes jumpers! Waiting for you! Call us and share your experiences!
- Sally** : A ha, our first jumper is on the line. Hello Jane, how long have you been jumping?
- Jane** : Hi! I've been a jumper for four years now.
- Sally** : Can you tell us about your first jump?
- Jane** : Sure! Your heart pumps rapidly, your hands shake! You wear this weird waist harness. Ah! You hear the adrenaline pumping music playing loudly, walk to the platform edge, put the action camera on your arm and you are ready!
- Matthew** : Wow! Could you jump right after the countdown or hesitate for a while Jane?
- Jane** : Ha-ha! No, I couldn't jump at the first countdown. I was so excited. But the camera was already on and I did it at the second time. Screaming like crazy ha-ha!
- Sally** : Exactly! So, Jane, how was the fall?
- Jane** : You know, the jump is the craziest part. Then, you start to enjoy the rebounds which make you feel like floating up and down like a dancing bird above the river. It is amazing. As soon as I was on my feet again, I looked up and saw the giant scaffolding above me and couldn't believe that I was up there a minute ago!
- Sally** : Jane, thank you very much for sharing your jaw-dropping experience with us. Bye!
- Matthew** : Bye, Jane!
- Sally** : OK, Jane says it is an eye-popping experience, our next jumper is on the line now. Robert?
- Matthew** : Hey there Robert! Please tell us how your jump was...

.....

THEME

9

MY FRIENDS

- A. Best Friends Forever
- B. Treat Yourself!

THEME	FUNCTIONS	SKILLS
9 MY FRIENDS	<ul style="list-style-type: none"> • Describing events, places and people • Asking for and giving clarification 	<p>Listening</p> <ol style="list-style-type: none"> 1. Students will be able to organize specific information in a narrative about a person or an event. <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Students will be able to practise the pronunciation of assimilation-elision. <p>Speaking</p> <ol style="list-style-type: none"> 1. Students will be able to ask and answer questions to clarify a well-known / common person or a place. <p>Reading</p> <ol style="list-style-type: none"> 1. Students will be able to scan online and printed newspaper articles about well-known people to find out personal details. <p>Writing</p> <ol style="list-style-type: none"> 1. Students will be able to write a text about their teachers and friends for a school magazine. 2. Students will be able to write a booklet to describe their hometown.
	GRAMMAR	
	<ul style="list-style-type: none"> • Relative Clauses (Defining & Non-Defining Clauses) 	
	IDIOM / PROVERB	
	<ul style="list-style-type: none"> • life is not a bed of roses • one person's trash is another person's treasure 	
	VALUES	
<ul style="list-style-type: none"> • friendship • helpfulness 		

What is a real friend? What are friends for?
 What qualities are important to be a real friend?
 Caring or sharing, can you tell what is more?
 What is the secret to friendships that never end?

Listening & Speaking

1 a. What does friendship mean to you? Write six words on the mind map.



b. Work in pairs. Discuss the differences and similarities between your mind maps.

2 Look at the similes below. Fill in the blanks using them.



as wise as an owl



as busy as a bee



as strong as an ox



as fit as a fiddle



as sweet as honey



as gentle as a lamb



as graceful as a swan



as thick as thieves

1. A person who is is in an excellent state of physical condition.
2. A person who is is cute and charming.
3. If two people are, it means that they are very close friends.
4. A person who is has a kind and mild character.
5. A person who is can make sensible decisions and judgements.
6. A person who is works very hard.
7. A person who is is elegant and stylish.
8. A person who is is powerful and well-built.

Theme 9 My Friends

A- Best Friends Forever

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

1 a. What does friendship mean to you? Write six words on the mind map.

Have Ss think of friendship. Ask them to write the most important qualities of a good friendship. Elicit the answers.

SUGGESTED KEY

share	love
trust	care
fun	support

b. Work in pairs. Discuss the differences and similarities between your mind maps.

Ask Ss to work in pairs to discuss the differences and similarities between their mind maps. If you have time, initiate a class talk about the Ss' best friends.

2 Look at the similes below. Fill in the blanks using them.

Have Ss examine the similes and ask what they symbolise. Elicit the answers. Then have them complete the sentences using these similes. Go over the answers in class.

KEY

- | | |
|------------------------|--------------------------|
| 1. as fit as a fiddle | 5. as wise as an owl |
| 2. as sweet as honey | 6. as busy as a bee |
| 3. as thick as thieves | 7. as graceful as a swan |
| 4. as gentle as a lamb | 8. as strong as an ox |

TEACHER'S NOTE

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3 Match the sayings with the photos.

- 1. Friendship never dies.
- 2. Friendship is a kind of show business.
- 3. Differences make friendships stronger.



4 Track 54 Listen to two friends working on a school project on friendship. Match the names with the similes as you hear them. One simile is extra.

- | | |
|---|------------------------|
| <input type="radio"/> 1. Oprah Winfrey and Gale King | a. as busy as a bee |
| <input type="radio"/> 2. Henry Ford and Thomas Edison | b. as fit as a fiddle |
| <input type="radio"/> 3. Sarah | c. as wise as an owl |
| <input type="radio"/> 4. Sarah and Fatima | d. as sweet as honey |
| | e. as thick as thieves |

5 Track 55 Listen again and write true (T) or false (F).

- 1. Henry Ford and Thomas Edison were childhood friends.
- 2. Ford and Edison lived as neighbours for some time.
- 3. Sarah and Fatima look happy in the photo.
- 4. Sarah and Fatima have similar lifestyles.
- 5. Everybody knows Oprah and her best friend from TV shows.
- 6. Jamie and Phoebe chose only celebrities' friendships for their presentation.

6 a. Search the Net for your favourite band considering the clues below. Ask and answer questions as in the example.

who they are	their hobbies and interests
where / when / how they met	their personality traits

e.g.

A: What is the name of the guy who plays the drums / bass guitar / electro guitar?

B: Will Champion

C: How old is the man who sings in the band?

D: 40

b. Work in groups. Decide on your favourite band and prepare a poster.

3 Match the sayings with the photos.

Ask Ss to match the sayings with the photos. Elicit the answers.

KEY

1. c 2. b 3. a

4  Track 54 Listen to two friends working on a school project on friendship. Match the names with the similes as you hear them. One simile is extra.

Ss are going to listen to two friends preparing a project on friendship. Ask them to match the names with the similes. Play the recording for Ss to complete the task and check their answers.

KEY

1. e 2. a 3. d 4. b c is extra

5  Track 55 Listen again and write true (T), false (F) or not stated (NS).

Ask Ss to listen again to answer the true false questions. Play the recording again. Elicit the answers.

KEY

- | | |
|---|--|
| 1. F (They were not childhood friends.) | 4. NS |
| 2. T | 5. T |
| 3. T | 6. F (They also chose friends from their class.) |

5 a. Search the Net for your favourite band considering the clues below. Ask and answer questions as in the example.

Ask Ss to search for their favorite band on the Net in detail. Remind them to consider the questions given. Tell them to bring some photos of their band. Have them ask and answer questions as in the example.

This activity enables Ss to ask and answer questions to clarify a well known / common person or a place.

b. Work in groups. Decide on your favourite band and prepare a poster.

Divide the class in groups of four or five. Tell Ss to decide on their favourite band and let them prepare a poster. Display the posters in class.

TEACHER'S NOTE

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Reading & Writing

- 1  Read the quotes below and discuss what they mean with the class.

A friend is someone who knows the story in your heart, and can tell it back to you when you've forgotten the words.

Unknown

Your friend is the man who knows all about you and still likes you.

Elbert Hubars

A real friend is one who walks in when the rest of the world walks out.

Walter Winchell

- 2 Fill in the blanks with the given words below.

fierce	edgy	sincere	loyal	modest	trustworthy
--------	------	---------	-------	--------	-------------

- I couldn't believe how my son ate the whole cake. I became so that it took too long to feel relaxed again.
- I love spending time with Sally. She never pretends or lies. She's totally
- I see doctors as very people because they spend many years specializing in their fields.
- Dennis is always about his achievements. He always gets the first prize in art competitions but never mentions it.
- Mr. Stark was to his country. He fought for the army during his entire life.
- Sheila looked so when she saw the little children suffering from the war.

THEY ARE REALLY KIND TO EVERY KIND

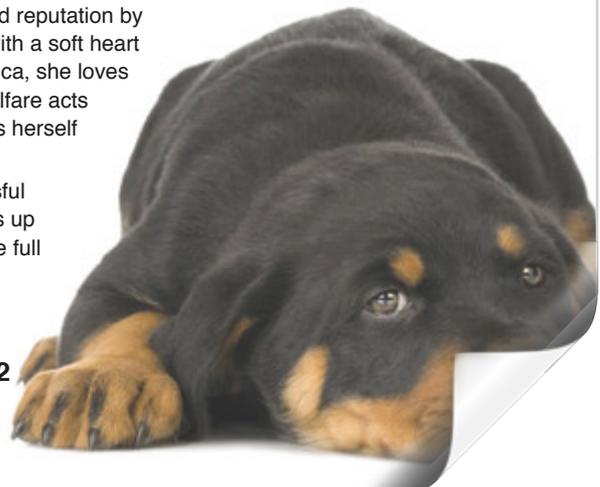
Most people describe the lives of the celebrities with glamour and luxury. To be honest, their life is not a bed of roses as everybody thinks. They have to work very hard to be the best all the time. They have no suitable settings to make true friends and they cannot find a shoulder to cry on. Pets have been the healers of their lonely hearts. They used to buy expensive pets from petshops but it was a long time ago. Now, celebrities do a lot of charity for the "loyal friends" that need help.

Ian Somerholder is one of the celebrities who tries to make a better world for animals. He keeps adopting more and more animals to broaden his family. He and his wife has already adopted a cat, a horse and a rescue kitten. He is the founder of an organisation which aims to end animal testing and to prevent animal cruelty. He has an enduring friendship with the animals in need.

Eye-catching actress Charlize Theron, who has a bad reputation by playing villains in thrillers, is a sincere animal lover with a soft heart in her real life. As she grew up at a farm in South Africa, she loves spending time with animals. She supports animal welfare acts and joins campaigns against fur trade. She describes herself as the mother of all rescue dogs.

Ricky Gervais who is a talented writer and a successful actor is also a fierce advocator of animals. He stands up for animals any time. His social network accounts are full of animal rights shares. He also works for re-homing the dogs which are abandoned.

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3 Complete the statements below with the idioms in the first paragraph of the text.

shoulder to cry on close to heart a bed of roses

1. Whenever I have a problem, Tina is always there. She is my
2. Everyone must be sensitive about making true friends because it is an issue
3. The belief that celebrities' lives are usually thought to be In fact, it is not.

4  Read the text quickly and complete the statements.

1. Ian Somerholder and his wife adopted, and
2. Charlize Theron grew up at a farm in
3. Ricky Gervais works for the dogs which are abandoned.
4. Howard Stern is the of fifty cats.

5  Read the text again and answer the questions below.

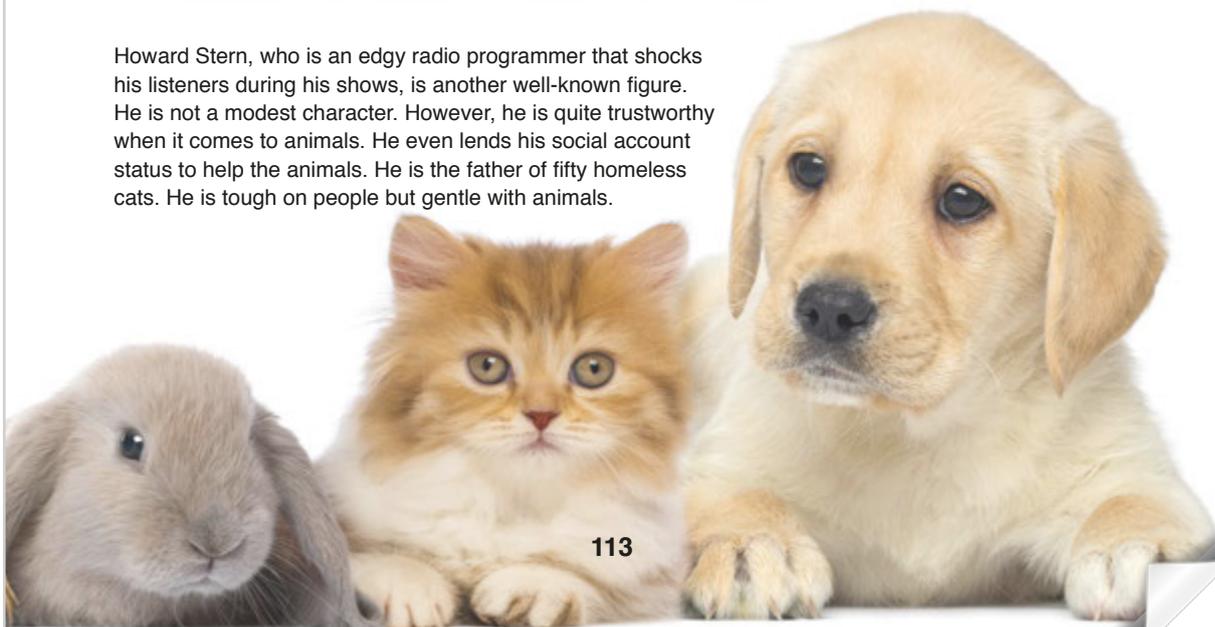
1. Why does the writer think that the life of celebrities is hard?
2. What is the purpose of Ian Somerholder's organisation?
3. What kind of a person is Charlize Theron in her real life?
4. Who protects the animal rights on social media?
5. How does Howard Stern behave towards people and animals?

6 Complete the pairs of opposites with the bold words from the text.

- | | |
|----------------------------------|------------------------|
| 1. unnoticeable | 5. insincere |
| 2. gentle | 6. untrustworthy |
| 3. calm | 7. disloyal |
| 4. short-lived / temporary | 8. arrogant |



Howard Stern, who is an edgy radio programmer that shocks his listeners during his shows, is another well-known figure. He is not a modest character. However, he is quite trustworthy when it comes to animals. He even lends his social account status to help the animals. He is the father of fifty homeless cats. He is tough on people but gentle with animals.



3 Complete the statements below with the idioms in the first paragraph of the text.

Tell Ss to read the sentences with the idioms in the first paragraph of the text. Then have them fill in the blanks in the statements using these idioms. Remind that they may use their dictionaries. Elicit the answers.

KEY

1. shoulder to cry on 2. close to heart 3. a bed of roses

Idiom of the content

life is not a bed of roses: life is not easy and without trouble.

4  Read the text quickly and complete the statements.

As this is a scanning activity, remind Ss to read the text quickly just to search for the necessary information. Have them complete the statements using the information they have found. Elicit the answers.

This activity enables Ss to scan online and printed newspaper articles about well-known people to find out personal details.

KEY

1. a cat, a horse and a rescue kitty 3. re-homing
2. South Africa 4. father, homeless

5  Read the text again and answer the questions below.

Ask Ss to read the text in detail and answer the questions. When they complete the task, elicit the answers.

KEY

1. Because they have to work very hard to be the best all the time.
2. The purpose of Ian Somerholder's organisation is to end animal testing and to prevent animal cruelty.
3. She is a sincere animal lover with a soft heart.
4. Ricky Gervais protects the animal rights on social media.
5. He is tough on people but gentle with animals.

6 Complete the pairs of opposites with the bold words from the text.

Explain the task. Tell Ss that opposites of the bold words in the text are written below and ask them to complete the pairs of opposites using the words in the text. Remind that they may use their dictionaries.

KEY

1. unnoticeable x eye-catching 5. insincere x sincere
2. gentle x fierce 6. untrustworthy x trustworthy
3. calm x edgy 7. disloyal x loyal
4. short-lived / temporary x enduring 8. arrogant x modest

7 Choose the personality traits from exercise 2 to describe your classmates.

e.g.

Student A : *In my opinion Linda is loyal and generous.*

Student B : *I think Tom is quite modest but sometimes a bit edgy.*

8  Write a text about your teachers and friends for a school magazine.

Describe

- your classmates' physical appearance / characters
- your teachers
- your feelings about them



Pronunciation

A.  **Track 56** Both /t/ and /d/ sounds may disappear in words and this process is called *elision*. Listen and practise.

chris(t)mas /krɪsməs/ san(d)wich /sænwɪdʒ/

The same process can occur across word boundaries:

mus(t) be /mʌsbi:/

the firs(t) three /fɜːsθri:/

you an(d) me /ænmɪ:/

B.  **Track 57** Listen and find the *elision* in the sentences and show them in brackets.

1. My father and I have a lot to say to each other.
2. That was the worst film I had ever watched.
3. Friendship is quite important for celebrities.

7 Choose the personality traits from exercise 2 to describe your classmates.

Explain the task. Ss are going to get information about each other's personality. Remind them to pay attention to the prompts and the sample sentences. Monitor them.

KEY

Ss' own answers

8  Write a text about your teachers and friends for a school magazine.

Tell Ss to work in groups. Ask them to prepare a magazine about their school. Remind them to include the given prompts.

This activity enables Ss to write a text about their teachers and friends for a school magazine.

KEY

Ss' own answers

Pronunciation

A.  Track 56 Both /t/ and /d/ sounds may disappear in words and this process is called *elision*. Listen and practise.

Explain the definition of the elision to Ss. Then play the recording to let them understand the sample words / word boundaries.

B.  Track 57 Listen and find the *elision* in the sentences and show them in brackets.

Explain the task. Ss are going to listen to three sentences with elision. Make sure that they have understood what to do. Play the recording. Elicit the answers.

1. My father an(d) I have a lot to say to each other.
2. That was the wors(t) film I had ever wa(t)ched.
3. Frien(d)ship is quite important for celebrities.

This activity enables Ss to practise the pronunciation of elision.

TEACHER'S NOTE

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Culture Corner



A. Read the text and write the activities people do on friendship day.

INTERNATIONAL FRIENDSHIP DAY

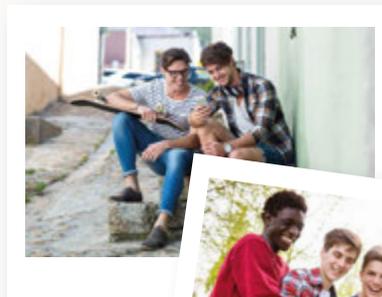
Friends and friendship have been valued since the beginning of the civilized world. In 1935 The United States Congress announced the first Sunday of August as the National Friendship Day. Since then it has been celebrated as a popular festival annually. Dedicating a day to friends became such a famous tradition that several countries adopted it to their culture. Recently it is celebrated on different dates but it is still a perfect day to express the emotion "I care."

India: It has become a big event in India. Honouring friends and friendship has become popular among youth and students. Friends meet to recollect memories. Children make friendship cards which are prepared as special gifts to thank their friends' presence in their lives.

Argentina: Current and old friends gather to celebrate this very important day of their friendship. In the evening, they race to have a memorable dinner at a restaurant, so this place has to be booked a week earlier. Exchange of friendship bands is also quite popular here.

Peru: A festival, which is called "El dia del Amigo", has been celebrated on the first Saturday in July since 2009. It is an important event because they want everyone to get friendly salutations and greetings from their besties.

Bangladesh, Malaysia: In South Asia, they make this day unforgettable with the exchange of gifts like cards, flowers, etc.

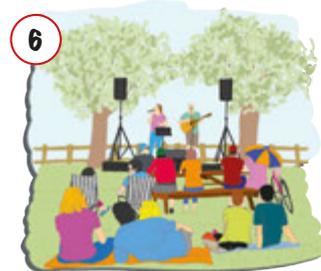


B. If you had a friendship day in your country, how would you like to celebrate it?

Listening & Speaking

1 a. Here are fun activities to do with friends. Match them with the pictures.

- | | | | |
|---|---------------------------------------|----------------------------------|--------------------------------------|
| <input type="radio"/> organisation party | <input type="radio"/> iron chef night | <input type="radio"/> clip show | <input type="radio"/> city break |
| <input type="radio"/> concert in the park | <input type="radio"/> camping | <input type="radio"/> frock swap | <input type="radio"/> movie marathon |



b. Work in pairs. Describe the picture of the activity you liked most. Let your partner guess the name of the activity.

2 Complete the definitions using the activities in exercise 1.

1. is the activity in which people can stay in tents and live the nature.
2. is the exchange of the clothes which people don't use anymore.
3. is the visit to a place where you can explore new things.
4. is the event in which people can listen to live music in the open air.
5. is the contest night when people cook and compete.
6. is the activity in which people gather, clean and tidy a house of a friend.
7. is the activity in which people choose and watch different films.
8. is the activity in which people watch the excerpts of the previous episodes of a TV series.

3  Track 58 Listen to the presentations and write the name of the activity each speaker describes.

1. Nathan
2. Frida
3. Amy

4  Track 59 Listen again. Complete the chart below with the necessary information.

	number of the people	things needed	place of the activity	time for the activity
1 st activity				
2 nd activity				
3 rd activity				

5 Match the proverbs and sayings below with the activities you have learnt in the listening section. Then discuss what they mean.

1. "One person's trash is another person's treasure".
2. "Grab some popcorn and enjoy it".
3. "Laughter is the brightest where food is the best". (*Irish Proverb*)

6 a. Work in groups of four. Make a presentation about one of the activities in exercise 1. Follow the steps below.

- a. choose the activity you will present
- b. search the Net to have the required information as in exercise 4
- c. use some photos / pictures
- d. write a presentation script

b. Present the activity in class. Vote to choose the best presentation.

2 Complete the definitions using the activities in exercise 1.

Remind Ss the activities in exercise 1 and have them complete the descriptions. Elicit the answers.

KEY

- | | | |
|------------------------|--------------------|-----------------------|
| 1. camping | 2. frock swap | 3. city break |
| 4. concert in the park | 5. iron chef night | 6. organisation party |
| 7. movie marathon | 8. clip show | |

3  Track 58 Listen to the presentations and write the name of the activity each speaker describes.

Explain the task. Ss will listen to three teenagers making presentations on the activities they like doing with their friends. Remind them to focus on the language used in the recorded text because they are going to make a similar presentation later. Play the recording to let Ss find the correct answers.

KEY

- | | | |
|-------------------|--------------------|---------------|
| 1. movie marathon | 2. iron chef night | 3. frock swap |
|-------------------|--------------------|---------------|

4  Track 59 Listen again. Complete the chart below with the necessary information.

Ask Ss to listen again to complete the chart with necessary information. Play the recording again. Then go over the answers with the class.

This activity enables Ss to organise specific information in a narrative about a person or an event.

KEY

	number of the people	things needed	place of the activity	time for the activity
1 st activity	at least five	films, popcorn, sweeties, drinks dimp lights, dark curtains, music	a comfortable room	9 in the evening
2 nd activity	2-4	ingredients, cooking utensils	a friend's kitchen	Last Friday of the month
3 rd activity	around 11	clothes, full-length mirrors	a friend's house	an afternoon every month

5 Match the proverbs and sayings below with the activities you have learnt in the listening section. Then discuss what they mean.

Have Ss read the proverbs and sayings and match them with the activities. Elicit the answers. Start a class discussion on the meaning of these proverbs and sayings by asking their meaning and encourage Ss to describe and explain them with their opinions.

KEY

- | | | |
|---------------|-------------------|--------------------|
| 1. frock swap | 2. movie marathon | 3. iron chef night |
|---------------|-------------------|--------------------|

Idiom of the content

one person's trash is another person's treasure: something that one person considers worthless may be valuable for someone else.

6 a. Work in groups of four. Make a presentation about one of the activities in exercise 1. Follow the steps below.

Have Ss work in groups to make a presentation. Explain the task. Ask them to choose an activity from exercise 1 and make the presentation of it. Remind them to use the formal language in listening section as an example. Encourage them to work cooperatively to do the task. Explain the steps they should follow if necessary.

b. Present the activity in class. Vote to choose the best presentation.

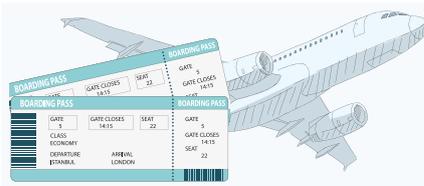
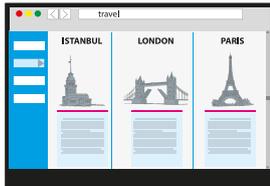
Ask Ss to present the activity in class. Monitor them while making their presentations. Note their positive and negative attitudes while the groups are doing the task. When they all have finished their presentations, remind them they will vote for the best one.

Reading & Writing

1 Tick the options that remind you of a journey with friends. Explain your reasons.

- | | | |
|---|------------------------------------|----------------------------------|
| <input type="radio"/> fun and adventure | <input type="radio"/> memories | <input type="radio"/> peace |
| <input type="radio"/> experience | <input type="radio"/> respect | <input type="radio"/> excitement |
| <input type="radio"/> disagreements | <input type="radio"/> arrangements | <input type="radio"/> expenses |

2 Look at the pictures below and talk about the city break of the students.



e.g.

They are going to decide on a city to visit in the first picture.

3 Work in pairs. Ask and answer the questions below.

1. What kind of holidays do you prefer?
2. Who do you like going on holiday with?
3. What do you generally have in your suitcase?

4 Read the text on page 119 quickly. Choose the best option that summarises it.

- a. A city break is an opportunity in which you can recognise your friends better.
- b. A city break is a memorable chance if you think and arrange everything beforehand.
- c. A city break is a kind of holiday which you should try once in your life.

5 Read the text again. Complete the blanks in the article with the following sentences. There is one extra.

- a. You can find the short-cuts to the famous monuments, museums and other attractions there.
- b. However, pay attention to have necessary vitamins and minerals that your body needs as well.
- c. Your aim must be sharing the best time with the best ones.
- d. Taste the atmosphere like no other in Europe.
- e. You may not think the same way but at least try not to have too many disagreements.
- f. Try to see these tourist attractions.
- g. It is not a good idea to spend the whole money at first so be sensible to manage your budget.



Reading & Writing

1 Tick the options that remind you of a journey with friends. Explain your reasons.

Have Ss examine the options and choose the ones which they think are related to travelling with friends. Encourage them to explain their choices with examples. Elicit the answers.

KEY

Ss' own answers

2 Look at the pictures below and talk about the city break of the students.

Get Ss to look at the pictures and talk about the city break of the students as in the example.

KEY

Ss' own answers

3 Work in pairs. Ask and answer the questions below.

Ask Ss to work in pairs to answer the questions about holidays.

KEY

Ss' own answers

4 Read the text quickly. Choose the best option that summarises it.

Have Ss read the options and then the article to understand what it tells. Elicit the answer.

KEY

b

5 Read the text again. Complete the blanks in the article with the following sentences. There is one extra.

Ask Ss to read the article again and complete the blanks with the given sentences. Remind them to pay attention to the sentences which are before and after the gaps. Elicit the answers.

KEY

1. c

3. g

5. b

f Extra

2. e

4. a

6. d

READY, SET, GO!

A city break with friends might be a lifelong experience if you plan everything wisely. (1)
 Here you will find some tips and popular destinations for an
 unforgettable city break.

What you must do at first is to make sure you have chosen the **matchy friends** to explore a city. Be
 open to each other and explain your expectations before you leave. (2)

As it is a matter of spending the least money, you should try to find **bargain flights**. There are some
 mobile applications of the flight companies that inform you about the cheapest tickets. Planning your
 holiday for **travel off-season** may save your time and money. (3)

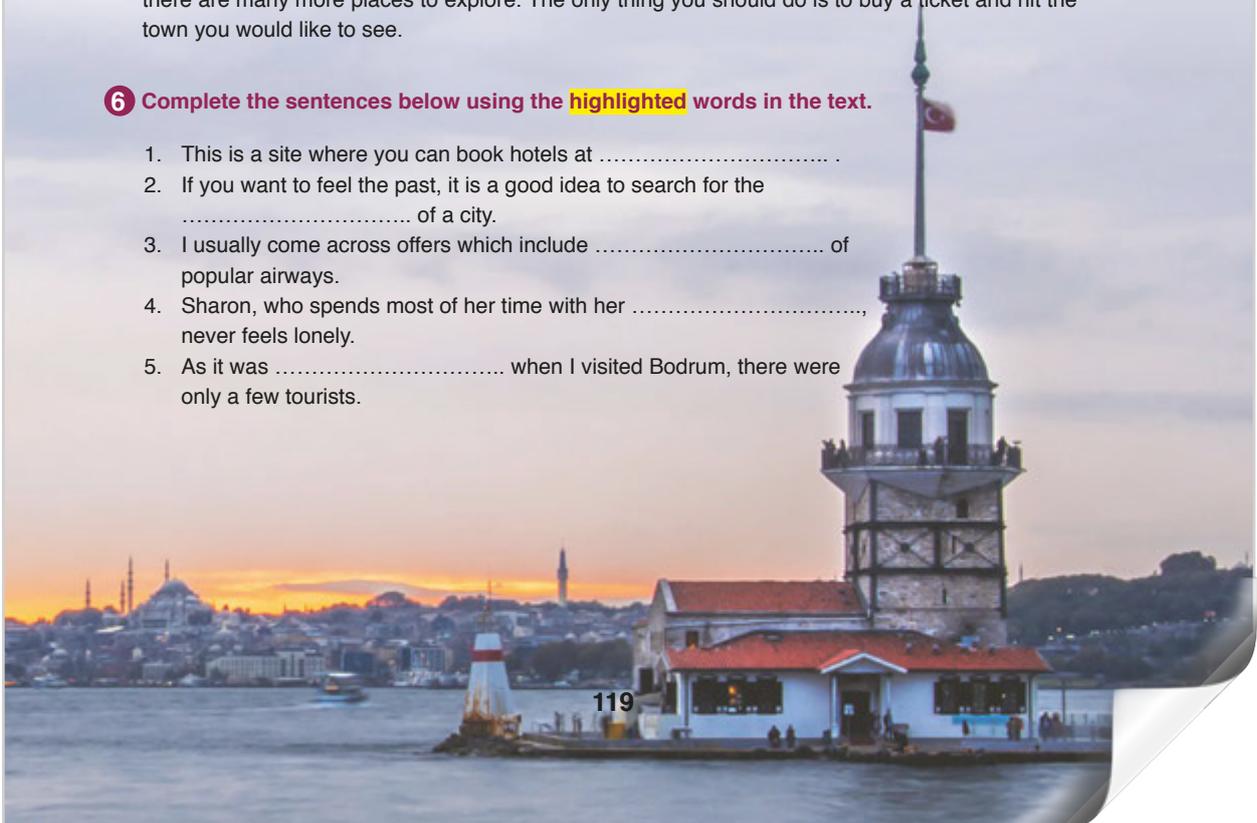
This might be the first time you are in a different city, so it may sound quite adventurous to get lost in
 the streets. However, it is better to get a guide book which will help you gain time. (4)

Don't miss out on a chance to try the local food. Try as many different tempting dishes as you can.
 (5) They will increase your energy and make
 you active. And keep in mind that you can find vegetables and fruit with **reasonable prices** in most
 supermarkets. While having your healthy food at a park, you can enjoy the fresh weather and watch
 the life moving around.

Some cities are notable destinations. If you haven't decided yet, start with Istanbul, where you can
 see the European and Asian culture. (6) It is
 one of the fantastic cities. Another remarkable city Rome, which is full of **historic sites**, is perfect for a
 city break. Spanish steps, The Trevi Fountain and the Colosseum will guide you live the history now.
 Italian cuisine, which is one of the best, will leave distinguished tastes in your mouth. And certainly
 there are many more places to explore. The only thing you should do is to buy a ticket and hit the
 town you would like to see.

6 Complete the sentences below using the highlighted words in the text.

1. This is a site where you can book hotels at
2. If you want to feel the past, it is a good idea to search for the
 of a city.
3. I usually come across offers which include of
 popular airways.
4. Sharon, who spends most of her time with her,
 never feels lonely.
5. As it was when I visited Bodrum, there were
 only a few tourists.



7 Work in groups of four or five. Prepare a booklet to describe your hometown.

a. Follow the steps below.

- Act like a tourist.
- Take a historic tour.
- Photograph your hometown.
- Go and visit the city library to get some old photos of your hometown.

b.  Prepare a booklet as in the example answering the questions below.

- Where is it located?
- What is it known for?
- What are the main industries in your hometown?
- What are the historic and natural beauties of your hometown?
- What are the advantages and disadvantages of living there?



 **Game Time! Play the game “Describe It.”**

Pronunciation

 **Track 60** Listen and practise. Notice that *assimilation* in the sentences occurs when the ending sound of a word takes the first sound of the next word.

- hard game Soccer is a hard game. /hɑːggeɪm/
 good boy Jack is a good boy. /gʊbbɔɪ/
 white paper We need some white paper. /waɪppɛɪpə/

Check Yourself

					
I can	organise specific information in a narrative about a person or an event while listening.				
	ask and answer questions to clarify a well-known person.				
	scan online and printed newspaper articles to find out personal details.				
	write a text about my teachers and friends for a school magazine.				
	write a booklet to describe my hometown.				

- 7 a.** Work in groups of four or five. Prepare a booklet to describe your hometown. Follow the steps below.

Divide the class in groups of four or five. Tell Ss to prepare a booklet to describe their hometown. Ask them to follow the steps given.

KEY

Ss' own answers

- b.**  Prepare a booklet answering the questions below.

Have Ss use the information and visuals they have gathered to design a booklet. Ask them to answer the questions given.

This activity enables Ss to write a booklet to describe their hometown.

KEY

Ss' own answers

 **Game Time! Play the game 'Describe It.'**

Have Ss work in pairs of A and B. Tell each student to take a pen and a piece of paper. Tell all As to turn back. Make sure that they don't see the board. Have all Bs look at the board. Write 4 personality traits and 4 similes from the list below on the board. Have Bs describe the first word on the board to the As without giving the name of the activity or personality trait only in English. For example: This person likes giving presents to his / her friends. Money isn't a matter for this type of person... etc. As listen and write their guesses on the paper and show them to the Bs. A students don't talk during the activity. If the guess is true, B students go on with the next word on the board and so on. If their partners can't find the word, B students try to give clearer description until their partners find and write the correct word. When all As find the words, they swap roles and the game continues with a new set of words written on the board.

Word List

personality traits	similes
confident, edgy, modest, shy, fierce, sincere, trustworthy, loyal	as wise as an owl, as fit as a fiddle, as graceful as a swan, as thick as thieves, as gentle as a lamb, as sweet as honey, as strong as an ox, as busy as a bee

Pronunciation

 **Track 60** Listen and practise. Notice that *assimilation* in the sentences occurs when an ending sound of a word takes the first sound of the next word.

Explain to Ss that they are going to listen and practise the assimilation in the sentences. Play the recording. Then choose some Ss to pronounce assimilation in the sentences. You may want them to give more examples.

This activity enables Ss to practise the pronunciation of assimilation.

Theme 9 My Friends

A- Best Friends Forever

LISTENING SCRIPT (Track 54-55)

Phoebe : Jamie, guess what! I have found lots of photos for our presentation which is for the friendship day. Come and have a look.

Jamie : Good job, Phoebe! Wow, Henry Ford and Thomas Edison, ha? Were they really close friends? I know their great inventions but I've never heard that they had a sincere friendship.

Phoebe : You are right! They were as busy as bees with their scientific hard work which made them world-famous. Actually, Henry Ford was a great fan of Edison. While he was listening to Edison at a conference, he had a chance to meet him. They had a short conversation and Edison encouraged Ford to make electric cars.

Jamie : Apparently, that little bit of advice set their friendship story, right?

Phoebe : Absolutely. The next step of their friendship was becoming neighbours. In time, they became real friends until the end of their life.

Jamie : Quite touching! Ford and Edison are the first best friends of our presentation. As the second one, why don't we take Sarah and Fatima whose friendship is the most popular in the class?

Phoebe : That's a good idea. It will be a good surprise for everyone in the class. I really admire their friendship. In spite of coming from completely different cultures, they've proved everyone that real friendship exists.

Jamie : I have some photos of the girls from the end of the year party. They look as fit as a fiddle in their gorgeous evening dresses. We can use them for our presentation.

Phoebe : Look, Jamie! I have a photo of Sarah hugging Fatima. They both look really happy.

Jamie : Oh! What a nice smile on Sarah's face. She is as sweet as honey.

Phoebe : OK. But we need one more friendship. How about a friendship story from TV?

Jamie : Good idea. What about Oprah Winfrey and Gayle King who are famous for their TV shows?

Phoebe : Great. They are as thick as thieves. They have been close for many years. They are even the symbol of true friendship for good and bad days.

Jamie : OK, then. Now, it's time to arrange our poster.

Phoebe : Our 'friendship day' presentation will be perfect.

B- Treat yourself!

LISTENING SCRIPT (Track 58-59)

- Teacher** : Good morning everybody. Are you ready to listen to your friends' presentations? Let's hear Nathan first.
- Nathan** : This is our favourite activity because we are real night owls and crazy about films; especially film series. Now, I will tell you what you need for a fabulous night. The more crowded the group is, the funnier the activity becomes. So, at least five movie freaks come together and choose a movie type like horror, comedy or science-fiction. We decide on four films which are recently released. Starting time, which is usually nine for us, is necessary to be planned. The one who has spare time that day arranges the food which is nothing but pop-corn, sweets and soft drinks. The room where we spend at least eight hours must be very comfortable with pillows and blankets. And last but not least, we make the night unforgettable with dim lights, dark curtains and the music which is played during the breaks. You should definitely try it.
- Teacher** : Thank you Nathan. Sounds amazing! Now, it's Frida's turn.
- Frida** : I'd like to introduce my friends' most popular activity. It is a real contest in which we try to cook the tastiest food. We form a group of 2 to 4 people and gather in one of our kitchens where the most cooking utensils are available. Meeting time is the last Friday of each month. We choose a different ingredient every month and make dishes with it. It is good to set a time limit of 30 minutes, which is perfect. When the food is ready, it is a must to label it. Three people, who are the judges, choose the dish which has the best taste, presentation and usage of the ingredient. The award is a wooden spoon which is sprayed gold. If you want to live great moments, hold this contest.
- Teacher** : Call me for the next one! (Everybody laughs) Amy is waiting for her turn. Come on Amy.
- Amy** : Every month an afternoon, approximately ten of us meet at a friend's house where we can exchange clothes. Everyone brings the clothes which they don't need any more and take the ones they like. Main rule is to bring the clothes which are clean and in good condition. What you need is one or two full-length mirrors and around two-hour spare time. At the end of the day, you will like the designer clothes which you have had free.

THEME 10

VALUES AND NORMS

A. Come as you are

B. The "Heart" is the new "Mind"

THEME	FUNCTIONS	SKILLS
10 VALUES AND NORMS	<ul style="list-style-type: none"> Expressing opinions Exchanging ideas Making comments 	<p>Listening</p> <ol style="list-style-type: none"> Students will be able to identify the topic and the main idea of a recorded text / video. <p>Pronunciation</p> <ol style="list-style-type: none"> Students will be able to practise the sounds of / i: / and / ai /. <p>Speaking</p> <ol style="list-style-type: none"> Students will be able to exchange ideas about values and practices. Students will be able to make comments about moral values and norms in different cultures. <p>Reading</p> <ol style="list-style-type: none"> Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies. <p>Writing</p> <ol style="list-style-type: none"> Students will be able to write an essay about the importance and effects of values and norms in society. Students will be able to write slogans about spiritual, moral and social values.
	GRAMMAR	
	either...or neither...nor both...and not only...but also	
	IDIOMS / PROVERBS	
	<ul style="list-style-type: none"> When in Rome, do as the Romans do. young at heart 	
	VALUES	
<ul style="list-style-type: none"> love respect honesty justice 		

Do you really believe in the magic of kindness?

Does the ability to change the world depend on goodness?

Will a beautiful life bloom from a beautiful mind away from sadness?

Are respect and honesty the keywords that lead you to happiness?

Listening & Speaking

1 Look at the quotes below and match them with the people. Then, discuss what they mean.

- a. "We love all the created for the sake of the Creator."
 b. "Let's be one, be big and alive."
 c. "I saw many humans on whom there were no clothes, I saw many clothes in which there were no humans."
1. Rumi
 2. Yunus Emre
 3. Hacı Bektaş Veli

2 a. Read the seven principles of Rumi and match them with the messages they give. More than one option is possible.

1. In generosity and helping others, be like the river.
 2. In compassion and grace, be like the sun.
 3. In concealing others' faults, be like the night.
 4. In anger and hatred, be like the dead.
 5. In modesty and humility, be like the soil.
 6. In tolerance, be like the ocean.
 7. Either appear as you are or be as you appear.
- Forgive others.
 Be patient and understanding.
 Stay calm and keep your balance.
 Love is a must for everyone.
 Honesty is the best policy.
 Share what you have.
 Let go of your ego.



b. Work in pairs. Talk about the principles of Rumi. Use the expressions in the box.

Asking for opinions	Expressing opinions	Agreeing / Disagreeing
What do you think of ...? Do you have an idea ...? What is your opinion about ...? How / What about ...?	I think ... I believe ... In my opinion ... I personally feel that ... That probably means ...	Maybe you're right (but) ... I feel the same way. I think so too. I don't agree (because) ... I'm afraid I disagree ... I'm not so sure about that. I'm sorry but I think ...

e.g.

What do you think about the first principle?

I feel the same way. I also believe helping others can make us happy too.

In my opinion being generous like a river means, we should help others unconditionally.

Theme 10 Values and Norms

A- Come as you are

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Listening & Speaking

- 1** Look at the quotes below and match them with the people. Then, discuss what they mean.

Have Ss look at the names of the people. Encourage them to share some information about these famous poets and philosophers. Then, get them to read the quotes and match them with their owners.

KEY

1. c

2. a

3. b

TEACHER TIP

Rumi (1207-1273) was a 13th century Sufi (Islamic mystic), poet and philosopher. Although his works are almost 800 years old, he's one of the most famous poets in the world. Every year thousands of people visit Konya to watch the whirling dervishes on his death anniversary.

Yunus Emre (1238-1320) was a Sufi poet who had a great influence on Turkish culture and literature. Most of his poems are about love for God.

Hacı Bektaş Veli was a 13th century philosopher whose belief system heavily lies on modesty, tolerance, humanity and equality. His philosophy has had a powerful impact on Anatolian culture.

- 2 a.** Read the seven principles of Rumi and match them with the messages they give. More than one option is possible.

Ask Ss if they have ever heard the seven principles of Rumi (Mevlana). Encourage them to share their knowledge. Then, get them to read the principles and choose the corresponding messages they give. Help them with the unknown words. Remind them that one message can match more than one principle. Elicit the answers in the class.

KEY

Forgive others. (3,6)

Honesty is the best policy. (7)

Be patient and understanding. (4,6)

Share what you have. (1)

Stay calm and keep your balance. (6)

Let go of your ego. (5)

Love is a must for everyone. (2)

- b.** Work in pairs. Talk about the principles of Rumi. Use the expressions in the box.

Get Ss to work in pairs to discuss the seven principles of Rumi by paying attention to the messages they give. Encourage them to focus on the expressions that are used while expressing opinions or exchanging ideas.

This activity enables Ss to exchange ideas about values and practices.

3 a.  Track 61 Listen to the interview with Prof. Olsen and find out what she is talking about.

b.  Track 62 Listen to the interview again and choose the main idea of the interview.

- a. We should learn the life of Rumi.
- b. We need to discuss the principles of Rumi.
- c. We should both understand and follow the principles of Rumi.

4  Track 63 Listen again and write true (T) or false (F).

- 1. Rumi wants to give us a life lesson through his principles.
- 2. Rumi advises us to help others without expecting anything.
- 3. Prof. Olsen thinks that forgiving others won't make a difference in our lives.
- 4. Rumi advises us to be patient while dealing with problems.
- 5. His principle about modesty suggests that we don't need to be open to different ideas.
- 6. Rumi says we should be honest not only to others but also to ourselves.

5 Work in pairs. Ask and answer the questions about the principles of Rumi. Use the structures in the box.

not only but also
both and
neither nor
either or

- In your opinion, which principle is the most important one? Why?
- Which principles are about making others happy?
- How can we live according to those principles?

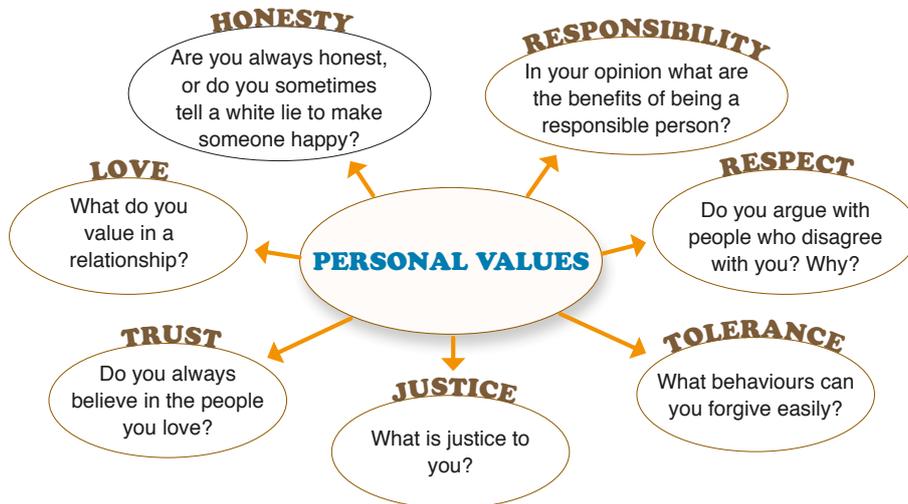
e.g.

In your opinion, which principle is the most important one?



I think, not only forgiving others but also tolerating mistakes is important.

6 a. Work in groups. Choose three questions from the spidergram and discuss them.



b. Share your ideas in class.

- 3 a.  **Track 61** Listen to the interview with Prof. Olsen and find out what she is talking about.

Have Ss listen and find out what Professor Olsen is talking about. Elicit the answers.

This activity enables Ss to identify the topic and the main idea of a recorded text / video.

KEY

He is talking about the Seven Principles of Rumi.

- b.  **Track 62** Listen to the interview again and choose the main idea of the interview.

Get Ss to read the statements and then listen to the interview again to choose the main idea of it. Elicit the answer.

This activity enables Ss to identify the topic and the main idea of a recorded text / video.

KEY

c. We should both understand and follow the principles of Rumi.

- 4  **Track 63** Listen again and write true (T) or false (F).

Get Ss to read the sentences and then listen to the interview again to decide if they are true or false. Elicit the answers.

KEY

1. T 2. T 3. F 4. T 5. F 6. T

- 5 **Work in pairs. Ask and answer the questions about the principles of Rumi. Use the structures in the box.**

Have Ss read the questions and the sample dialogue. Encourage them to ask and answer the questions using the structures in the box. For further study on *Correlative Conjunctions* (both ... and, either ... or, neither ... nor, not only ... but also) see *Grammar Reference* section.

- 6 a. **Work in groups. Choose three questions from the spidergram and discuss them.**

Have Ss look at the spidergram and read the questions about values. Make sure they understand each question. Then, set a time limit and get them to work in groups to discuss the questions.

- b. **Share your ideas in class.**

Encourage Ss to share the ideas they have discussed in exercise 6a.

TEACHER'S NOTE

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Reading & Writing

- 1 a. Read the statements about cultural norms of different countries and guess if they are true (T) or false (F).

1. In Egypt, you shouldn't add salt to your meal when you are invited to dinner.
2. Norwegian people use a knife and fork even when eating sandwiches.
3. In England, your host never lets you pay for your meal.
4. Playing with chopsticks is considered rude in Japan. So be careful with them.
5. In Mexico, being overweight gives the message that you are healthy.
6. Be gentle and avoid strong handshakes in the Philippines.

- b. Work in pairs. Discuss the possible reasons for the social norms above.

e.g.

Student A: I think you shouldn't add salt to your meal when you're invited to dinner because your host may think you don't like the food.

Student B: I agree with you. / I don't think so. They shouldn't add salt because.....

- 2 Guess the meaning of the proverb "When in Rome, do as the Romans do."

CULTURE MATTERS

When in Rome, do as the Romans do. As this proverb emphasizes, if you don't want to suffer from **culture shock** when you go to another country, you should learn its social **norms** and values. Here are three people telling us what they have experienced in a foreign country.

**Anna, Australia**

As an Australian, what I was most surprised about Turkey was the huge breakfast table. It includes various types of cheese, olives, eggs, sausages, pastry and of course vegetables like cucumber and tomatoes. It is more common to be invited to breakfast rather than dinner at weekends. Turkish people can spend hours around the table; eating, drinking so many glasses of Turkish tea, chatting and enjoying themselves. Another point was about consuming bread. Yes, they eat a lot of bread at every meal. What's more, in my country we don't start eating bread until the food arrives, but you are served delicious hot bread and butter before the main dish in many Turkish restaurants. Sharing food even with strangers is also a common characteristic in this country. They not only want to share their food but also insist on this. When it is time to pay the bill, another struggle starts. Each person on the table wants to pay it, which is quite unusual for us. I must confess that being in this country was a marvelous experience for me and really raised my **cultural awareness**.

THEME 10

3 Complete the sentences using the highlighted words from the text.

1. To encourage the of the new generation, we should teach the values of our society.
2. Social are unwritten rules about how to behave in a particular culture.
3. You should follow the rules of if you want to behave politely.
4. Everybody can face when they start to live in a different community.
5. Kissing elders' hands is a well-known Turkish to show respect.

4 a.  Read the text and complete the table with the cultural norms and values of each country.

Turkey	Australia	Japan	The UK
sharing food	using brief sentences	.....
.....
.....
.....
.....

b. Work in pairs. Compare the countries using the information in exercise 4a as in the examples.

- Both in Turkey and Japan you should take off your shoes before you enter a house.
- Usually Turkish people not only hug but also kiss on two cheeks when they greet each other.
- Japanese people neither make direct eye contact nor speak loudly.

Kim, Japan

I have been living in Turkey for a few years and learnt quite a lot about Turkish culture and traditions. We have many differences in our social **etiquette**. Japanese people communicate with brief sentences. In Turkey, it is amusing to listen to the people telling everything in detail. We don't like speaking loudly, but it is a normal way of communication here. We have differences in using body language as well. For example, making direct eye contact is offensive in my country. However, in Turkey it is necessary to make eye contact to tell what you mean. Also, we bow to greet someone as a sign of respect. It may be acceptable to shake hands, but Turkish people both hug and kiss on two cheeks when they meet their friends. On the other hand, we have a common tradition. People in both countries take off their shoes while entering a house. It is a must to say that these people aren't only friendly but also eager to show this trait.



Deniz, Turkey

Before my trip to the UK, all I knew was Big Ben and their popular food, fish and chips. In the beginning, I had hard times getting used to the **customs** of this country. For instance, in my country being punctual is important too, but you don't have to call the person to say you will be late just for five minutes. Here I have learnt that even if you are late for a few minutes, you have to call and tell your reason. In addition, I had believed that the English were a bit cold and less friendly until I met them. But soon, I realised that they were as friendly and hospitable as the people in my country. That was a great life lesson for me.



THEME 10

5 Discuss in groups. Talk about the most important values that shape your society as in the example.

trust responsibility empathy acceptance
honesty hospitality respect

e.g.

I think hospitality is the most important value in our culture. For example, we do our best to serve and host our guests.

I agree with you. Also, we can sometimes accept the people in need to our homes.

You are right. Once, we hosted a cyclist who lost his way.

6 Complete the essay below about values you've discussed in exercise 5. Use the outline given.

Introduction	Introduce the topic. Write a thesis statement that explains what the essay is about.
Body	State your ideas with supporting points and examples. Use: first, to begin with, for one thing, secondly, next, in addition, finally, lastly, etc.
Conclusion	Summarise your opinions. Use: in conclusion, to summarise, consequently, in summary

.....

Do the values and norms reflect the identity of a society? The answer is absolutely yes. For example, Turkish people are known for their It is one of the most important values that shapes our culture.

Firstly, I believe that

.....

Next,

.....

..... Finally,

.....

In conclusion,

.....

.....

Culture Corner



A. Read the following statements. Guess and write true (T) or false (F).

1. In the USA, you shouldn't give a tip to the waiter who serves you.
2. In Japan, you should always laugh with your mouth open and show your teeth.
3. In Haiti, you shouldn't whistle in public.
4. In Argentina, if you attend a dinner invitation on time, you make your host quite happy.
5. In China, you shouldn't open a gift in front of the person who gives it to you.

B. Read the text and check your answers.

SOCIAL ETIQUETTE

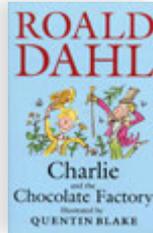
Each culture has different traditions, so they have improved different norms in the course of time. When we travel around the world, we realise and experience this better. As it is said "one man's meat is another's poison"; one culture's offensive etiquette can be quite acceptable in another culture. Here are some examples:

- In the USA, not giving a tip to the person who serves you is considered rude. But in Japan it is just the opposite. If you give a tip to the server, it means an insult to that person because it is his duty to do his best.
- Laughing open mouth is generally thought to be a way of showing happiness. However, in Japan, it is considered impolite.
- Whistling is a way of making music but it is quite rude in Haiti. Making direct eye contact is also a bad behaviour there.
- Being punctual is a sign of a good personality. However, coming on time is not a proper etiquette in Argentina. Because you are probably expected an hour later as your host may be busy with the preparations.
- Opening a gift in front of the person who has given it to you is a good way to show your happiness about it. Whereas, in China and India it isn't a good idea to open the gift as soon as you receive it because they may think you're quite a greedy person.



Listening & Speaking

- 1 a. Look at the book covers. Which ones are familiar to you? Share and discuss what you know about the main characters.



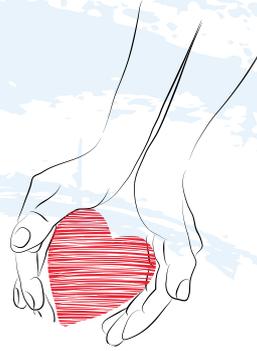
- b.  Read the poem and choose the best option to find the gist.

- Always walk the way with the people who make you happy.
- Kindness, goodness and tolerance are the keywords in life.
- Taking care of flowers gives peace to your soul.

No matter where you go
And whom you walk with all the way
Let the kindness fill your heart
And appreciate each day

A gentle touch of goodness
Awakens the humanity
Even watering a small flower
Wipes away the vanity

Grown-ups may block your path
Never get angry
Always keep in mind that
Tolerance is the key to harmony



- 2 Read the sentences and choose the correct option for the words in bold.

- What Sharon **took away** from her manager's speech is that the new project will definitely be worth working on. Thus, the message she got motivated her well.
 - learnt
 - misunderstood
- It is necessary to **pass down** family traditions. Otherwise, social morals and values of a nation may disappear in the course of time.
 - have experience
 - transfer experience
- Kareem, the **narrator** of the story, tells the readers all about his breathtaking journey in the Pacific Ocean and his clashes with the pirates.
 - storyteller
 - scenarist
- "Fairy tales can come true. It can happen to you if you are **young at heart**" is my grandma's favorite part in Sinatra's song. She says the lyrics make her feel like a teenager again.
 - physically and mentally mature
 - active and have a lot of energy
- The author **is obsessed with** writing his new novel. He spends so much time on it that he even sometimes forgets eating.
 - keep thinking about
 - not care about

B- The "Heart" is the new "Mind"

Listening & Speaking

- 1 a. Look at the book covers. Which ones are familiar to you? Share and discuss what you know about the main characters.

Tell Ss to look at the book covers and ask which ones are familiar to them. Have them share and discuss what they know about the main characters.

TEACHER TIP

Zeze (My Sweet Orange Tree): Zeze is a young boy who lives in Minas Gerais in a very humble house with his family, consisting of his unemployed and alcoholic father, and his mother who works to support the home and his siblings.

Mr Willy Wonka (Charlie and the Chocolate Factory): Mr Wonka is the owner of the chocolate factory. He is old but filled with boundless energy. He's physically small but his character is larger than life.

Charlie Bucket (Charlie and the Chocolate Factory): Charlie is an eager boy whom Mr Wonka is looking for to teach all the secrets of his factory.

The Little Prince (The Little Prince): The Prince leaves his home planet and his beloved rose to journey around the universe and ends up on Earth. He's extremely perplexed by the behaviour of adults.

The Narrator (The Little Prince): The Narrator is a lonely pilot who, while stranded in the desert, becomes friends with the little prince. They spend 8 days in the desert affecting each other's character.

- b.  Read the poem and choose the best option to find the gist.

Ask Ss to read the poem to choose the gist of it. Elicit the answers.

KEY

b. Kindness, goodness and tolerance are the keywords in life.

- 2 Read the sentences and choose the correct option for the words in bold.

Have Ss read the sentences and choose the correct option for the words in bold. Check their answers.

KEY

1. a

2. b

3. a

4. b

5. a

Idiom of the content

young at heart: To think young and be positive each and every single day.

3  **Track 64** Listen to Tanita and Kevin talking about the book *The Little Prince* and circle the correct option.

1. How old was Tanita when she had the book?
 - a. 18
 - b. 8
2. When was the book published?
 - a. in 1943
 - b. in 1914
3. How many languages has the book been translated into?
 - a. more than 250
 - b. more than 350
4. How many pages does the book consist of?
 - a. 82
 - b. 80

4  **Track 65** Listen to the dialogue again and write true (T) or false (F). Correct the false ones.

1. Tanita had never read *The Little Prince* until she became a high school student.
2. The book is an excellent bedtime story for children and a philosophical tale for adults.
3. Kevin thinks no matter how many times you read the book, you always get the same messages.
4. Tanita wasn't surprised at all when she realised that the narrator was a grown-up.
5. The narrator of the book is an active and energetic person although he is an adult.
6. We can easily identify the appearance of the narrator as the book includes a detailed self-portrait.
7. The narrator would rather live alone than live a materialistic life which is based on money and ambitions.
8. Children can never understand the real important things in life because they are too young and inexperienced for it.



5 a. Work in pairs. Look at some of the typical behaviours of a grown-up who feels young at heart. Brainstorm and add as many behaviours as you can to the list.

- getting dressed in colourful clothes
- taking selfies with friends
- listening to music with headphones on the street
- feeling the joy inside

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b. Think of a grown-up who is young at heart from your family members / teachers / neighbours, etc. Then describe him / her.

3  **Track 64** Listen to Tanita and Kevin talking about the book *The Little Prince* and circle the correct option.

Have Ss listen to the dialogue and choose the correct option. Play the recording. Elicit the answers.

KEY			
1. b	2. a	3. a	4. b

4  **Track 65** Listen to the dialogue again and write true (T) or false (F). Correct the false ones.

Have Ss listen to the dialogue again to write true (T) or (F). Ask them to correct the false ones. Play the recording. If necessary have them listen once more. Check their answers.

KEY
1. T
2. T
3. F Kevin thinks no matter how many times you read the book, you take away more messages.
4. F Tanita was surprised when she realized that the narrator was a grown-up.
5. T
6. F We can't identify the appearance of the narrator as there is no detailed self-portrait in the book.
7. T
8. F Children have a deep understanding of the truly important things in life.

5 a. **Work in pairs. Look at some of the typical behaviours of a grown-up who feels young at heart. Brainstorm and add as many behaviours as you can to the list.**

Tell Ss to work in pairs. Ask them to look at the typical behaviours of a grown-up who feels young at heart. Have them brainstorm and add as many behaviours as they can to the list. Monitor them while they are speaking. Help them if necessary.

b. **Think of a grown-up who is young at heart from your family members / teachers / neighbours, etc. Then describe him / her.**

Ask Ss to think of a grown-up who is young at heart from their family members / teachers / neighbours, etc. Then let them describe him / her.

TEACHER'S NOTE
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Reading & Writing

1 a. Read the quotes of *The Little Prince* and tick the ones you agree.

- "All grown-ups were once children, but only few of them remember it."
- "The most beautiful things in the world cannot be seen or touched; they are felt with the heart."
- "I must endure the presence of a few caterpillars if I wish to become acquainted with the butterflies."
- "Walking in a straight line, one cannot get very far."
- "Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them."



b. Work in pairs. Compare your choices with your partner's and discuss.

2  Read the summary of *The Little Prince* focusing on the highlighted words. Use your dictionaries to choose their synonyms.

- a. in the end
- b. annoy
- c. frankly
- d. fascinated
- e. arrogant
- f. joyful

**THE LITTLE PRINCE**

Antoine de Saint Exupery introduces his little hero to the readers in *The Little Prince*, which was published on April 6, 1943. The book tells the story of a pilot whose plane is crashed in the Sahara. There he meets a young blond boy known as the Little Prince. Even though the narrator, who is the pilot, is a grown-up, he is young at heart. That's why they get along very well with the Little Prince.

The novella has been translated into more than 250 languages and dialects as it touches the universal moral values. It has been read by both children and adults across the world for almost a century.

The moral lesson conveyed in *The Little Prince* is that life is only worth living when it is lived for others, not for oneself. As the Little Prince journeys from planet to planet, he meets the residents who live there and learns a lesson from each. The Little Prince lives on his planet in peace, taking care of his volcanoes and watching his sunsets. One day a rose appears on his planet and he is (1) **intrigued** by her, but soon her manners and her false words deeply (2) **offend** him. Then, he leaves her.

3  **Read the summary again and answer the questions.**

1. Who was *The Little Prince* written by?
2. How long has this novella been read?
3. Why has the book been translated into many languages?
4. Is *The Little Prince* primarily for children?
5. What does the Little Prince find out about the people on Earth?

4  **Read again to choose the main idea of the summary.**

1. Never trust unusual characters since they might offend you.
2. Love is the only path that leads you to happiness.
3. It is wise to stay away from adventure because you can only feel free in your comfort zone.

On his travels, which (3) **ultimately** lead him to Earth, he has a chance to view and evaluate many types of people. Most of the people he meets live only for themselves and do not invest their lives in anyone else. The king wants only to command, the (4) **conceited** man lives only to be admired. Neither the king nor the conceited man behaves (5) **honestly**. Also, the businessman wants to own everything without thinking if they are good or not. What all these men have in common is that they're completely selfish and live only for themselves. They've lost all sense and the meaning of love.

The author's message can be interpreted in many different ways, depending on the reader. However, the author mostly focuses on the meaning of life which is about the balance between giving and taking in relationships. The effort we put into a relationship with someone and the responsibility we feel is love. Life is (6) **blissful** when we care and share.



- 5 Work in groups. Write slogans on moral and social values like kindness, honesty, love, justice, etc. Create your own slogan on a T-shirt / mug / cushion / badge / backpack, etc.



Game time! Play "Get into Values and Norms".

Pronunciation

- A. Track 66 There are two different pronunciations of *either* and *neither*. Listen and practise.

	UK	US
either	/aɪ.ðə/	/i:.ðə(r)/
neither	/naɪðə/	/ni:ðə(r)/

- B. Track 67 Listen and tick the sounds in *either* and *neither* words you hear.

	/aɪ/	/i:/
Either appear as you are or be as you appear.	<input type="checkbox"/>	<input type="checkbox"/>
I either call or send a message to my teachers on Teacher's Day.	<input type="checkbox"/>	<input type="checkbox"/>
We should be neither dishonest nor selfish in our relationships.	<input type="checkbox"/>	<input type="checkbox"/>
Japanese people neither hug nor kiss when greeting.	<input type="checkbox"/>	<input type="checkbox"/>

Check Yourself

I can ask others' opinions and express my opinions about values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to an interview and identify the topic and the main idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make discussions about moral values and norms in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can catch the main idea from the supporting details in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create my own slogan about spiritual, moral and social values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Work in groups. Write slogans on moral and social values like kindness, honesty, love, justice, etc. Create your own slogan on a T-shirt / mug / cushion / badge / backpack, etc.

Ask Ss to work in groups. Tell them to write slogans on moral and social values like kindness, honesty, love, justice, etc. Have Ss create their own slogan on a T-shirt / mug / cushion / badge / backpack, etc. Let them exhibit their works in class.

This activity enables Ss to write slogans about spiritual, moral and social values.

TEACHER TIP

1. Keep the slogan short.
2. Make it memorable.
3. Keep it pithy.

Game time! Play “Get into Values and Norms”.

- Have Ss work in groups of four.
- Hand out the photocopiable material on page 272.
- Tell them to make as many sentences as possible using correlative conjunctions (both ... and, either ... or, neither ... nor, not only ... but also) and the topics in the word cloud. Remind them that the sentences must be meaningful and grammatically correct.
- The team with the most correct sentences wins.

Pronunciation

A. Track 66 There are two different pronunciations of *either* and *neither*. Listen and practise.

Explain to Ss that they are going to listen and practise different pronunciations of *either* and *neither*. Play the recording.

B. Track 67 Listen and tick the sounds in *either* and *neither* words you hear.

Get Ss to listen to the sentences carefully and focus on *either* and *neither* words. Have them tick the correct sound in the box.

This activity enables Ss to practise the sounds of /i:/ and /aɪ/.

KEY

	/aɪ/	/i:/
Either appear as you are or be as you appear.	✓	
I either call or send a message to my teachers on Teacher’s Day.		✓
We should be neither dishonest nor selfish in our relationships.		✓
Japanese people neither hug nor kiss when greeting.	✓	

TEACHER’S NOTE

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.....

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.....

Play "Get into Values and Norms".

help humility modesty
honesty generosity sharing
trust respect dedication tolerance
forgiveness
responsibility norms
openness
manners friendship
justice understanding compassion empathy
etiquette support
patience love

Theme 10 Values and Norms

A- Come as you are

LISTENING SCRIPT (Track 61-62-63)

- Presenter** : Today, we have a guest to discuss the seven principles of the great philosopher Maulana Jalaluddin Rumi. Welcome, Professor Olsen.
- Prof. Olsen** : Thank you. It's a pleasure to talk about these golden pieces of advice. We must not only learn but also understand and follow them to have a purpose in life.
- Presenter** : Could you please explain them in detail? What did he want to teach us with these meaningful principles?
- Prof. Olsen** : First of all, when he says "in generosity and helping others, be like the river", he means helping others should be unconditional. If you give, you become the receiver in time. So, those who help others can develop love and compassion for everybody. And it is explained by the second advice "in compassion and grace, be like the sun".
- Presenter** : Oh, quite touching. The more you give, the more you take.
- Prof. Olsen** : That's right. With his third principle, "in concealing others' faults, be like the night", he both encourages forgiveness and offers the person a fresh start. So, we need to forget our anger and hatred, and remain calm, which is the meaning of the fourth principle.
- Presenter** : Well, if one can forgive others, he frees himself from anger and unhappiness.
- Prof. Olsen** : Exactly.
- Presenter** : In his fifth principle, he says "in modesty and humility, be like the soil". I really wonder why he mentions the soil.
- Prof. Olsen** : Soil gives life to each and every living creature. You know, despite this role, it is under our feet. He advises us to be modest and patient while passing through hard times. Always have an open heart to listen to different opinions.
- Presenter** : You mean we should get rid of our ego I think.
- Prof. Olsen** : Absolutely. With his sixth principle he wants us to keep calm and tolerate others like an ocean. As you know, neither storms nor waves can cause the ocean to lose its balance.
- Presenter** : What about the last principle?
- Prof. Olsen** : It's about being what you are, which I think is the most important one. It tells us that we should be honest not only to the others but also to ourselves.
- Prof. Olsen** : That's the point! We all thank you.

B- The "Heart" is the new "Mind"

LISTENING SCRIPT (Track 64-65)

- Tanita** : Do you wanna hear my dirty little literary secret? Last week, I read *The Little Prince* by Antoine de Saint Exupery for the first time although it has been on my shelf since I was 8. While reading this novella as a high school student, I never felt that it was written purely for kids.
- Kevin** : Exactly! As a *Le Petit Prince* lover, I can say that it is a multi-level book. It's great as a bedtime story for a child, and a philosophical tale for an adult. Actually, I often read it again and again, and take away more messages each time. I strongly believe that not only should you read books you've never read, but also you should reread books you've already read.
- Tanita** : I totally agree with you, Kevin. Moreover, it's a timeless tale that has been passed down from generation to generation since it was published in 1943. Its illustrated pages have been translated into more than 250 languages and dialects.
- Kevin** : When you read the book, were you surprised to find out that it was narrated by an adult?
- Tanita** : I was! Even though the narrator is a grown-up, he is young at heart. And though he tells the story, the star of his tale is the Little Prince.
- Kevin** : Yeah, right!
- Tanita** : By the way, we don't know the narrator's name or age or even what he looks like, do we?
- Kevin** : No, we don't. The book doesn't include a self-portrait of him. What we know is that he is a pilot and he's forced to land his plane in the Sahara because of a problem with the engine.
- Tanita** : And what I got is that he isn't too fond of grown-ups. He believes that adults are obsessed with the wrong things such as facts and figures, money and ambitions. He finds it impossible to understand them and as a result, leads a lonely life.
- Kevin** : Also, he believes that children have a deep understanding of the truly important things in life, which are imagination, beauty and friendship.
- Tanita** : These are just what I value the most. I strongly recommend this novella to every adult who spends too much time with numbers and rules.
- Kevin** : Well, Tanita, this book is 80 pages of magic and it is full of lessons which prepare us for adulthood.
- Tanita** : So, this novella doesn't teach us about being grown-ups. It teaches grown-ups about how to be better grown-ups.

WORKBOOK ANSWER KEY

1 Choose the correct option.

1. Tom fixed **up / out / upon** his future career. He is going to be a lawyer.
2. I think they will not take **on / for / ahead** any new staff.
3. She cashed **out / on / up** and realised there was £50 missing.
4. Julia is so upset that she has burnt herself **in / out / for** in such a boring job.
5. He works really hard as an IT manager to get **ahead / on / over**.
6. Adam applied **in / for / on** the job and got it. He is going to start next week.

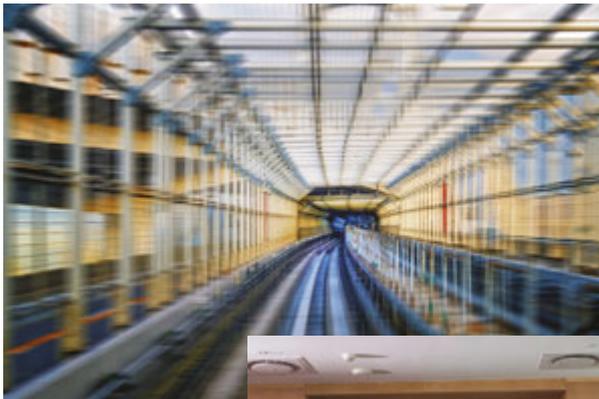
2 Read the definitions and complete them with these words.

app developer entrepreneur
software engineer biotechnologist orthodontist

1. **A biotechnologist** works in a lab and uses living organisms to produce drugs or other products.
2. **An orthodontist** cures dental problems.
3. **A software engineer** writes and develops computer programmes.
4. **An entrepreneur** starts business by taking risks to find a new opportunity.
5. **An app developer** designs applications for smartphones.

3 Choose the correct alternative.

1. Mark Zuckerberg is one of the most **artificial / innovative** entrepreneurs of our time.
2. To prevent global warming, we must use **sustainable / space** energy.
3. Entrepreneurs work on **space / planet** colonisation to find an alternative place to live.
4. We must improve the **transit / transportation** system as the cities are becoming more crowded.
5. Robots are more common in the 21st century because **artificial / imitation** intelligence is developing day by day.



THEME 1

4 Read the job ads and match them with the information below.

- * pays the most moneyD....
- * pays no money for some dutiesA....
- * pays the least moneyC....
- * offers various benefitsB....
- * requires no experienceB....
- * offers only morning shiftC....

A Tennis Instructor Needed

at Blue Island Summer Camp for 10 and 12 year-old children.

- Must be experienced, excellent player, energetic and good with kids.
- Will be sleeping in the same cabin with the kids.
- Must have a clean criminal background.
- £14/hour. Mon.-Sat., 8 a.m.-2 p.m. (teaching hours).

You never really 'clock off' during camper sessions. You'll be expected to help out whether it's your free time or not if your assistance is required. Only teaching hours are paid.

Drop your CV with one recent photo to Beach Rd VIC 3186 Brighton.
www.blueisland.com

B Job Opportunity for Pool Cleaners at England's Swimming Pool Company

Staff will be responsible for pool & spa at a hotel May-September.

- Full-time availability (7 a.m.-6 p.m., Mondays off)
- Experience is not essential.
- Free accommodation, food and beverage.
- Company paid training.
- Mobile phone allowance.
- £500 per week.

Applications should reach before 12 Feb. via e-mail.

espcompany@ricardo.net

C Waiters Required at Edinburg University Cafeteria

- Pay £7 per hour (plus tips).
 - 20 hrs per week, 6 a.m.-11 a.m.
 - Experienced candidates only.
- To apply, e-mail your CV.
jimmy@euniversitycafe

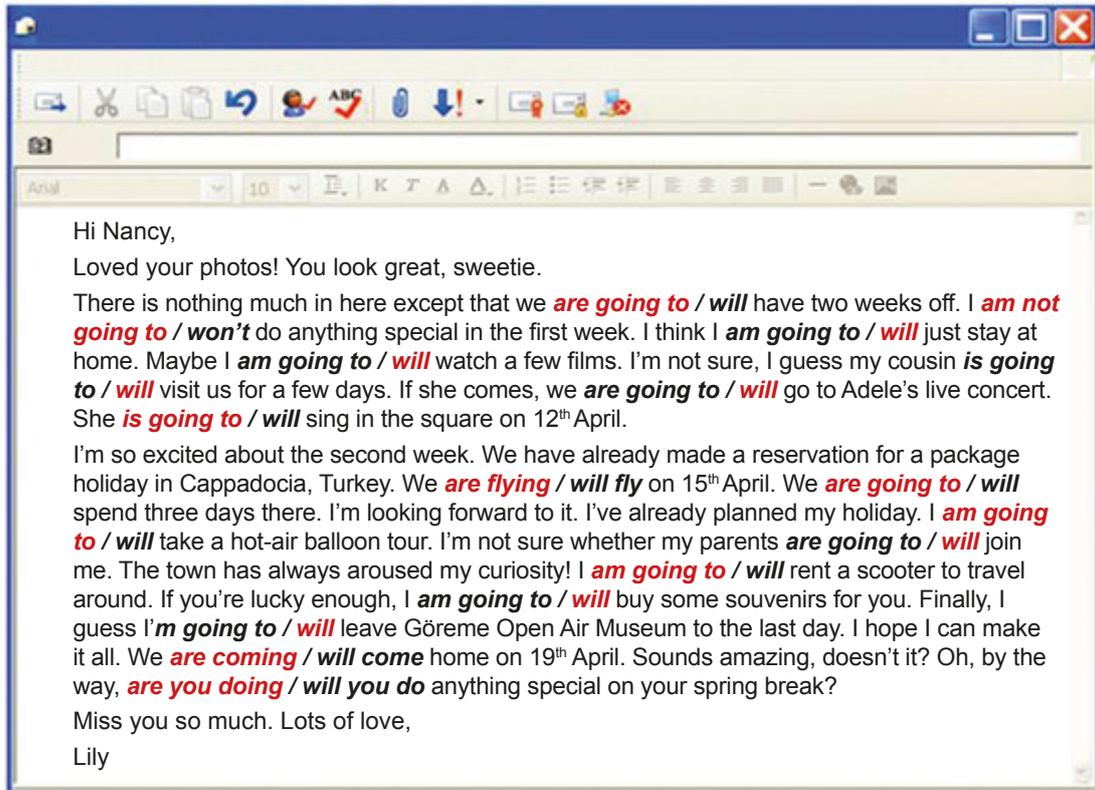
D Tour Bus Driver Wanted

- Drives bands across the country while on tour.
 - Great attitude and experience is a must.
 - Fun work, but must be willing to work long hours.
 - £20 per hour.
 - 7-day week / overnight driving possible.
 - Visit for a walk-in-interview along with your CV at 189 Baker Street NW1 London.
- keymusic@gmail.com

5 Read the ads again. Tick the correct statements.

1. The camp will check if the candidate has a police record.
2. The camp will pay the tennis instructor 40 hours a week.
3. The pool cleaners will work on Mondays.
4. The company will give the pool cleaners free education.
5. The cafeteria will pay the waiter £250 per week.
6. The waiter will work part-time in the cafeteria.
7. The driver will take the groups of musicians to live concerts.
8. The driver will only be driving during the daytime.

6 Read Lily's e-mail about her spring break plans. Choose the correct option.



7 Read the functions in brackets. Then fill in the blanks using the verbs with the correct future form.

- On Saturday at 11:00 a.m., I **am meeting** (meet) my friend. (personal arrangement)
- I **am going to see** (see) my grandmother next weekend. I can't wait to see her again. (intention)
- Let's hurry. It **will rain** (rain) in a few minutes. (prediction)
- You're carrying too much. I **will open** (open) the door for you. (spontaneous decision)
- I **won't hurt** (not / hurt) you anymore. (promise)
- I'm terribly sorry but I can't come. I **am going to work** (work) late till midnight. (plan)
- Don't touch this. It **will bite** (bite) you. (warning)
- Look out! The vase **is going to fall** (fall) down. (prediction based on evidence)

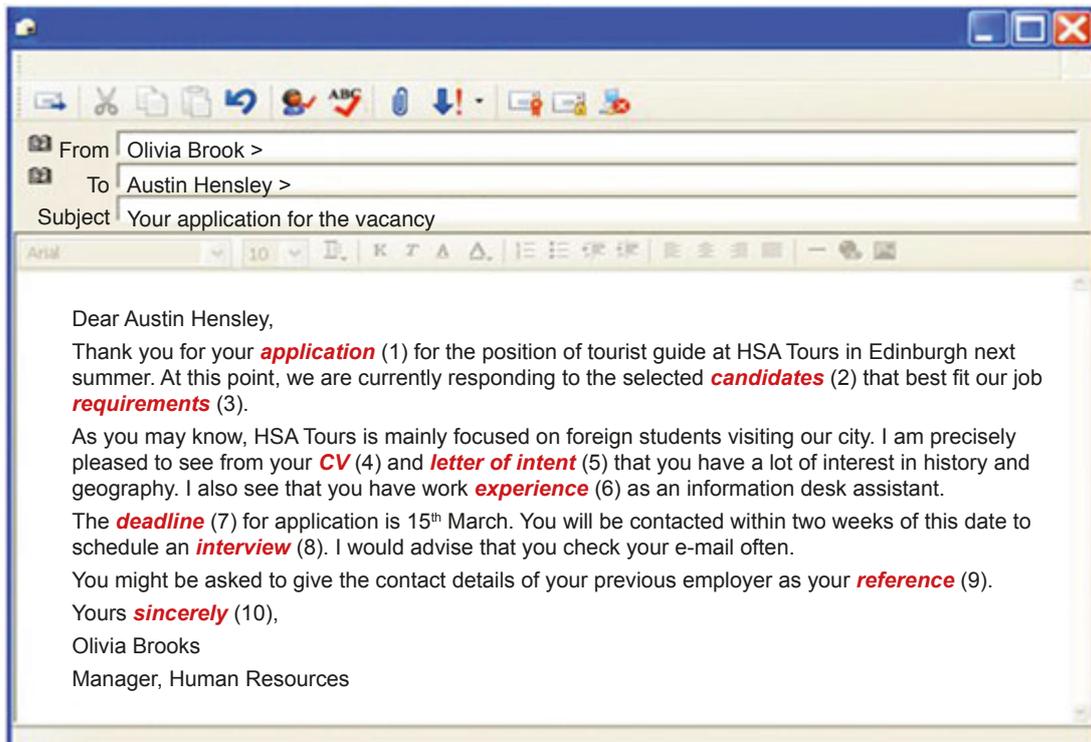
8 Write sentences about yourself as in the Exercise 7.

- (plan)
- (spontaneous decision)
- (personal arrangement)

Students' own answers

THEME 1

1 Read the letter. Choose the correct option to complete it.



- | | | | |
|---|---|--|--|
| 1. a. applying | b. applicant | <input checked="" type="radio"/> c. application | d. apply |
| 2. <input checked="" type="radio"/> a. candidates | b. benefits | c. staff | d. colleagues |
| 3. a. permanent | b. temporary | <input checked="" type="radio"/> c. requirements | d. skills |
| 4. <input checked="" type="radio"/> a. CV | b. asset | c. salary | d. vacancy |
| 5. a. deadline | b. colleague | c. shift | <input checked="" type="radio"/> d. letter of intent |
| 6. a. presentation | b. experiment | c. performance | <input checked="" type="radio"/> d. experience |
| 7. <input checked="" type="radio"/> a. deadline | b. date | c. limit | d. terminal |
| 8. a. interviewing | <input checked="" type="radio"/> b. interview | c. interviewee | d. interviewer |
| 9. a. guide | <input checked="" type="radio"/> b. reference | c. credit | d. referent |
| 10. a. sincere | b. faithful | <input checked="" type="radio"/> c. sincerely | d. faithfully |

2 Complete the statements using the correct words. One is extra.

deadline / asset / vacancy / candidate / staff / shift / colleagues / benefit

- I need to discuss the new year's budget with my **colleagues**.
- Jason works the late **shift** this week. He will be working till midnight.
- I bet Frank will miss the **deadline** to apply for the job. He has a lot on his plate at the moment.
- He is really well qualified. I'm sure he'll be the strongest **candidate** for the position.
- The new designer will be a valuable **asset** to our company. She looks extremely enthusiastic and creative.
- I'm going to graduate next term. I'll check if there is a permanent **vacancy** for an engineer in the factory.
- I will never stay in La Beach Hotel again. The **staff** was so rude and offensive.

3 Read the text and choose the correct option.

The text tells us ...

- a. the steps of applying a job **b.** the elements of a CV c. the steps of a job interview

You may be a recent graduate or someone who is still having education; if you want to insure the chance to get a job, you need to follow some basic steps and rules. With a well-organised CV, you will be introduced to your desired job. Plus, you can be well on your way to receive a call for an interview. So let's take a closer look at the key ingredients of a good CV:

- * **Personal information-** Give your full name, date of birth and current contact information, including your phone number and e-mail address.
- * **Education and qualifications-** List the places you studied (beginning with your most recent), the year you attended that school and any certificates earned.
- * **Work experience-** Write your work history for the past few years. Be sure to include dates of employment, the company name, your title, and a brief description of your activities.
- * **Skills-** Provide the details such as languages you can speak, familiarity with software programs, and other relevant information. This is your opportunity to list all the skills you have acquired through the years.
- * **Interests-** Mention your hobbies and other leisure time activities. This is your chance to show the bright side of your personality.
- * **References-** Offer the name of a teacher, your current employer or any credible person who knows you well. This will support and strengthen your application.
- * **Remember-** Keep it short! Never use more than two pages. Make sure you use correct spelling, grammar, and punctuation to make it absolutely perfect. Having an up-to-date CV is highly recommended.

4 Read the statements below. Write the correct elements of the CV next to the statements.

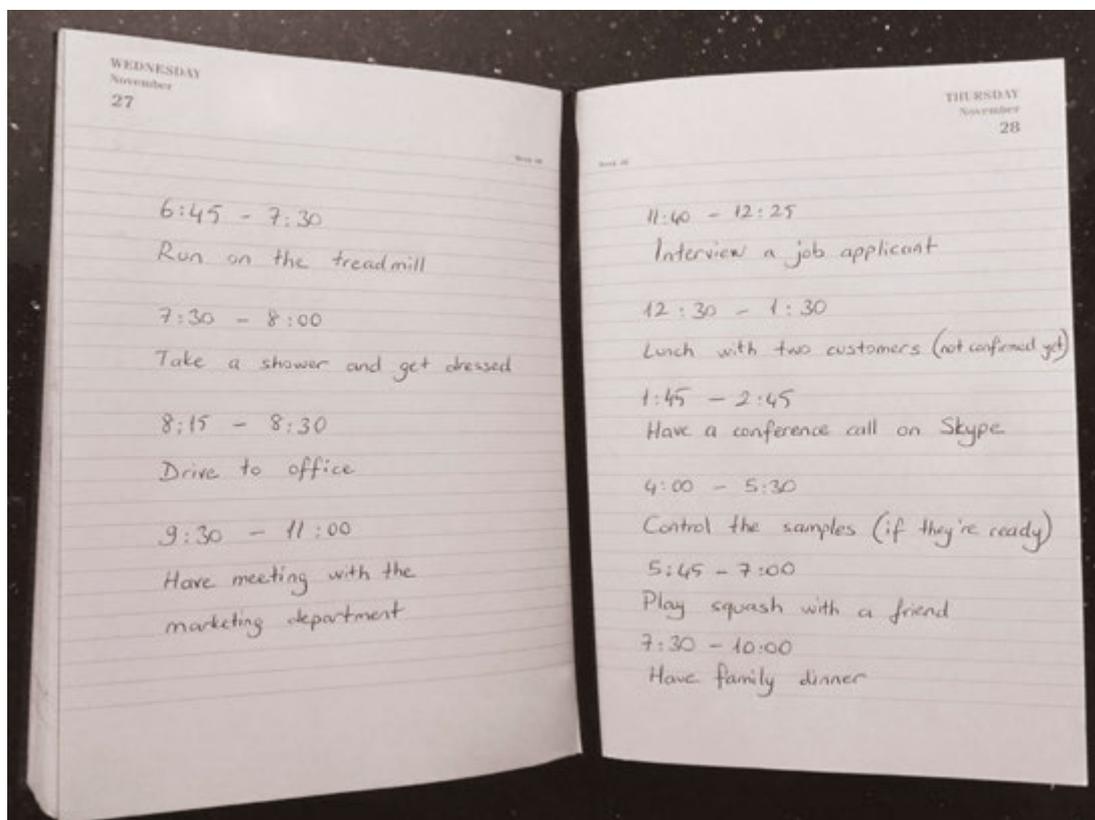
1. Also include your personal abilities such as organizing events or supervising. **Skills**
2. Say more about the jobs related to the one you are applying for. **Work experience**
3. If you can't think of any particular ones, don't stick to clichés. Be honest. **Interests**
4. Information such as nationality is optional. **Personal information**
5. Always ask for their permission before you give their contact information to the potential employer. **References**
6. If you are still studying, you should state an estimated completion date. **Education and qualifications**

5 These statements have false information. Read and correct them.

1. You can apply for a job only if you are a recent graduate.
Students can apply for a job as well.
2. You start writing with the primary school in the education part.
You start writing the highest level of education.
3. There is no need to mention about your earlier job description.
You should give a summary of work experience.
4. Once you write your CV, you should use it for all the job applications.
Your CV should include the latest information about yourself.

THEME 1

- 6 Brian is a businessman. Read the notes on his agenda. Then fill in the statements. Use *will be+Ving*, *be going to* or *will*.



1. He **will be running** (run) on the treadmill at 7:00.
2. He **will be taking** (take) a shower at 7:35.
3. He **is going to be** (be) on the way to work between 8:15-8:30.
4. He **is going to finish** (finish) the interview at 12:25.
5. He **will meet** (meet) his two customers for lunch at 12:30.
6. He **is going to start** (start) a conference call on Skype at 1:45.
7. He **will control** (control) the samples between 4:00-5:30 if they are ready.
8. He **is going to get together** (get together) with his family for dinner at 7:30.

- 7 Fill in the blanks using the correct form of the verbs. Use *will be+Ving*, *be going to* or *will*.

1. I'm sorry. I **will be working** (work) when you arrive at the airport. Please take a taxi.
2. John **will be sleeping** (sleep) at around 12 a.m. He can't answer your phone.
3. I **will help** (help) you with the dishes. You look so tired.
4. I **am going to be** (be) an hour late tomorrow, so I **will probably miss** (probably / miss) the meeting.
5. Claudia has bought her ticket. She **is going to be** (be) here on 5th May.
6. This time next week we **will be lying** (lie) on the beach. I can't wait!

1 a. Find the words in the puzzle and then search for the hidden message.

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

1. DISAPPOINTED
2. DULL
3. FORTUNATE
4. GIFTED
5. GLAMOROUS
6. JAZZY
7. PERILOUS
8. UNIQUE

YOU MUST WEAR SAFETY HARNESS IF YOU ARE DOING HIGHLINING.

b. Fill in the blanks using the correct words in the puzzle.

1. Mary trained hard for the race all through the year but she couldn't succeed. She and her family were deeply **disappointed**.
2. Harry has a **unique** style of writing. Although it is hard to understand, I can easily recognise and read it.
3. Yesterday as I was hiking in the woods, the road grew even steeper and more **perilous**. I was quite terrified.
4. My sister designs **jazzy / glamorous** costumes. Teenagers prefer wearing her colourful, modern dresses to parties. I think she'll be worldwide known soon.
5. Brian plays the guitar and sings in his free time. His friends say he is exceptionally **gifted** in music and he should do it professionally.
6. Not everyone is as **fortunate** as I am since I am making money through my hobby. I draw pictures, paint them and people pay me.
7. Life with no hobbies is deadly **dull**. I can't imagine myself leading a life without gardening. I should spend at least an hour in my small garden.
8. My nephew could draw **glamorous / jazzy** figures when he was only four. I don't know why he gave up drawing.

2 Read the situations given below and fill in the blanks using the correct expression.

on pins and needles let the cat out of the bag dark horse cross my mind

1. Miranda started a new hobby, but she didn't say anything to her friends thinking that they would laugh at her. Yesterday all of a sudden she confessed that she'd been bird watching for more than a year. She finally **let the cat out of the bag**.
2. James is a gifted boy. He can model clay into animal shapes easily. He's waiting impatiently to hear whether he is chosen for the talent contest or not. He's **on pins and needles**.
3. Steve is my youngest nephew. I had no idea once he'd played football professionally. He is a real **dark horse**.
4. I went to Rio de Janeiro to participate in 2016 triathlon. I trained hard and put my heart and soul in it. I was the winner in the end. The possibility of failure didn't **cross my mind** from the very beginning till the end.

THEME 2

3 Read the text quickly and circle the correct option.

What is the ideal age to start playing chess?

- a. 7 b. 17 **c.** no exact age

Chess has been my hobby for several years. I remember how I got fascinated by my grandfather's chessboard when I was five. It was a crystal set. Its pieces were made of hand cut clear blue crystal. I wasn't allowed to touch it. My grandpa told me to be a perfect player and added if I checkmated him one day, he would give it to me.

(1) **That was the moment, I decided to learn it very well.**

On my sixth birthday my mum bought me a small wooden set which was easy to carry everywhere with me. She said "Chess is not only a hobby, it is art, science and sport. It is life itself." "You can be the Mozart of chess," she added with a smiling face.

(2) **When I was seven, I could play chess quite well.**

Now, I'm seventeen and I can play chess very well, but I haven't managed to win my grandfather yet. Chess is a great game that one can ever play. It gives you a lot of chances to be creative with its infinite number of combinations and also develops your concentration and logical thinking. Age is not an issue as learning is lifelong. Once you learn the basic moves that each piece can do and a few other rules, you can begin to play.

(3) **Chess pieces remind you of ancient times where real life occurs.** Each piece represents a different position, power and possibility in the game of life. The kinds of risks you take are a great reflection of your approach to your life.

Next summer, I'm going to attend a group tournament in Edinburgh. It'll be thrilling. As my granddad always says "Chess is not always about winning. Sometimes it's simply about learning. And so is life."

**4** Read the text and put the sentences in the right place.

- a. Chess pieces remind you of ancient times where real life occurs. (3)
 b. That was the moment I decided to learn it very well. (1)
 c. When I was seven, I could play chess quite well. (2)

5 Read the text again and decide if the statements are true (T) or false (F).

- T** 1. It's been eleven years since he started playing chess.
T 2. He was deeply impressed when he saw his granddad's chess set.
F 3. The chess set was an ordinary handmade one.
T 4. His grandfather motivated him to start playing chess.
F 5. His mother never encouraged him to play chess.
T 6. He hasn't checkmated his grandfather yet.
T 7. Chess improves one's analytical skills.
F 8. As the game has complex rules, one should learn the moves of each piece in detail before playing.
T 9. One's style of playing the game reflects his / her aspect of life.
F 10. Chess is simply based on winning.

THEME 2

6 Put the verbs in brackets into the correct form.

- Sue has always enjoyed (1) **going** (go) skiing. One day, when she saw some people (2) **snowboarding** (snowboard), she decided (3) **to give** (give) it a try. It was more difficult than she had expected. At first, she could not (4) **keep** (keep) her balance on the board as easily as on skis, and it was almost impossible for her (5) **to go** (go) any distance without (6) **falling** (fall). She hates (7) **failing** (fail) at any sport, so she continued (8) **to try / trying** (try) and she finally managed (9) **to go** (go) all the way down a slope without an accident. It was then that she realised what a great sport it is, and now she'd rather (10) **go** (go) snowboarding than skiing.
- I have always loved (1) **taking** (take) part in team sports, so when my P.E. teacher asked me if I wanted (2) **to learn** (learn) how (3) **to play** (play) handball, I immediately accepted. It sounded ideal for me as I don't mind (4) **exercising** (exercise) hard. But it wasn't as easy as I thought. I kept (5) **practising** (practise) every day including weekends. But I gave up in the end because I couldn't (6) **concentrate** (concentrate) on my lessons.

**7 Choose the correct option.**

- A: What do you think about the show?
B: It's very nice the performances lively.
a. watch b. to watch c. to watching
- A: I've never seen Bob diving into the sea.
B: Ahh, you don't know. His disability prevents him from
a. dive b. to dive c. diving
- A: What are we doing now?
B: I think it's time to my favourite band's new single.
a. to listen b. listening c. listen
- A: I feel really disappointed.
B: I'm so sorry for not the equipment you wanted. I completely forgot it.
a. buy b. buying c. to buy
- A: I'm glad in the school team.
B: Me, too.
a. to be b. be c. being
- A: You promised me to the circus but you didn't.
B: I'm deeply sorry.
a. taking b. take c. to take

8 Fill in the blanks with *would rather*, *prefer*, *would prefer*.

- I **would rather** you played tennis. You'll keep fit.
- Diana **would rather** knit than sew. I'm sure, she'll love it.
- Do you **prefer** watching extreme sports or documentaries?
- Would** you **prefer** Jason to do salsa or tango?
- They **prefer** making music to listening to it.
- I **would rather** my son attended the talent show on TV.

THEME 2

1 Unscramble each of the clue words.

Then take the letters that appear in boxes and unscramble them for the final message.

VIRNUBENELAL	I ¹ N ² V U L N E R A B L E				
LIUSAV	V I S U ² A L				
TUQSE	Q U E S T ³				
COFSF	S C O ⁴ F F				
NUTTS	S ⁵ T U N T	T H E	O D D	M A N	O U T
CUYRV	C U R V Y				
FATE	F E A ⁵ T				
TECLARNUT	R E L U C T A N T				

2 Fill in the blanks using the words in exercise 1.

1. What he performed last night was a great **feat**. We watched him holding our breaths. Only few people can do it.
2. Brian's nephew has a **visual** memory. That's why he always studies by drawing diagrams. He says he can't understand anything if he doesn't see it on paper.
3. I don't understand why my friends **scoff** at my paintings. I put my heart and soul into my drawings. I feel disappointed when they laugh.
4. Our basketball team seems **invulnerable** this season. All the players are motivated well. We're going to get the cup.
5. My dad likes driving on **curvy** roads. When he was young, his passion was to be an F1 pilot.
6. After racing professionally, he did some **stunt** driving for films which made him popular.
7. The team's **quest** to win the championship finally came to an end. Nothing has stopped them.

3 Fill in the blanks using the correct form of the words in the box.

dub / disappoint / submerge / arouse / confess

1. He'd **submerged** in an icy river for 20 minutes before he was taken to hospital.
2. Sue's friends **dubbed** her genius because of her intelligence.
3. I have to **confess** that when I first saw you dancing, I didn't think you were bright enough.
4. I'm really sorry to **disappoint** you but I'm not talented in drawing. You should look for someone else.
5. His skills **aroused** a lot of interest when they heard about them. He was offered a good job.

4 Fill in the blanks with the given word groups.

good command half-heartedly odd man out flair for

1. My friends thought I was the **odd man out** when I was in primary school. I was the only one who never missed a word in Scrabble.
2. My grandma has a **flair for** dancing. She was the dancing queen when she was at university.
3. Sandra Bullock has a **good command** of German. She is so fluent in speaking.
4. I continued the project **half-heartedly** since I felt exhausted.

5 Look at the photo and guess the correct option.

These vegetables are

a. ingredients of soup

b. instruments for a concert

c. both a and b

The Vienna Vegetable Orchestra is a group of musicians who play vegetables. The idea was born and carried out by these self-organised men and women who came from different musical backgrounds. All the instruments used are exclusively made from fresh vegetables as well as dried plants like carrot, leek, celery root, artichoke, pumpkin, onion, etc. On the day of a concert, the orchestra buys vegetables before the performance to make their instruments. These include wind instruments made from carrots and percussion instruments made from aubergines. The sounds are strengthened with microphones. The orchestra plays different musical styles from experimental electronic music to jazz. Their music is constantly developing and when they go on a tour, they experiment with local vegetables. After the performance, some of the vegetables are served to the audience as soup. Other goes into the organic waste. Their third CD "Onionnoise" is a unique exploration of the acoustic qualities of vegetables.

**6 Read the text and choose the correct answer.**

- The orchestra prefers playing
 - electro music.
 - various types of music.
 - only jazz.
- The musicians in the orchestra
 - play songs about vegetables.
 - always make the same instruments.
 - sometimes play new vegetables.
- Some of the instruments musicians play
 - can't be eaten.
 - are recycled.
 - sound terrible.
- At the end of the performances, some of the instruments
 - are eaten.
 - are sold.
 - are thrown away.

7 Read the text again and answer the questions.

- How can the audience hear these instruments?
The sounds are strengthened with microphones.
- What is the surprise waiting for the audience at the end of the concert?
Vegetable soup served by the musicians is the surprise.

THEME 2

8 Complete the sentences with *although, since, if, or when*.

1. Sharon could play excellent golf *when* she was only ten.
2. Tom enjoys playing the violin *although* he's not very good at it.
3. *Since* Tara wanted to do an extreme sport, she joined the Ice Climbing Club.
4. *If* you wear your life jacket while doing rafting, it will save your life.
5. What would it be *if* you had the chance to take up a new hobby?
6. *Although* many friends of mine climb, I've never tried it.
7. It'll be great to join a summer camp in Athens *since* I can speak Greek.
8. *When* I was in primary school, I couldn't spell some words well, which my friends made fun of.

9 Fill in the blanks with *can, can't, could, or couldn't*.

1. I'm really into art. I *can* express my feelings through colours. I think I'm gifted in drawing.
2. Mozart was a famous child as he *could* play the piano and write music when he was four.
3. Most of my friends enjoy scuba diving but I *can't* do it because I'm afraid of sea creatures.
4. Gwen's brother is very intelligent. He *could* play chess when he was a little boy.
5. I've tried pottery many times but I *couldn't* succeed it. I think I'm not creative enough.
6. Demi Lovato is an amazing pop singer. Do you know what she does in her leisure time? She *can* knit very well.
7. Unfortunately, I'm not good at music at all. I *can't* even do karaoke.
8. My grandma *couldn't* use computer when she was young but now what she likes most is to have a chat with friends on the Net.

10 Read the interview with Orlando Bloom. Complete the dialogue with the sentences below.

- a. I could act very well, so I attended the British Drama Academy.
- b. I like bungee-jumping, skydiving and snowboarding.
- c. I could take fantastic photos of nature.

Interviewer : Talk about the teenage Orlando. What could you do when you were at high school?

Orlando : I was really into pottery, sculpturing and photography.**c**....

Interviewer : Sounds interesting. Your love of art began very early. How did your career start?

Orlando : I joined the National Youth Theatre at the age of 16.**a**....

Interviewer : Well, we all know that you run from one movie set to another, but I've heard that you have different hobbies.

Orlando : Sure. I can't imagine a life without a hobby.**b**....

Interviewer : Wow! You're a real adrenaline freak.

Orlando : Yep. It makes me feel that I'm alive.

Interviewer : Thanks for this lovely interview, Orlando.

REVIEW 1-2

A. Complete the paragraph using the correct form of the word groups below.

fix upon / cash up / get ahead / take on / burn out / apply for

While Andy was walking home from training, he saw an ad about a vacancy. He wanted to (1) **apply for** it because it was about his dream job; being a bodyguard. To make this ambition real, he even dared to (2) **burn out** with working 10 hours a day. On the way, he started to dream on to (3) **getting ahead** as a bodyguard. He took a bus to go to the company because he had already (4) **fixed upon** to get this job. As his luck helped him, the interviewer was really amazed by his sport background and (5) **took on** Andy for the position. A week later, he got used to this life style. However, after a month, he decided to go back to his boxing career because when he couldn't (6) **cash up** the total amount from the clients, his boss got furious. Now, he is looking for another dream job. ☺

B. Choose the correct option.

1. The manager is interviewing the **candidates** / **colleagues** for the job.
2. Her qualification is a(n) **benefit** / **asset** for the company. They will definitely hire her.
3. They will accept applications for various **vacancies** / **candidates**.
4. The designers are working hard because they have to finish the clothes before the **deadline** / **shift**.
5. The **staff** / **colleagues** will help the customers when they ask for information.
6. As it is summer, waiters have to work night **shift** / **vacancy** for three months.

C. Fill in the blanks with the words given.

software engineer / entrepreneur / orthodontist / biotechnologist / app developer

1. Nick D'Aloisio is a young **app developer**. He is known for his app *Summly*, which is a summarization and artificial technology.
2. A **biotechnologist** develops new products by using plants, animals, microbes, biochemistry and genetics.
3. A / An **orthodontist** is a dentist who corrects the irregularity of people's teeth.
4. A **software engineer** has a wide knowledge of computer systems and technologies.
5. A successful **entrepreneur** is a disciplined and confident person who has passion in his / her heart to make the business better.

D. Complete the sentences using the correct future form of the verbs in brackets.

1. We **are going to travel** (travel) to Barcelona next Friday.
2. On Sunday at 4 o'clock I **am meeting** (meet) my friends from London.
3. Wait! I **will give** you a lift (give) to your school.
4. I'm very sorry. My mother **won't be** (not be) back home until 5 o'clock.
5. Sue is very excited. This time tomorrow she **will be applying** (apply) for the summer job.

E. Correct the sentences.

1. This time next year we will be take our exams. **will be taking**
2. We are visit the new director at 5.00 p.m. on Friday. **are visiting**
3. The staff are going to serving the customers when the doors are opened. **are going to serve**
4. Two years later, I will studying at university. **will be studying**
5. Jane hopes she have good relations with her colleagues. **will have**

F. Fill in the correct forms of the verbs in brackets.

1. I can't stand **listening** (listen) to loud music. It annoys me.
2. He promised me **to bring** (bring) the books to my office tomorrow.
3. It's not worth **trying** (try) anymore. He's not going to accept the offer.
4. I'm glad **to hear** (hear) that you're getting married soon.
5. They suggested **eating** (eat) at the local Italian restaurant.
6. He loves **watching** (watch) the sunset every evening.

G. Choose the correct alternative for the blanks.

1. The little boy feels when his classmates bully him.
a. vulnerable **b. disappointed**
2. Young adventurers like activities which involve speed, height, and high level of adrenalin.
a. risk free **b. perilous**
3. He goes to the gym five times a week because of her to achieve the perfect body.
a. quest b. unwillingness
4. The students are studying arts such as painting, drawing at the School of Fine Arts.
a. audio **b. visual**
5. The invention of the electric car is a remarkable..... of engineering.
a. failure **b. feat**

H. Fill in the blanks with the correct form of the words given.

stunt / dub / jazzy / scoff / gift / submerge

1. The critics **scoffed** at his paintings because they found them ridiculous.
2. I think Jeremy is a **gifted** boy. He has a natural ability to play various kinds of musical instruments.
3. She wore a **jazzy** dress to the party. All the guests couldn't take their eyes off her.
4. Tom Cruise performed a dangerous **stunt** in his film "Mission Impossible."
5. The heavy flood destroyed the entire city. All the houses and cars **submerged** in water.
6. Cristiano Ronaldo's friends **dubbed** him a crybaby because he could easily cry when his teammates didn't pass the ball to him or he missed a goal.

I. Rewrite the sentences using the words in brackets.

1. He doesn't want you to tell anybody. (would rather)
He'd rather you didn't tell anybody.
2. We want you to study harder. (would rather)
We'd rather you studied harder.
3. I want to spend the night at my granny's house. (would rather)
I'd rather spend the night at my granny's house.
4. She prefers going out for dinner. (would rather)
She would rather go out for dinner.
5. My granny would rather move to a bigger house. (prefer)
My granny prefers moving to a bigger house.

J. Circle the correct option.

1. Michael Jordan was a great basketball player between the years 1991-2003. He **can / could** jump very high.
2. Despite her advanced age, my grandma **can / could** do all the housework by herself.
3. What **can / could** you do when you were a child?
4. She has an incredible visual intelligence. She **can / could** draw everything she sees around without missing any detail.
5. Liam has a problem in maths. He **can't / couldn't** even solve the basic problems.

K. Choose the correct option.

1. Luca is very good at She has a beautiful voice.
a. sing b. to sing **c. singing**
2. I enjoy a lot and new cultures.
a. travel / learn **b. travelling / learning** c. to travel / to learn
3. Sorry! I can't come with you tonight because I promised my son to the cinema.
a. to take b. taking c. take
4. Deniz is keen on the people in need. He is always ready to give a helping hand.
a. help b. to help **c. helping**

1 Complete the sentences with the correct phrasal verbs. Make necessary changes.

recover from / depend on / expose to / specialize in / fight against

1. You can **depend on** your family in difficult times. They will always be there to help you.
2. It's not easy to work at war zones as a journalist since you have to **fight against** the danger.
3. It usually takes a long time to **recover from** infectious diseases.
4. Doctors may **expose** themselves **to** high risk of infection at hospitals if they aren't careful enough.
5. Nobel Prize awarded women generally **specialize in** literature and social sciences.

2 Fill in the blanks with the correct words.

racism / illiteracy / poverty / disability / failure

1. The government has opened a great number of schools in order to decrease the rate of **illiteracy**.
2. Lorna was disappointed by her **failure** during the experiments.
3. **Racism** is legally and morally incorrect and sadly it has caused many wars.
4. Every year millions of people emigrate to wealthier countries to escape from **poverty**.
5. Bill can't walk but he doesn't let his **disability** prevent him from getting a good education.

3 Match the situations with the idioms.

fall on hard times 2 / make ends meet 4 / pursue your dreams 1 / hit rock bottom 3

1. He has always wanted to be a scientist since his childhood. So, he's doing his best to achieve his goal.
2. The country became poor and the people had extremely difficult lives during the war.
3. He was completely depressed when he lost his job and house.
4. You're spending more than you earn. You should learn how to manage your money.

4 Replace the underlined words with the ones in the box. Make necessary changes.

overcome / inspire / succeed / support / fail

1. My brothers helped me during my university education. Luckily, money wasn't a problem for me.
supported
2. Nobel Prize winner Aziz Sancar's success encourages me to be an important scientist one day.
inspires
3. She had to work harder than men to beat the gender discrimination in the company.
overcome
4. It's really annoying that politicians are unsuccessful to find a solution to famine in Africa.
fail
5. His artistic and creative genius made Da Vinci achieve as an artist, a mathematician and an inventor.
succeed

THEME 3

5 What do you know about Stephen King? Tick the words related to him and his works.

1. novelist journalist artist
 2. comedy horror western
 3. fairy tales novels love poems
 4. paintings albums books

WHAT A SUCCESS!

Stephen King is a bestselling novelist who writes supernatural fiction and horror books. His works are so admired by millions of people that most of his books are adapted into films and television shows. Before he became a well-known writer, King was a poor man who couldn't even afford his own typewriter. While his wife was working at two jobs to make ends meet, Stephen was writing in the laundry room of their small apartment all day long. When publishers rejected his best seller book *Carrie* 30 times, he felt like he hit rock bottom and threw his book into the trash. His wife, Tabby, found the manuscript by accident and talked him into finishing the book. She believed that Stephen was a very good writer and he would succeed one day. King never gave up writing and his ambition has continued to bear fruit since then. When all of his books are piled up, they are taller than the writer himself! Stephen King's books are worldwide famous with 350 million copies due to more than 40 years of hard work.



6 Read the text and write true (T), false (F) or not stated (NS).

- T 1. King and his wife were having financially hard times before he became famous.
 NS 2. He met his wife at university.
 T 3. He wrote for long hours in poor conditions.
 T 4. Stephen felt depressed when the publishers did not accept his works.
 F 5. He has never finished writing *Carrie*.
 NS 6. Stephen King has published 54 novels and nearly 200 short stories.
 T 7. His wife has always supported him in hard times.
 F 8. His books are bought by only American readers.

7 Read the text again and answer the following questions.

- What kind of books does King write?
Supernatural fiction and horror.
- How did the King family use to earn money to live on?
Stephen's wife used to work at two jobs.
- Which book became a turning point in Stephen King's life?
Carrie.
- Why did Tabby want her husband to go on writing?
Because she believed that her husband would be a successful writer one day.
- How did Stephen King become a bestseller writer?
He worked very hard.

8 Choose the correct option which has the similar meaning.

1. I went back to school when I recovered from a bad cold.
 - a. I was having a bad cold when I went back to school.
 - b. After I had recovered from a bad cold, I went back to school.**
2. Nick helped me a lot as I was trying to overcome the hard times.
 - a. While I was trying to overcome the hard times, Nick helped me.**
 - b. Before Nick helped me, I overcame the hard times.
3. While you were lying on the beach last summer, I was working.
 - a. During the summer you were lying on the beach and I was working.**
 - b. Before I worked last summer, you were lying on the beach.
4. When the teacher asked me a question, I was enjoying a daydream.
 - a. The teacher asked me a question, then I started daydreaming.
 - b. I started daydreaming before the teacher asked me a question.**
5. As he was performing on the stage, the audience were applauding strongly.
 - a. While the audience were applauding strongly, he was performing on the stage.**
 - b. After he performed on the stage, the audience applauded strongly.
6. She inspired her students to succeed while she was giving a speech.
 - a. She inspired her students to succeed before she gave a speech.
 - b. As she was giving a speech, she inspired her students to succeed.**

9 Complete the sentences with the correct form of the verbs.

1. I **was talking** (talk) to the school counsellor when you **called** (call) me.
2. While she **was preparing** (prepare) for the exam, she **was** (be) very stressed with her parents' pressure.
3. What **were you looking** (you / look) at when you **crashed** (crash) your car into a tree?
4. Nick **was having** (have) a hard time as his friends **were making** (make) fun of him.
5. The doctor **didn't prescribe** (not prescribe) any medication when she **saw** (see) the small cut on my hand.
6. **Did you get** (you / get) help from an expert while you **were trying** (try) to get rid of your cyber addiction?

10 Write full sentences using the words in brackets without changing the meaning.

1. She / understand that it was an impossible wish. Then, she / give up the fight. (when)
When she understood that it was an impossible wish, she gave up the fight.
2. Mrs Currie / carry out an experiment. She / discover a new element. (while)
While she was carrying out an experiment, she discovered a new element.
3. I / leave the classroom. My friends / still have an exam inside. (when)
When I left the classroom, my friends were still having an exam inside.
4. Dave / depend on his scholarship. He / study abroad. (as)
Dave depended on his scholarship as he was studying abroad.
5. They / reach the end of the road. The jury / reject their project. (when)
They reached the end of the road when the jury rejected their project.
6. The workers / expose themselves to poison. They / work without masks (while)
The workers exposed / were exposing themselves to poison while they were working without masks.

THEME 3

1 Fill in the blanks with the correct words.

get rid of / prescribe / apply / embarrass / humiliate / criticise / bully

1. My parents often **embarrass** me in public by calling me “my little pumpkin”.
2. I hope I won't **humiliate** myself during my performance. I don't want to look like an idiot.
3. You should **apply** sunscreen before you swim if you don't want to get sunburnt.
4. How can I **get rid of** my acne? I don't want them anymore.
5. Hector, who was a big annoying boy, used to **bully** me when I was at middle school.
6. The doctor didn't want **prescribe** antibiotics. He just recommended some rest.
7. I used to **criticise** myself more often but I've made peace with myself now.

2 Read the dialogue between Mike and the counsellor, Mr Spector. Complete the sentences with the correct idioms. Make necessary changes.

chain reaction / ups and downs / pain in the neck / make fun of

Mike: Hello, Mr Spector. Can I have a word with you?

Mr Spector: Sure, Mike. What's the problem?

Mike: It's about my brother, Kevin. He is a real (1) **pain in the neck**. He always makes me annoyed and unhappy.

Mr Spector: Do you want to tell me all about it?

Mike: He's always wearing my T-shirts and using my computer without my permission. What's more, he's always (2) **makes fun of** me in front of my friends at school. It's embarrassing! I don't want my friends to laugh at me anymore. Unfortunately, this is not even the real problem!

Mr Spector: What do you mean?

Mike: I can't concentrate on my exams. It's like a (3) **chain reaction**. When I feel stressful and depressed, I don't want to study. If I don't study hard, I won't be able to succeed in the final exams. We all have (4) **ups and downs** in life. But I really wonder if these bad times will ever go away!

Mr Spector: Don't worry. We'll ...

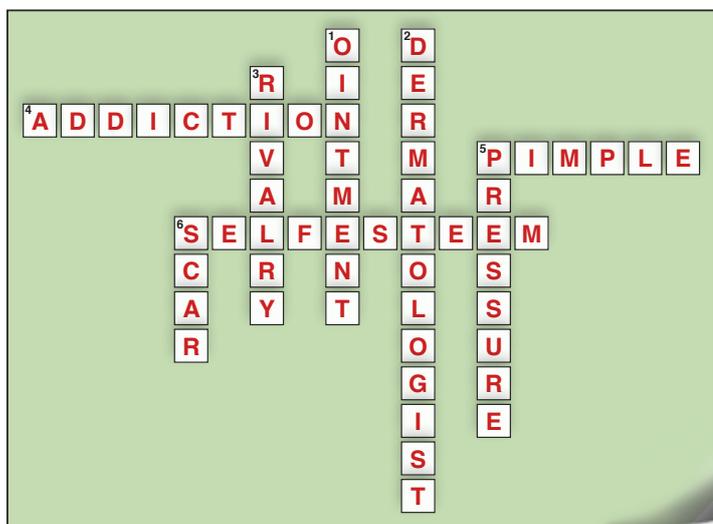
3 Do the puzzle.

Across

4. a strong need or desire to have something harmful
5. a small red spot on your skin; acne
6. belief and confidence in your abilities

Down

1. a soft cream that is put on the skin for medical purposes
2. a doctor who treats skin diseases
3. competition for the same thing
5. the act of making somebody do something by using influence
6. a mark on the skin after you have had a cut or wound



4 Read the embarrassing anecdotes written for a website. Match the headings with the paragraphs.

1. A Careless Mind B 2. Stupid or Brave A

We asked our readers to tell us about their most embarrassing stories. Here are some of the funniest ones.

A. **Stupid or Brave**

- 1 One day when I was in the sixth grade, we were playing Truth or Dare in the school garden. It was my turn and a boy called Big Jimmy, who used to be a horrible bully, said that my dare was to catch a bee
- 5 with my hand. I accepted to do it because I wanted to show **him** that I was not afraid of him. So, I chased a bee and caught **it** easily, but I didn't realise that the bee was right next to its hive. As you can guess, hundreds of angry bees started chasing
- 10 me. While I was running away, my friends were all laughing at me.

Brad



B. **A Careless Mind**

- Last weekend, I went shopping with my mum. I chose a few things but I wasn't quite sure which one to buy. I decided to ask my mum for her opinion.
- 15 She was looking at some stuff too. I went near her and started to talk about the clothes I chose. **She** turned and looked at me and then I realised that she wasn't my mum! I got confused between my mother and that woman, since **they** were wearing identical
- 20 dresses. I quickly ran away and left the clothes there. That was the most embarrassing moment of my life!

Ada



5 Read again and answer the following questions.

1. What did his friend want Brad to do?
To catch a bee with his hand.
2. Why did he accept the dare?
Because he wanted to show that he was brave.
3. Why did Ada talk to a strange woman?
Because she thought the woman was her mom.
4. Why did she confuse her mother with the woman?
Because they were wearing exactly the same dress.

6 Look at the **highlighted** words and find out what they refer to.

1. him (line 4) : **Big Jimmy**
2. it (line 5) : **a bee**
3. She (line 11) : **the woman**
4. they (line 13) : **my mother and the woman**

THEME 3

7 Fill in the blanks with the correct form of the verbs in brackets.

It was a hot sunny day when Jason Wilson, an adventurous mountain climber, went hiking in Maple Canyon, Utah. He (1) **didn't tell** (not tell) anyone where he was going. And he (2) **didn't take** (not take) his mobile phone with him when he (3) **set out** (set out) on his journey. While he (4) **was climbing** (climb) up a cliff without safety ropes, he (5) **fell down** (fall down) and hurt his back badly. He (6) **tried** (try) to get up,



but it (7) **was** (be) impossible. When he (8) **understood** (understand) that he wasn't able to move, he (9) **started** (start) to shout for help. Unfortunately, there was no one around and he spent the whole day lying on the ground. When the sun (10) **came up** (come up), Jason (11) **opened** (open) his eyes and (12) **saw** (see) a group of climbers standing next to him. They weren't there because they heard the screams for help. They had to change their route because of a tree that closed their way. The climbers (13) **saved** (save) his life thanks to a tree.

8 Rewrite the sentences with **used to** if possible.

- I spent long hours in front of the video game console when I was a teenager.
I used to spend long hours in front of the video game console when I was a teenager.
- We were good friends. We didn't criticise each other for our failures.
We used to be good friends. We didn't use to criticise each other for our failures.
- It was an embarrassing interview for me as I didn't give a good presentation.
No change.
- How did you deal with stress when you were a student, mum?
How did you use to deal with stress when you were a student, mum?
- I didn't depend on my parents when I was at university because I worked part-time.
I didn't use to depend on my parents when I was at university because I used to work part-time.
- Why did you drop out of cooking class?
No change.

9 Choose the correct options.

- Did you **use to have** an eating disorder when you were a child?
a) used to have b) use to had **c) use to have**
- I learned how to avoid things that **used to stress** me out before.
a) used to stress b) use to stress c) used to stressing
- My grandmother **used to stay** positive while she was going through hard times.
a) didn't used to stay b) use to stay **c) used to stay**
- Before I started doing yoga, I **didn't use to believe** that every cloud has a silver lining.
a) didn't used to believe **b) didn't use to believe** c) didn't use to believed
- Who **did you use to ask** for help when you couldn't find a solution by yourself?
a) did you use to ask b) did you used to asked c) were you use to ask

1 Complete the text with the words below.

coincidence / gifted / achieve / admirable / diligent

The Key to Success

Successful people are always (1) **diligent** in their work. Being good requires doing things over and over again to gain expertise in what you are doing. That's why success cannot be a matter of luck. It is not **a(n)** (2) **coincidence**. If you want to (3) **achieve** your goals, you have to work hard and for sure you have to love what you do. Being (4) **gifted** is not enough, either. You still have to learn, study and practise for **a(n)** (5) **admirable** career even if you have extraordinary skills.

2 Match the definitions with the words.

sculpture / exhibition / donation / queue / archives

1. This is a line of standing people waiting for something. **queue**
2. This is when objects such as paintings are shown to the public. **exhibition**
3. This is the art of forming solid objects to represent a thing, a person, an idea, etc. **sculpture**
4. This is a collection of historical records relating to a place, an animal, a family, etc. **archives**
5. This is when money or goods are given to help people or organisations. **donation**

3 Match the halves of the statements.

- | | | |
|---|--------|---|
| 1. This trilogy is the result of | ..e... | a. the famous Italian artist Michelangelo. |
| 2. Madam Tussaud is the founder of | ..d... | b. is the total of its museums. |
| 3. The archives of the royal family | ..c... | c. is a rich source of the old photographs. |
| 4. All famous authors' success is a result of | ..f... | d. a famous wax museum in London. |
| 5. David is a world-famous sculpture of | ..a... | e. five years' blood, sweat and tears. |
| 6. The memory of a nation | ..b... | f. their imaginative minds. |

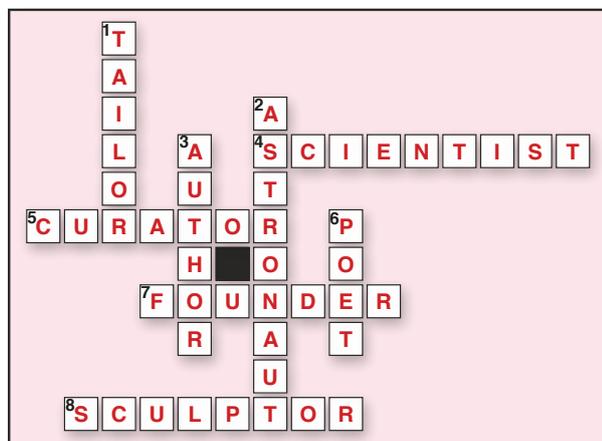
4 Do the puzzle and find the jobs.

Across

4. an expert who studies one of the sciences
5. a person who is in charge of a museum
7. someone who establishes an organisation
8. someone who creates sculptures

Down

1. someone who makes and repairs clothes
2. a person who has been trained for travelling in a spacecraft
3. a person who writes a book, play, etc.
6. a person who writes a poem



THEME 4

5 Read and complete the text with the sentences below.

- However, I believe that our greatest passions are hidden in our childhood dreams.
- Use your imagination and be brave.
- I remember an old man advising me to experience the world.
- For sure, having money or buying a new house was not a dream of seven-year-old me.
- We should remember them and find out a way to achieve our goals.

KEEP DREAMING

(1) _____ **c** _____ He said to me “You are not old until your regrets take the place of your dreams.” Today, in my late forties, I completely agree with him. We all spend so much time stressing over our future achievements; having an admirable job, an expensive car and etc.

(2) _____ **d** _____ How many of us think of achieving the dreams we had as a kid? Most of them seem so crazy now; being a pirate, finding a treasure or living in a castle. (3)

_____ **a** _____ Believe it or not, what really excited us as a child can be a clue to what makes us passionate about life today. Before having responsibilities and limitations in life, we had our dreams.

(4) _____ **e** _____ If you have difficulty in finding your real passion in life, dig deeper into your childhood. Think of the adjectives that your friends use to describe you. This may help you to get to know yourself. Then make your own definition of success.

List the things you are good at doing. And the things you really dislike doing. These little tries may help you to discover what your passion is and think on how to spend more time doing what you love.

(5) _____ **b** _____ All you need is to be curious and diligent like a child.



6 Read the text again and decide the main idea.

- You become old when your regrets take the place of your dreams.
- Your childhood dreams may reveal your real passion in life.
- Your childhood dreams seem so crazy as you get older.

7 Complete the gaps using appropriate words from the text.

- According to the old man, we get old when we lose our **dreams**.
- The narrator didn't think that the old man was right until his late **forties**.
- Trying to own a house, a **job** or a **car** makes us stressed.
- Responsibilities and limitations in life take the place of our **childhood** dreams.
- How your friends describe you can ease your way to know **yourselves**.
- List your likes and **dislikes** to plan your time to do what you love.

8 Complete the text with the verbs from the box in *the past simple*.

have / get / look for / find / happen / be / realise / start

On a summer day in 1986, my younger sister and I, aged 4 and 5, were playing with our dolls. We (1) **were** alone at home because our parents were at work. After I had the idea to give the dolls some hairstyle change, I (2) **looked for** the scissors with great determination. I don't know how I found them in the end but I remember I cut all the dolls' hair. We had great fun and liked the result so much that I (3) **started** to cut my sister's hair in the same style. She had gorgeous straight black hair. Our parents (4) **found** my sister with a winter hat on when they came home. Since it was summer, they thought it was a game of ours at first. However, they (5) **realised** that something was wrong when my sister insisted on wearing it all night. Imagine the surprise they had when they discovered what (6) **happened**. They (7) **got** a bit angry and mum had to take my sister to the hairdresser's. Having felt guilty at first, we (8) **had** a joyful memory to remember. Well, my sister and I can't remember much of all these but we can imagine how funny it was because we still have the dolls with my "stylish haircut" on.



9 Write the first halves of the sentences using *the past perfect* and then match the halves.

1. Our parents / know / each other / for six years
Our parents had known each other for six years
 2. My best friend / never / be / to Italy
My best friend had never been to Italy
 3. Most of our students / never / see / a dinosaur skeleton
Most of our students had never seen a dinosaur skeleton
 4. My sister / never / win / a gold medal
My sister had never won a gold medal
 5. After / my mother / learn / the truth
After my mother had learned the truth
 6. As Mary / never / fly / before
As Mary had never flown before
- (5) a. she felt better and called everyone to give the news.
 - (4) b. until she got her best score in the last tournament last year.
 - (1) c. before they got married in Paris in 1979.
 - (6) d. she felt very nervous during the flight.
 - (2) e. before she went there for a language course.
 - (3) f. by the time we organised a visit to a nature and science museum.

10 Write a short paragraph to share one of your childhood memories with your friends.

Students' own answers

.....

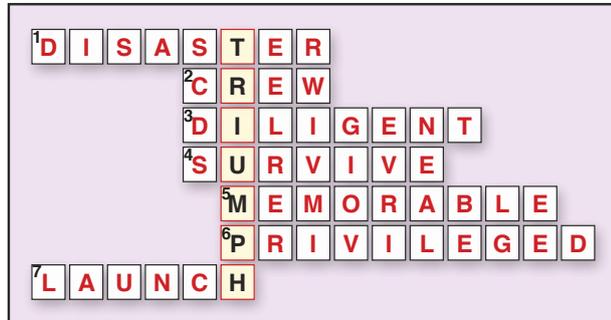
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.....

THEME 4

1 Complete the puzzle with the correct words. Find the hidden word.

1. an event which results in great harm, damage or death
2. the people who work on a ship, aircraft, etc.
3. careful and using a lot of effort
4. to continue to live or to exist, especially after coming close to dying
5. likely to be remembered or worth remembering
6. advantaged
7. to send something out such as a rocket into space



2 Fill in the blanks with the noun forms of the given words in brackets. Make plural when necessary.

1. The policeman announced that there was nobody around at the time of the **explosion**. (explode)
2. The crew had finished all the **preparation** for the launch day. (prepare)
3. The engineers didn't give the astronauts enough **information** about the technical details of the spacecraft. (inform)
4. On the first day of the conference, full **participation** in the opening ceremony was compulsory. (participate)
5. After the emotional speech Jason made for the **graduation** programme, they were all very proud of working for NASA. **GRADUATE**
6. She was giving such an incredible **performance** in the sky that everyone watched her breathless. (perform)

3 Fill in the blanks with the words in the box.

gifted / ordinary / diligent / big-hearted / privileged / significant

My primary school teacher is a(n) (1) **significant** figure of my childhood. I was (2) **privileged** to be one of her students. As you can guess, she wasn't a(n) (3) **ordinary** teacher at all. Besides being a(n) (4) **big-hearted** mother, she was also a(n) (5) **gifted** person. She could play the piano very well. She always surprised us in her classes. Sometimes she sang, sometimes she danced but always taught well. Thanks to her, I am a(n) (6) **diligent** learner.



4 Choose the closest meaning.

1. She waited for the results with bated breath.
 - a. She waited for the results anxiously.
 - b. She waited for the results angrily.
2. She reached for the stars.
 - a. She aimed to achieve something easy.
 - b. She aimed to achieve something difficult.

5 Read the text. Choose the most suitable title for it.

- a. The Sad Story of a Dog **b.** The First Dog in Space c. Sputnik 2 in Outer Space

The First Dog in Space

In April 2008, Russian officials made an opening ceremony of a space rocket monument. The unusual thing about the rocket was a dog figure standing on it. It was not an ordinary dog; it was Laika.

Laika was a Soviet space dog who became the first dog in space and the first animal to orbit the Earth. She was selected to be the only crew of the Soviet Spacecraft Sputnik 2. It was launched into outer space on November 3, 1957. Laika seemed happy for being a privileged animal.

There was too little information about the impact of a space flight on living creatures at that time and the technology of that day had not developed enough to return back home. Scientists believed humans would be unable to survive the conditions of outer space. That's why the experts viewed flights with animals to pave the way for human space flights.

That is the point where Laika's mission started. It aimed to provide scientists with some data on how passengers react to space flight environments. A military research team prepared Laika's flight to space and they knew that Laika wouldn't be able to come back.

Unfortunately, Sputnik 2 exploded in the outer space hours after its launch in April 1958 and Laika became an international symbol of triumph for space exploration. A small monument in her honour was built in Moscow.

**6 Read the text again and choose the correct options.**

1. Russian officials made an opening ceremony for the monument of ...
 - a. a military research team.
 - b.** the first animal in space.
 - c. a space rocket with a space hero.
2. The Soviet Spacecraft Sputnik 2 ...
 - a. exploded hours after the launch.
 - b.** was launched 51 years before the monument opening ceremony.
 - c. was created in Moscow on November 3, 1957.
3. There were other animals in space before Laika but ...
 - a.** she was the first animal to follow the path around the Earth.
 - b. she was the most privileged one.
 - c. she was the first to come back in one week.
4. In 1950s, the technology was not advanced enough...
 - a.** to enable the spacecraft to come back to the Earth.
 - b. to launch space rockets into the space.
 - c. to build a monument in space heroes' honour.
5. Scientists used animals although they knew that they would'nt survive because...
 - a. animals usually seemed happy during the preparation process.
 - b.** they wanted to guarantee a safe human space flight.
 - c. they didn't care about the animals and their lives.
6. Thanks to Laika and the other animals in space, ...
 - a. Sputnik 2 exploded in outer space in 1958.
 - b. they built a small monument in Moscow.
 - c.** scientists made great progress in space exploration.

THEME 4

7 Rewrite the sentences using the words in brackets.

1. She wrote many books and became a famous writer. (after)
After she had written many books, she became a famous writer.
2. The ceremony started and then the president arrived. (before)
Before the president arrived, the ceremony had started.
3. After we graduated from university, we got married and had two children. (before)
We had graduated from university before we got married and had two children.
4. I didn't realise that I forgot my passport at home before I arrived at the check-in desk. (by the time)
I hadn't realised that I had forgotten my passport at home by the time I arrived at the check-in desk.
5. Mr Wilson worked in that school for such a long time that he didn't want to work anywhere else. (because)
Mr Wilson didn't want to work anywhere else because he had worked in that school for a long time.
6. I took the wrong train and I found myself in Pisa, not in Sienna. (after)
I found myself in Pisa after I had taken the wrong train.

8 Fill in the blanks with the correct forms of the verbs in brackets.

1. After Jason *had spent* (spend) twenty years studying on DNA, he *devoted* (devote) himself to save lives.
2. Fred *had phoned* (phone) his wife at work before he *left* (leave) for his trip to Paris.
3. Her family *published* (publish) her last book after she *had died* (die) in an accident.
4. When she *came* (come) to the class, the lesson *had already started* (already / start).
5. By the age of 20, he *had learned* (learn) five languages and *done* (do) better in his work.
6. Before I *went* (go) to sleep last night, I *had watched* (watch) a documentary about space.
7. The man *made* (make) a great donation to the museum after he *had completed* (complete) his visit.
8. By the time the ambulance *arrived* (arrive), passersby *had helped* (help) the injured students on the school bus.

9 Read the beginning part of Fiona's story and complete it with your own words.

After she heard that she was the winner, Fiona remembered the hard times she had and smiled proudly. Everything started after she had seen the billboard on her way home. _____

Students' own answers

REVIEW 3-4

A. Fill in the blanks with the appropriate words given. One is extra.

diligent / curator / privileged / memorable / big-hearted / achieve / coincidence / adorable

1. The **curator** of the museum was so helpful that he gave us extra information about the paintings.
2. **Diligent** students are likely to be more successful in their school lives.
3. Nancy has been married to Andrew for 15 years with two **adorable** children.
4. Believe it or not, it's just a(n) **coincidence**. I am not following you.
5. Mr Bennett's students feel very **privileged** to have the chance to study in a science project with him.
6. Keep studying. You will **achieve** your goals sooner or later.
7. I am sure you will meet a(n) **big-hearted** person who will love you forever.

B. Choose the correct preposition from the box and write them in the blanks. Then match them with their meanings.

in / against / from / on / to

- | | | |
|------------------------|----------------|--|
| e 1. suffer | from | a. to need someone or something in order to survive or be successful |
| d 2. fight | against | b. to achieve something that you planned or attempted to do |
| a 3. depend | on | c. to put yourself in a situation which might harm you |
| c 4. be exposed | to | d. to try in a determined way to prevent or stop something |
| b 5. succeed | in | e. to be badly affected by an unfavourable event or illness |

C. Fill in the blanks with the suitable words given. One is extra.

failure / discrimination / illiteracy / get rid of / poverty / embarrasses

1. How can I **get rid of** my exam stress? I can't even answer the questions I know well.
2. We learn from **failures**, not from success.
3. The percentage of **illiteracy** is extremely high in the rural areas of the country.
4. The government must do something urgently to bring an end to **poverty**. I feel so sorry when I see homeless people on the streets.
5. It **embarrasses** me the most when my mum argues with me in public.

D. Match the sentence halves to make meaningful sentences.

- | | |
|--|---|
| c 1. When I hit rock bottom in my career, | a. the boss was making a lot of money. |
| d 2. I got the good news from my doctor | b. when his father lost his job. |
| e 3. As she was working hard to make ends meet, | c. I decided to start from the beginning. |
| b 4. Mike dropped out of school | d. as I was fighting against my illness. |
| a 5. While the workers were suffering from poverty, | e. she won the lottery. |
| f 6. When Jason got the Pulitzer Prize, | f. he donated the money to a charity. |

E. Complete the sentences with the idioms below.

chain reaction / ups and downs / end of the road / pain in the neck / pursue your dreams / make fun of

1. Whenever I study, my little brother interrupts me by asking silly questions. He is a real **pain in the neck**.
2. The war caused a perilous **chain reaction** that would endanger the whole world.
3. We've had our **ups and downs** in the company but things are going fairly well.
4. Never **make fun of** someone if they mispronounce a word. You are all learning a new language.
5. You should have the courage to **pursue your dreams**.

F. Match the definitions with the following words.

give up / inspire / suffer / drop out of / overcome

1. to stop doing something: **give up**
2. to experience something bad or unpleasant: **suffer**
3. to encourage somebody to pursue his / her dreams: **inspire**
4. to leave school before graduation: **drop out of**
5. to successfully deal with a problem: **overcome**

G. Complete the sentences using the simple past or the past perfect forms of the verbs given.

1. Jason **had worked** (work) in a restaurant as a chef before he **ran** (run) his own cafe.
2. Sheila **was** (be) miserable because the boss **had shouted** (shout) at her.
3. I **had just started** (just / start) to cook the chicken when the guests **arrived** (arrive).
4. After Mr Black **had gone** (go) bankrupt, he **was** (be) poor as a church mouse.
5. As soon as they **had installed** (install) the file, the electricity **went** (go) off.

H. Complete the text with the correct forms of the verbs given in brackets. Use the simple past or the past continuous tense.



The Scream is known as the "Mona Lisa" of our time. Its artist, Edward Munch, **Painted** (paint) the versions of his work between 1893 and 1910. The works show a figure with an agonized expression against a landscape with an orange sky. One of the versions can be seen in National Gallery, Oslo. Here is the story of how "Scream" came out. One evening Munch **was walking** (walk) along a path. He felt tired and ill while he **was looking** (look) at the city. The sun **was setting** (set), and the clouds were turning blood red. He sensed a scream passing through nature; it **seemed** (seem) to him that he heard the scream.

I. Complete the sentence using the correct form of used to and one of the verbs in the box.

take / be / have / suffer / feel

1. Sophia **used to suffer** from discrimination in her old job, so she finally quit.
2. My father **used to take** a lot of medications for his heart before the surgery.
3. How **did** you **use to feel** while your brother was bullying you?
4. Pimples **used to be** troublesome for me but I don't mind them now.
5. I **didn't use to have** good marks at school, so I had a low self-esteem as a student.

1 Match the photos with the bad habits.



1



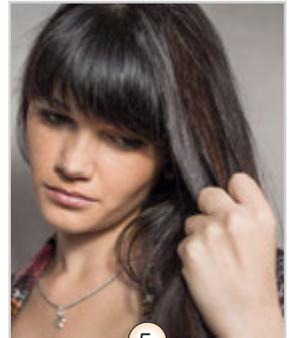
2



3



4



5

- 4 a. biting nails
- 2 b. grinding teeth
- 5 c. pulling one's hair
- 3 d. crucking knuckles
- 1 e. snacking too much

2 Match the words with their definitions.

- | | |
|-----------------|--|
| e 1. memorise | a. be seen or noticed clearly |
| d 2. work on | b. become something different |
| g 3. remind | c. plan or decide to do something |
| h 4. realise | d. spend time on something |
| f 5. lose heart | e. learn something so that you remember them perfectly |
| b 6. turn into | f. become hopeless or discouraged. |
| c 7. intend | g. make someone remember something |
| a 8. show up | h. become aware of something that you didn't notice before |

3 Complete the sentences using the words in exercise 2. Make necessary changes.

- Overusing social media is a waste of time. You may not **realise** how many hours you spent online.
- I am not sure if I can handle the leading role in the school play. It is difficult to **memorise** the script.
- If you don't **remind** me about the deadline of the project, I can forget about it.
- If Alex hadn't been ill, he would have **showed up** for the seminar.
- Ashton **worked on** the script well so he got a part in the school play.
- If you study enough, you will succeed. Don't **lose heart**.
- I am sure you didn't **intend** to break my heart, try to be more polite next time.
- Natalie was such an inexperienced actress, so working with her **turned into** a nightmare.

4 Match the idioms with the correct statements.

- My best friend Dora is supportive; she **supports me** whenever I need help.
 - Frankie **doesn't listen** to her parents' requests and does whatever he wants.
 - Whenever Mr. Wilson makes jokes, his students **think that he really means that**.
- a. turn a deaf ear 2 b. take it to heart 3 c. back someone up 1

THEME 5

5 Read the story quickly and choose the best title.

- a. A lifelong lesson b. A boy to teach c. Give me a chance

A LIFELONG LESSON

One day a wealthy man asked a scholar to help his son to break a bad habit. The scholar accepted this request and visited the little boy in their house.

He took the boy for a walk in the garden. While they were walking, they came across a small plant. The scholar wanted the boy to pull it out. The little boy took it out with his thumb and forefinger without showing an effort.

After walking for a while the scholar told him to pull out a slightly bigger and stronger plant. This time it was a bit more difficult for him so it took hard to pull but he tried a little more and the plant came out with its root.

The next target of the scholar was a bush which was in front of them. "Now pull this out" ordered the scholar to the little boy. It was the time the boy had to show more effort to pull the whole pile out. In the end the bush came out.

While they were walking near a guava tree, the scholar wanted the boy to take this tree out. The boy obeyed again, grasped the trunk of the tree and tried to use all his strength to pull the tree out. However, it didn't work; he couldn't even move the leaves or branches. Out of breath he said "It's impossible".

"This is the same for bad habits" said the scholar. "It is easy to pull them out when they are younger; as they grow it is impossible to remove them". This talk changed the young boy's life forever.



adapted from Motivational Stories, An Anthology by Roja Sharma

6 Read the story again. Write true (T), false (F) or not stated (NS).

- (F) 1. A wise man wanted to see a young boy who was suffering from a bad habit.
 (T) 2. The scholar asked the boy to go for a walk in the garden to teach him a lesson.
 (NS) 3. The boy's father planted various types of plants and trees for this experience.
 (T) 4. The boy was strong enough to pull out the small plant and the bush.
 (F) 5. The young boy couldn't pull out the guava tree but he could remove some branches.
 (F) 6. The scholar explained that the boy couldn't move the tree because he was too young.

7 Choose the moral of the story.

- a. Nobody will get along well with you if you don't try to overcome your bad habit.
 (b) Don't wait to quit your bad habit. Keep trying to quit before it grows in you.
 c. You have to be patient if you want to break a habit.

8 Choose the correct option.

1. Jacklyn wishes she **talks / had talked / talked** to her best friend before.
2. I wish I **can / could / could be** stop biting my nails.
3. Jeremy wishes he **applied / had applied / applies** sunscreen before he went to the beach.
4. I wish I **hadn't eaten / didn't eat / don't eat** so much junk food at the party last night.
5. Her friends wish she **didn't disturb / doesn't disturb / hadn't disturbed** them during the lessons.
6. I wish I **studied / had studied / could study** more for the exams, I got low marks again.
7. Linda wishes she **weren't late / hadn't been late / couldn't be late** to the classes.

9 Rewrite the sentences. First one is done as an example.

1. I wish I hadn't spent too much time chatting online. I got low grades.
If I hadn't spent too much time chatting online, I wouldn't have got low grades.
2. I wish I had listened to my teachers' advice. I made too many mistakes.
If I had listened to my teachers' advice, I wouldn't have made too many mistakes.
3. I wish I hadn't eaten a lot of junk food. I had a terrible stomachache.
If I hadn't eaten a lot of junk food, I wouldn't have had a terrible stomachache.
4. I wish I had given up using my smart phone in class. I didn't understand the lessons.
If I had given up using my smart phone in class, I would have understood the lessons.
5. I wish I hadn't lost heart while studying the university entrance exam. I didn't get a good result.
If I hadn't lost heart while studying the university entrance exam, I would have got a good result.
6. I wish I had lain in the shade. I had terrible sunburns.
If I had lain in the shade, I wouldn't have had terrible sunburns.
7. I wish I hadn't bitten my nails. I couldn't polish them perfectly.
If I hadn't bitten my nails, I could have polished them perfectly.

10 Choose the closest meaning.

1. I wish I had studied more on bad habits before I worked with kids.
 - a. I am glad I didn't study on bad habits.
 - b.** I feel sorry that I didn't study on bad habits.
2. I wish my sister hadn't got angry with me.
 - a.** My sister got angry with me.
 - b. My sister didn't get angry with me.
3. If I hadn't changed my job, I wouldn't have bought that house.
 - a.** I changed my job so I could buy that house.
 - b. I didn't change my job so I could buy that house.
4. If I had written a good essay, they could have accepted me to Harvard University.
 - a. I wrote a good essay, so they accepted me to Harvard University.
 - b.** I didn't write a good essay, so they didn't accept me to Harvard University.

THEME 5

1 Complete the sentences using the words in the box. Use plural forms if necessary.

cyberbully / cyberlaw / cyberattack / cyberterrorist / cybersecurity

1. Last week Macy's Swiss Bank became a victim of a **cyberattack**. The hackers cracked all the accounts.
2. Most companies use different methods to protect their information system because **cybersecurity** is one of the most important matters in this era.
3. Teachers and parents should be informed about how to protect their children from **cyberbullies** who send unpleasant messages.
4. Governments or companies are threatened by **cyberterrorists** and they are really dangerous.
5. Governments formulate **cyberlaws** to avoid cybercrimes.

2 Complete the word / word groups with the correct preposition below.

up (x2) / out / into (x2)

1. sneak **into**
2. end **up**
3. tap **out**
4. set **up**
5. stick the knife **into**

3 Complete the sentences below using the word groups in Exercise 2 in the correct form.

1. Let's **set up** a programme to update our accounts.
2. When I went into the office, the secretary was busy with **tapping out** a letter.
3. In order to prevent hackers from **sneaking into** your computers you should use antivirus programmes.
4. By getting his password, the cyberbullies **stuck the knife into** him.
5. He **ended up** in prison because of illegal acts.

4 Unscramble the clue words and copy the letters to find the hidden message.

MATTPET

A T T E M P T
4

LIYPASD

D I S P L A Y
12 1 8

NOMTIRO

M O N I T O R
9 7 11

ERWALMA

M A L W A R E
14 2 13

TEGRAT

T A R G E T
5

SONCUINOF

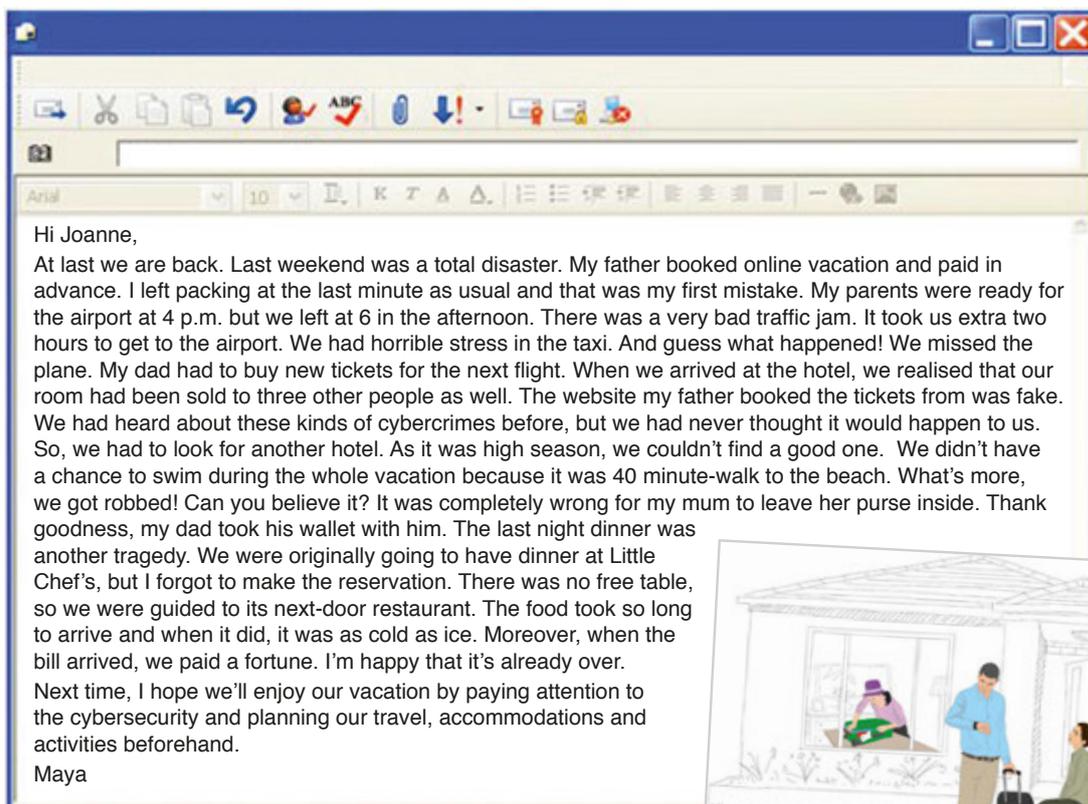
C O N F U S I O N
6 3 15 10

P R O T E C T
1 2 3 4 5 6 7

Y O U R S E L F
8 9 10 11 12 13 14 15

5 Read Maya's e-mail quickly. Tick the problems she told about.

- | | |
|---|--|
| <input type="radio"/> 1. Their car broke down. | <input type="radio"/> 4. She left her passport at the airport. |
| <input checked="" type="radio"/> 2. Her father paid money into a fake account. | <input checked="" type="radio"/> 5. Their money was stolen. |
| <input checked="" type="radio"/> 3. The plane had taken off before their arrival. | <input checked="" type="radio"/> 6. The food was terrible and expensive. |



Hi Joanne,

At last we are back. Last weekend was a total disaster. My father booked online vacation and paid in advance. I left packing at the last minute as usual and that was my first mistake. My parents were ready for the airport at 4 p.m. but we left at 6 in the afternoon. There was a very bad traffic jam. It took us extra two hours to get to the airport. We had horrible stress in the taxi. And guess what happened! We missed the plane. My dad had to buy new tickets for the next flight. When we arrived at the hotel, we realised that our room had been sold to three other people as well. The website my father booked the tickets from was fake. We had heard about these kinds of cybercrimes before, but we had never thought it would happen to us. So, we had to look for another hotel. As it was high season, we couldn't find a good one. We didn't have a chance to swim during the whole vacation because it was 40 minute-walk to the beach. What's more, we got robbed! Can you believe it? It was completely wrong for my mum to leave her purse inside. Thank goodness, my dad took his wallet with him. The last night dinner was another tragedy. We were originally going to have dinner at Little Chef's, but I forgot to make the reservation. There was no free table, so we were guided to its next-door restaurant. The food took so long to arrive and when it did, it was as cold as ice. Moreover, when the bill arrived, we paid a fortune. I'm happy that it's already over.

Next time, I hope we'll enjoy our vacation by paying attention to the cybersecurity and planning our travel, accommodations and activities beforehand.

Maya



6 Match the statements about Maya.

- | | |
|-------------------------|--|
| <input type="radio"/> f | 1. If Maya hadn't packed her luggage late, |
| <input type="radio"/> e | 2. If they hadn't missed the plane, |
| <input type="radio"/> b | 3. If her father had known the website was fake, |
| <input type="radio"/> c | 4. If the hotel had been near the beach, |
| <input type="radio"/> a | 5. If she had made a reservation at Little Chef's, |
| <input type="radio"/> d | 6. If they had planned their vacation better, |
- a. they would have eaten there.
 b. they wouldn't have looked for another hotel.
 c. they could have gone swimming.
 d. they would have had a nice weekend.
 e. her father wouldn't have bought new tickets.
 f. they wouldn't have left for the airport in the rush hour.

THEME 5

7 Read what Jake remembers about his adolescence. Then write about his regrets using the words in brackets.

1 I hardly ever had the courage to express my feelings.

2 I wasn't careful enough about who I trusted.

3 I spent lots of money on stupid things that I never really needed.

4 I didn't follow my dreams when I was in my late teens.

5 I didn't take enough care of my health.

6 I didn't set my goals or consider my education.

1. *I wish I had had the courage to express my feelings.*
2. *I wish I had been careful enough about who I trusted.*
3. *I wish I hadn't spent lots of money on things that I never really needed.*
4. *I wish I had followed my dreams when I was in my late teens.*
5. *I wish I had taken enough care of my health.*
6. *I wish I had set my goals about my education.*

8 Read the statements and make hypothetical statements.

1. Gill wasn't born in the US. She needed a visa to work there.
If Gill had been born in the US, she wouldn't have needed a visa to work there.
2. You turned a deaf ear to my advice so you couldn't find a solution.
If you hadn't turned a deaf ear to my advice, you could have found a solution.
3. I studied hard this term so my father bought me the computer I wanted.
If I hadn't studied hard this term, my father wouldn't have bought me the computer I wanted.
4. Maggie cheated in the exam. That's why, her teacher phoned her father.
If Maggie hadn't cheated in the exam, her teacher wouldn't have phoned her father.
5. You delayed the project, so you lost your job.
If you hadn't delayed the project, you wouldn't have lost your job.
6. I got late to the school. I couldn't take the exam.
If I hadn't got late to the school, I could have taken the exam.
7. They used their mobile phones in the class. They were punished.
If they hadn't used their mobile phones in the class, they wouldn't have been punished.
8. You backed me up during the presentation, so I succeeded it.
If you hadn't backed me up during the presentation, I wouldn't have succeeded it.

9 Fill in the blanks about yourself.

1. I would have felt better if *Students' own answers* yesterday.
2. If I hadn't been so in primary school, I
3. If I had in the past, I wouldn't have

1 Match the halves to make meaningful sentences.

- | | | |
|---------------------------------|----------------------|--|
| 1. Finally, he popped | _____ b _____ | a. over spilt milk. |
| 2. Never mind! Don't cry | _____ a _____ | b. the question. |
| 3. We can't take our eyes | _____ e _____ | c. apart after his wife's death. |
| 4. Our fate played a nice trick | _____ f _____ | d. for her since the first time I saw her. |
| 5. I have had only eyes | _____ d _____ | e. off our teacher's new red car. |
| 6. Mr Wilson began to fall | _____ c _____ | f. on us when we met years later. |

2 Read the promises and match them with the qualities of a good relationship.

- | | |
|--|---------------------|
| 1. I'll always understand your feelings. | empathy |
| 2. I'll forget your mistakes. | forgiveness |
| 3. I'll never lie to you. | honesty |
| 4. I'll always be thankful that you are with me. | appreciation |
| 5. I'll only have eyes for you. | loyalty |
| 6. I'll do everything for our relationship. | sacrifice |
| 7. I'll always care what you feel. | affection |

affection
appreciation
sacrifice
forgiveness
empathy
honesty
loyalty

3 Read the text and choose the correct options to complete the gaps in it.

I want to tell you a funny romantic story. One day Chris goes to the city library and borrows a philosophic novel. While reading the book, he realises some notes possibly taken by the previous reader. He likes the notes and really wonders about the owner of this beautiful handwriting. He believes that the owner of the notes will put his all loneliness and fears (1) **aside**. He dreams he will fall (2) **for** this kind and clever girl. Then he will take a deep breath and (3) **ask** her out. It is certain that they are a (4) **match** made in heaven. They think the same and they have the same interests. They both like reading any kind of books. He is sure that it will be (5) **love** at first sight and they will never break (6) **up**. With these thoughts, he goes and asks for some information about the previous reader. Then he reaches her address. He buys a bunch of flowers and visits her. Susan smiles and introduces the owner of the notes; her brother John, who is now Chris's best friend.

- | | | |
|--------------------|----------------|---------------|
| 1. a. aside | b. with | c. along |
| 2. a. on | b. in | c. for |
| 3. a. want | b. ask | c. help |
| 4. a. match | b. couple | c. love |
| 5. a. eyes | b. love | c. friendship |
| 6. a. up | b. down | c. for |

4 Fill in the blanks with the names of the people you know to make true statements about yourself.

- Students' own answers
- I always open my heart to my best friend.....
 - I enjoy 's company very much. We like spending time together.
 - I don't see eye to eye with about shopping.
 - I have butterflies in my stomach whenever I see around.

THEME 6

5 Fill in the stanza with the words below.

life / friend / night / mind

Looking for my friend every **night** in my dreams,
 A **friend** means much more than it seems.
 Always questioning what the most proper **life** for a dog is,
 No clear answer to find but I want to keep him happy in my **mind**.

6 Read the text and complete it with the given statements.

- a. Don't look for him.
- b. We took it to the house.
- c. No answer ever came.
- d. It was on the other side.

THE RED DOG

I had a beautiful Irish dog with long hair and a reddish copper coat. Its name was Spook. I had to give up my rare treasure as I was called to the army during World War II. Finally, I decided to ask my friend to take care of my dog. During the war, from the fields, I wrote letters to my friend to hear from my dog. **c**.....
 ... (1) I thought Spook died. After four years, when the war was over, I married Laureate, my wife and we lived in the city.



For our summer vacation, we bought a house in the village where I gave up my dog. I visited my friend to learn what happened to my dog. My friend said: "Sorry about the letters, but you know I hate writing. Your dog is alive but I had to give it away and it changed six owners."

When I heard the truth about Spook, I decided to find him but my wife Laureate said: "It will hurt you. **a**.....(2) I think it is happy now."

"Are you kidding? After four years and six owners? Anyway, I don't think it will remember me.", I said.

One day, while I was climbing up the valley I saw Spook. **d**..... (3) When I told my wife about it she said: "How could you know it was Spook away up there on the side of the hill?" I said: "How do I know you are you?"

The next time I saw Spook, Laureate and I were in a restaurant having dinner. I said: "That looks like Spook." I pronounced the name so loudly that the dog stopped and turned its head. It was Spook. He came near to me, dropped his head at my feet and watched every move that I made; just the way he used to. My dog didn't forget me, either. **b**..... (4) It lay on the floor. "Think of Spook and how happy he is in the valley. What kind of life would he lead with us in the big city?", said my wife and she was right.

...

(from the Red Dog by Howard Maier)

7 Tick the statements you think the characters in the story should/shouldn't have done.

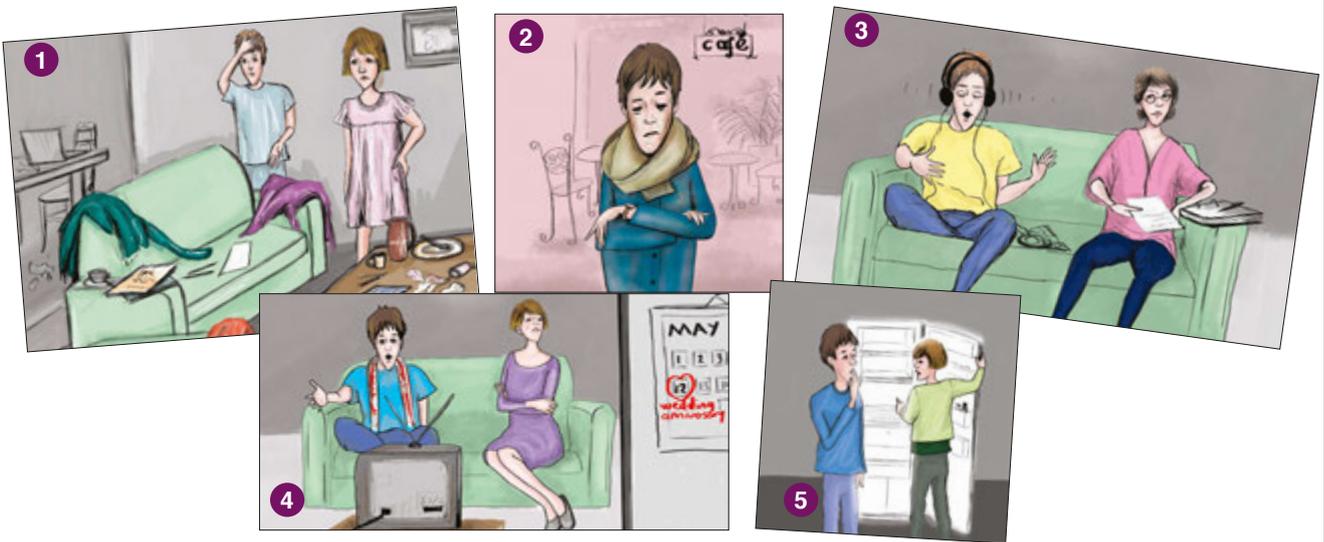
1. The narrator should have given Spook to a family member.
2. The narrator's friend should have answered the letters *students' own answers*
3. The narrator's friend should have never given Spook to anybody else.
4. The narrator should have listened to his wife about not finding the dog again.
5. The narrator shouldn't have taken Spook to the city.

8 Read the situations and write a sentence using *should have*, *shouldn't have*.

1. He forgot his wife's birthday and she got crazy.
He shouldn't have forgotten her birthday.
2. You didn't tell me that it was Jason's birthday yesterday. He got angry with me.
You should have told me that it was Jason's birthday yesterday.
3. It was a blind date and the result was a real fiasco. He never tried to meet someone he didn't know again.
He shouldn't have met someone he didn't know.
4. He gave me a very expensive present on Valentines' Day. That was not necessary.
He shouldn't have given me a very expensive Valentines' Day present.
5. My friends were a match made in heaven. I didn't understand why they broke up.
They shouldn't have broken up.
6. You believed that he only had eyes for you but he was a liar.
You shouldn't have believed him.

9 Look at Paul and Wendy's pictures. They broke up last week. Write sentences to criticise them and say what they *should* / *shouldn't have* done.

1. *They should have tidied the room.*
2. *Wendy shouldn't have been late.*
3. *Paul should have been more respectful.*
4. *Paul shouldn't have forgotten their wedding anniversary.*
5. *They should have done the shopping.*



10 Read the stanza on love and write your own.

*A loving heart is an open door,
To whatever in life you stand for.
Love has no age and no languages,
Love is a river flowing through hearts,
Never ending but by fits and starts.*

A loving heart _____

Love has / doesn't have _____
Love is / isn't _____

Students' own answers

THEME 6

1 Choose the correct options to define the underlined expressions.

1. You cannot judge a book by its cover.
 - a. Don't judge something or someone before looking at them.
 - b. Don't judge something or someone just by looking at them.
2. Wow! You went to town. I'm proud of you.
 - a. You did something very well.
 - b. You went out.
3. You know a guilty conscience needs no accuser.
 - a. You will feel bad about what you did sooner or later.
 - b. You will feel bad about what others did soon.
4. It was as easy as falling of a log.
 - a. It took a lot of effort.
 - b. It didn't take much effort.
5. He is walking on air.
 - a. He is extremely happy.
 - b. He is frightened.
6. All that glitters is not gold.
 - a. Someone who looks good is not as good as gold.
 - b. Someone who looks good might not be good inside.
7. Never forget that one swallow does not make a summer.
 - a. A piece of evidence is not enough to prove what you believe is true.
 - b. You can prove what you believe by finding a piece of evidence.

2 Fill in the blanks with the words in the box.

scary / cry out / light / injured / empty / giant

- | | |
|--|-------------------------------------|
| 1. yell – scream – cry out | 4. candle – torch – light |
| 2. enormous – huge – giant | 5. deserted – silent – empty |
| 3. frightening – terrifying – scary | 6. hurt – harmed – injured |

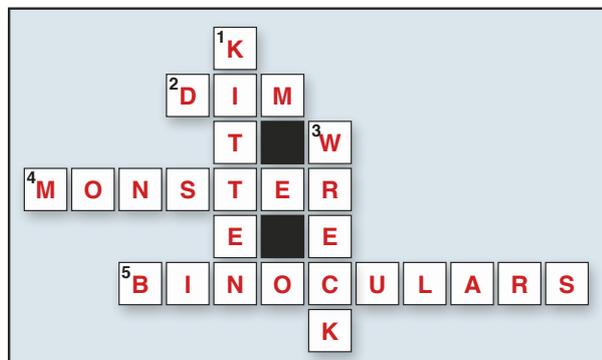
3 Do the puzzle and find the words.

Across

2. not having much light
4. a frightening large creature
5. a pair of tubes with glass lenses to see things far away clearly

Down

1. a very young cat
3. a vehicle that has been badly damaged



4 Read the text and choose the lesson given and write it at the end of the story.

- a. All that glitters is not gold.
 b. Never judge a book by its cover.
 c. A guilty conscience needs no accuser.
 d. Love makes the world go round.

AN UNFORGETTABLE LIFE LESSON

Even today, having judged those men so poorly, I still feel embarrassed. I clearly remember that it was a very cold night and there was lots of ice on the ground. I was hardly walking to the parking lot to drive home. I was carrying two large bags in my hands. When I saw my car, I noticed that it was the only car left. There was nobody around and that was terrifying. Suddenly, I slipped and fell down on my back. I couldn't move. I didn't know how much time passed lying on the floor. I just froze when I saw two young men dressed like gangsters coming towards me. "Oh, no!" I said and started to tremble with fear. I was sure that they were dangerous and they were coming to harm me. One of them was holding a torch in his hand and I saw his friend's scary face in the dim light. That's the last thing I could remember about that night.



I opened my eyes, I realised that I was in a hospital seeing the nurse with a nice smile on her face. She came close and said "You are very lucky, ma'am and it's really great that there are still good people in the world." While talking, she was pointing at the door. It was open and the men were just standing next to the door to give me an unforgettable life lesson: **Never judge a book by its cover.**

5 Read the text again and write true (T) or false (F).

- (F) 1. The narrator was a man.
 (T) 2. There were no other cars in the parking lot.
 (F) 3. The two young men seemed safe.
 (F) 4. One of the men was carrying a gun.
 (T) 5. The narrator was unconscious for a while.
 (T) 6. The narrator woke up in a hospital.
 (F) 7. The moral of the story is about books.

6 Complete the statements to make deductions about the story. Use **might have / must have / can't have**.

1. **It must have been freezing cold.**
2. It **might have** been late at night.
3. She **might have** injured her back.
4. She **must have** been frightened a lot.
5. The men **must have** seen the woman on the ground.
6. The man's face **must have** seemed really terrifying in the dim light.
7. The men **can't have** left the woman there alone.
8. She **must have** felt really ashamed.
9. The men **can't have** been bad people.

THEME 6

7 Use the verbs below to make deductions as in the example.

be / study / tremble / scream / play / forget

1. I don't know where my bag is. I **might have forgotten** it on the bus.
2. Gloria has passed all her exams this semester. She **must have studied** hard.
3. There were no people or houses around. That area **must have been** deserted long time ago.
4. I was sure that I saw Laura at the party but she didn't recognise me at all. My eyes **must have played** a trick on me.
5. It was too hot. The kid **can't have trembled** with cold.
6. It was a scary nightmare. When I woke up, everybody was near my bed. I **must have screamed**.

8 Fill in the blanks using the structures below. You can use more than one.

might have / must have / can't have / should have / shouldn't have

1. They **can't have** known that it was your birthday yesterday. Otherwise, I'm sure they would have thrown a party for you.
2. I don't know why he hasn't come yet. He **might have** missed the bus.
3. The students have guilty expressions on their faces. They **must have** done something wrong.
4. A: Look! Jane is wearing an engagement ring.
B: Then, Dave **must have** popped the question.
5. I **shouldn't have** opened my heart to Helen. Now, everybody knows my secret. She **must have** told it to someone.
6. Jim looks really pleased with himself. He **can't have** failed his driving test this morning.
7. Andy is really handsome but all that glitters is not gold. Susan **shouldn't have** trusted him.

9 Read the situations and make deductions as in the example.

1. You fixed the lamp yourself. It was too high.
You might have fallen off.
2. I wasn't sure if I passed the exam. It was quite difficult.
I might have failed it.
3. My books were on the desk when I went out. Now they are gone.
Somebody **must have taken them.**
4. They say John has gone to London but I saw him downtown in the morning.
He **can't have gone to London.**
5. Nobody answered the phone at home.
My parents **can't have been at home.**
6. The coach looks so unhappy. I don't think they have won the match.
They **can't have won the match.**

REVIEW 5-6

A. Complete the sentences using the words below.

stick the knife in - sneak into - set up - lose heart - show up

1. When you organise or start something, you **set it up**.
2. When you arrive somewhere to join a group, you **show up**.
3. When you criticise someone when they are really weak, you **stick the knife in** them.
4. When you enter somewhere secretly, you **sneak into** that place.
5. When you stop believing you can succeed, you **lose heart**.

B. Match the definitions with the words related to the cyber world.

- | | | |
|------------------|----------|---|
| 1. cybersecurity | c | a. an illegal attempt to harm computer systems via internet |
| 2. cyberbully | e | b. someone who commits cyber crime |
| 3. cybercriminal | b | c. ways of protecting computer systems against threats like viruses |
| 4. cyberattack | a | d. rules about how people should use Internet |
| 5. cyberlaw | d | e. someone who uses the Internet to harm or frighten another person |

C. Complete the sentences. Then match them with the pictures.



1. I wish it **would stop** raining.
2. I wish I **had studied** before the lesson.
3. I wish I **knew** French.
4. I wish I **lived** in a bigger house.
5. I wish this bag **weren't** so heavy.

D. Put the verbs in brackets into the correct tense.

1. If she **had removed** (remove) the bandage on his cut more carefully, she wouldn't have hurt the boy.
2. I **would have sent** (send) her an invitation if I had found her address.
3. The accident **wouldn't have occurred** (not occur) if the driver hadn't driven so fast.
4. Diane would have lent you her laptop if you **had asked** (ask) her nicely.
5. If Justin had known about the art exhibition, he **would have gone** (go) there.
6. George would have joined the swimming team if he **had trained** (train) harder.
7. If you hadn't gone to bed so late, you **wouldn't have overslept** (not / oversleep).

E. Fill in the blanks with the given words below.

sacrifices / empathy / forgiveness / appreciation / loyalty / honesty

1. The director has a hard time forming healthy relationships because he lacks **empathy** for others.
2. The dog's **loyalty** to its owner saved his life.
3. **Forgiveness** does not change the past, but it enlarges the future.
4. The boss gave us a generous bonus in **appreciation** of our fine efforts.
5. Jenny has earned the respect of her colleagues through her hard work and **honesty**.
6. Our parents had to make **sacrifices** in order to pay our education expenses.

F. Circle the correct option.

1. Adam fell **apart / aside / up** after years as a prisoner of war. He needs counselling.
2. Emily's Spanish is really coming **out / for / along**. She can easily communicate with a native.
3. She's just broken **off / up / by** with her boyfriend. We must give her some time to recover herself.
4. Let's put this matter **back / aside / out** for some time and try to solve other problems.
5. Steven came **by / for / off** my office last week. We had a nice chat together.
6. My dad has just come **up / apart / back** from Paris. We're taking him out for dinner.
7. Lucy usually falls **for / out / by** unkind men and then feels herself awful.
8. Our final exam results will come **off / out / along** in July. I can't move anywhere before July.

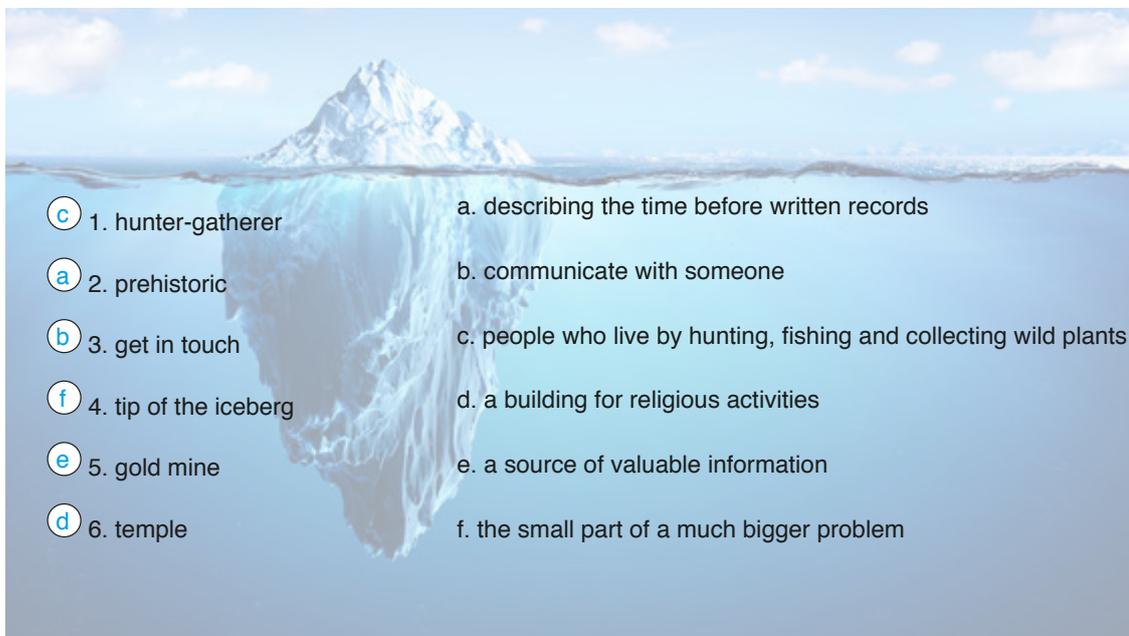
G. Write sentences using must or can't.

1. Jo and Bruce look relaxed. (have a good holiday)
They must have had a good holiday.
2. Brian's eyes are red. (go to bed early)
He can't have gone to bed early.
3. Jessica is late for work. (oversleep)
She must have overslept.
4. Her marks are low. (study hard)
She can't have studied hard.

H. Complete each sentence with two to five words including the word in brackets.

1. Perhaps he slept during the performance. (might)
He **might have slept** during the performance.
2. I'm sure Sue is still at work. (be)
Sue **must be still** at work.
3. It is possible that he forgot to book a table. (could)
He **could have forgotten to book** a table.
4. I'm sure she didn't tell a lie about the project. (told)
She **can't have told a lie** about the project.
5. I'm sure they hired a luxurious villa last month. (have)
They **must have hired** a luxurious villa last month.

1 Match the words with their definitions



c 1. hunter-gatherer
 a 2. prehistoric
 b 3. get in touch
 f 4. tip of the iceberg
 e 5. gold mine
 d 6. temple

a. describing the time before written records
 b. communicate with someone
 c. people who live by hunting, fishing and collecting wild plants
 d. a building for religious activities
 e. a source of valuable information
 f. the small part of a much bigger problem

2 Complete the sentences using the words in exercise 1.

- The earliest **hunter-gatherer** societies didn't use to live on farming.
- People used to come together for religious ceremonies in this ancient **temple**.
- This historical site is a **gold mine**. It gives the archaeologists valuable information about prehistory.
- Students have to **get in touch** with the history professor to do research in this section of the museum.
- The statue which was found on this farm is just the **tip of the iceberg**. The archaeologists believe that there used to be an ancient city here.
- Since there are no written documents about **prehistoric** times, we don't know much about this period.

3 Complete the sentences with the correct form of the phrasal verbs.

find out dig out carry out wipe out puzzle out

- We need to **carry out** more research to understand the lifestyles of prehistoric people.
- We still can't **puzzle out / find out** how this huge temple was built. I think it will continue to be a mystery.
- The big earthquakes **wiped out** the whole city. You can take a tour to see the ruins.
- Prof. Robb has spent 50 years to **find out / puzzle out** what the symbols on the ancient tablet mean.
- The men were trying to **dig out** the ancient coins when the police caught them in the act.

4 Read the text and choose a suitable title for it.

- a. Two Modern Towns **b.** A Tale of Two Towns c. Two Eastern Towns

A Tale of Two Towns

Let's get to know two old fairy-tale towns in Aegean Region: one is ghostlike while the other one is alive and kicking. The more information you have before you go, the more you will enjoy your trip.

**KAYAKÖY**

The ghost town of Kayaköy is an eye-catching hidden spot near Fethiye, Muğla. The quiet and mysterious atmosphere of the empty streets and deserted stone houses is absolutely mind-blowing. Kayaköy used to be a Greek town until 1923, in which the governments of Turkey and Greece signed a treaty of population exchange. Most of the Turkish people who were settled in Kayaköy didn't want to live here as the land wasn't suitable for farming. At present, Kayaköy is preserved as a museum consisting of nearly 500 houses, narrow streets, two churches and a school, all of which are ruins now. If you want to see somewhere off the beaten track and enjoy the silence, you should visit this ghost town. You can take a day tour to Kayaköy to walk the empty cobblestone streets, and take fascinating photographs. If you're an adventurer, hiking and horse-back riding are the most popular outdoor activities that can be done here.

BIRGI

Birgi is a small pretty town which has become a charming open-air museum with the latest restorations. The town is 10 km away from Ödemiş, İzmir. With its well-preserved architecture, Birgi is widely known for its traditional Turkish city identity. When you walk along the historic streets, you will feel that different periods are presented with traditional houses and historic monuments from the 14th century. Every weekend especially local visitors come here to see the architectural beauties, try local food and take beautiful photographs. One of the most popular structures in Birgi is the extraordinary Çakırağa Konağı, built in the 18th century. This beautiful house is different from the others since the ceilings and the walls are highly decorated with plants and fruit motifs as well as panoramic city views. What really makes this small town pretty is the warm-hearted local people. Fortunately, the town has been protected from urbanization and the restorations are carried out sensitively.



5 Read the statements and write Kayaköy (K) or Birgi (B).

1. K It was left after the population exchange.
2. K Very few people live here.
3. B It has been preserved and restored with great care.
4. K All the structures are in poor condition here.
5. B It has had a Turkish identity for centuries.

6 Answer the following questions.

1. Why didn't the Turkish immigrants want to live in Kayaköy?
Because the land wasn't suitable for farming.
2. What kind of activities can you do in Kayaköy?
You can do sightseeing, take photos, hike or ride a horse in the town.
3. Why is Çakırağa Konağı a unique structure in the town?
The ceilings and walls are highly decorated with plants, fruit and panoramic city views motifs.

7 Choose the correct options.

- The guided city tour **organised / is organised** by our professional company.
- The castle, which is on top of a high hill, **can see / can be seen** from 15 miles away.
- The travellers usually **share / are shared** their opinions on this website.
- The Blue Mosque **built / was built** during the rule of Ahmet I in seven years.
- His journey in Cappadocia region **will take / will be taken** about a week.
- The museum **has visited / has been visited** by millions of tourists since it **has opened / was opened** in 1945.
- It takes years to collect information from a historical site since it **must excavate / must be excavated** with great care.
- The villager **discovered / was discovered** a head of a statue while he was working on the farm.

8 Rewrite the sentences using the words in brackets.

- Musicians give concerts in the Great Theatre of Ephesus every summer. (are)
Concerts are given in the Great Theatre of Ephesus every summer.
- You use a museum card here to save time and money. (used)
A museum card is used here to save time and money.
- The architects are restoring the historical mosque at the moment. (being)
The historical mosque is being restored at the moment.
- Prof. Mayer is going to publish a research paper in the Archaeology Magazine next week. (be)
A research paper is going to be published in the Archaeology Magazine by Prof. Mayer next week.
- You can see the huge statues on the top of the mountain. (seen)
The huge statues can be seen on the top of the mountain.
- Many people haven't heard of the temples in Göbekli Tepe yet. (been)
The temples in Göbekli Tepe haven't been heard of yet.
- Will we take the students to a school trip this year? (taken)
Will the students be taken to a school trip this year?
- The big earthquakes damaged most of the structures. (were)
Most of the structures were damaged by the big earthquakes.

9 Write the correct forms of the verbs in the paragraph.**A Picturesque Village, Şirince**

Şirince is a beautiful old village which (1) **is surrounded** (surround) by olive trees and peach gardens. It's only 8 km away from Selçuk, İzmir. Only about 451 people live in this small village but it (2) **is visited** (visit) by thousands of local tourists especially at weekends. The name of the village used to be Çirince -an ugly place- but it (3) **was changed** (change) to Şirince -a charming place- in 1926 by the governor of İzmir. Şirince is under the legal protection and it (4) **is preserved** (preserve) with great care. Its unique local architecture (5) **is identified** (identify) with the two-storey white houses on a green hill. Some of these houses (6) **were restored** (restore) beautifully and they (7) **have been used** (use) as restaurants or small hotels since 1990s. As you walk through the narrow streets, you (8) **are / will be amazed** (amaze) by the impressive landscape. There is an open market in the centre of the village and different kinds of natural products and local tastes can (9) **be found** (find) easily. If you're looking for an extraordinary spot, you can visit Nesin Mathematics Village that is 1 km away from Şirince. It's a peaceful and fascinating place where hundreds of students (10) **are accommodated** (accommodate) for all levels of mathematical activities in summers.



1 Find 9 hidden adjectives in the word search puzzle.

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

2 Choose the correct word.

- The stories about the haunted house were all **strange** / **imaginary** / **real**. We couldn't find any true information about them.
- I think he made a **calm** / **cheerful** / **sneaky** plan to win the game or he couldn't beat you.
- After a long tiring year at work, I prefer a quiet and relaxing holiday on a **deserted** / **mysterious** / **strange** beach.
- You should hit the slopes early in the morning. It will be a(n) **incredible** / **deserted** / **aggressive** experience for you.

3 Replace the underlined words with the ones in the box.

mind-blowing / coastline / worth it / steep / deserted

- More than 400 beaches with the Blue Flag show that Turkey has a safe and clean seashore.
coastline
- The island was empty and quiet so the tour group had a peaceful day. *deserted*
- White water rafting in the Coruh river is extremely exciting. *mind-blowing*
- The idea of bungee jumping was really frightening but after trying it, we realised it was enjoyable.
enough. worth it
- We walked quite a lot to reach the temple on the high and sharp hill. *steep*

4 Complete the sentences with the correct idiom. Make necessary changes.

*alive and kicking / fate is sealed / be spoilt for choice /
walk one's feet off / bucket list*

- I wish we had rented a car to tour around the city. We weren't wearing comfortable shoes and we **walked our feet off** at the end of the day.
- There are a few things I want to do before I die. Going to the extraordinary festivals in Nepal is certainly on my **bucket list**.
- The passengers could get out of the sunken boat. Don't worry. They are all **alive and kicking**.
- There were lots of things to do and see on our trip to South America. I can say we **were spoilt for choice**.
- He doesn't do anything to challenge this hard condition because he thinks his **fate is sealed**.

5 Read and tick the popular spots mentioned in the text.

 Ephesus Mardin Birgi İstanbul Bozcaada Patara

A MIND-BLOWING TRIP

Last year I had a chance to spend six months in Turkey as an exchange student. It is one of the most fascinating countries I have ever seen. I think Turkey is a land of history and culture, as well as the land of turquoise. It's packed with cultural heritage from the outstanding Hagia Sophia Museum to the ancient port city of Ephesus. By the way, 16 historical landmarks are currently included in UNESCO World Heritage Sites and 60 more are on the way to getting into the list. Luckily, I could see some of them. I also went on sightseeing tours around the most picturesque towns and cities of the country. I can't forget the beauty of Mardin, Uzungöl, Safranbolu and Şirince. I strongly recommend you to shop till you drop in İstanbul's Grand Bazaar, which is one of the oldest and biggest malls in the world. Probably you won't be able to explore it all in a day because it has 61 streets with more than 3000 shops.

Did you know that the coastlines along the Aegean and the Mediterranean are also called the Turquoise Coast? I believe it has something to do with the amazing colour of the water. When I close my eyes, I still remember the mind-blowing sea. From Patara, the longest beach in the Mediterranean, to the small untouched paradise Butterfly Valley, you have plenty of options to go. Don't miss out on a chance to see the well-preserved İztuzu Beach, also known as Turtle Beach. This eco-beach is a natural habitat for caretta caretta sea turtles, which have been laying their eggs here for 40 million years. Enjoying yourself on these awesome beaches should definitely be on your summer bucket list. No wonder why Turkey is the sixth most visited country in the world.



6 Read the text and write true (T), false (F) or not stated (NS).

1. You can see different kinds of tourist attractions in Turkey.
2. The writer toured around Turkey during her stay.
3. The Grand Bazaar in İstanbul is the first shopping mall in the world.
4. All Turkish coastlines have turquoise water and sandy beaches.
5. Butterfly Valley is a quiet and deserted beach.
6. Turkey has the second highest number of Blue Flag beaches among 50 countries.

7 Read the text again and answer the following questions.

1. Why can't you walk around all the shops in the Grand Bazaar in a day?
Because it is too big. It has 61 streets with more than 3000 shops.
2. Why are the south and west coastlines also called the Turquoise Coast?
Because the colour of the water is turquoise.
3. Why is İztuzu Beach also called Turtle Beach?
Because it is a natural habitat for caretta caretta sea turtles.

8 Do the quiz about İstanbul.

Did you know?

1. İstanbul is one of **the most popular** tourist destinations in Europe.
 a. more popular **b.** the most popular c. most popular d. as popular as
2. Although İstanbul is not the capital, it is **the most populous** city of Turkey.
 a. populous b. more populous c. less populous **d.** the most populous
3. İstanbul is **more crowded than** Greece, the population of which is only 10 million.
 a. more crowded b. the most crowded c. as crowded **d.** more crowded than
4. Tulips were actually originated in İstanbul but Turkey is not **as famous as** the Netherlands for its tulips.
 a. more famous b. most famous **c.** as famous as d. the more famous
5. The Grand Bazaar in İstanbul is one of **the oldest** shopping malls in the world.
 a. oldest b. older **c.** the oldest d. the old
6. The nightlife in İstanbul is **as lively as** New York. Both cities are energetic through the night.
a. as lively as b. livelier c. the liveliest d. the more lively
7. Culinary tourism, also known as gastronomy tourism, has become **more popular** in İstanbul recently.
 a. most popular **b.** more popular c. as popular as d. the most popular
8. İstanbul is **as rich as** the most popular European cities in cultural and historical heritage.
 a. richer b. richest c. the richer **d.** as rich as
9. The number of tourists visiting İstanbul is increasing **faster than** most of the European cities.
 a. fastest b. the fastest **c.** faster than d. faster
10. The Tünel, the second **oldest** subway system of the world, was built in 1875 in İstanbul.
 a. as old as b. older than **c.** oldest d. the oldest

9 Complete the second sentence so that it means the same as the first one.

1. The Wall of China is a more popular destination than Chichen Itza.
 Chichen Itza **is a less popular destination than the Wall of China.**
2. İstanbul is more crowded than the other cities in Turkey.
 İstanbul **is the most crowded city in Turkey.**
3. Kayaköy is an extraordinary town. Birgi is an extraordinary town, too.
 Kayaköy is as **extraordinary as Birgi.**
4. Last year I stayed at my grandparents' summerhouse longer than usual.
 Usually, I don't stay at my grandparents' summerhouse **as long as last year.**
5. Anıtkabir has an attractive architectural style like Seljuk and Ottoman styles.
 Anıtkabir's architectural style is **as attractive as Seljuk and Ottoman's.**

10 Complete the sentences in your own words using comparative and superlative forms.

1. I think beach holiday is adventure holiday.
2. Hot-air ballooning over Cappadocia can be
3. Trekking is the other extreme sports.
4. I think my hometown is in Turkey.
5. The Black Sea coast isn't the Aegean coast.

Students' own answers

1 Find the synonyms of the words below in the word search puzzle.

championship	....<i>tournament</i>	O	M	Q	H	Y	K	B	M	Y	O	J	R	S	F	D
		O	J	U	C	V	M	W	Y	G	L	O	E	J	U	X
		J	E	R	S	E	Y	T	E	N	N	C	T	M	D	I
section	.....<i>stage</i>	R	D	M	J	L	U	T	D	F	P	H	N	R	E	G
		Z	O	W	Y	O	C	G	T	N	X	M	I	L	P	K
		Z	I	T	D	D	P	E	K	C	K	C	R	A	O	F
consumed	.....<i>sold out</i>	Y	Q	L	A	F	C	I	B	Q	V	C	P	V	K	T
		C	O	U	Y	T	G	S	A	A	U	Y	S	B	G	J
racer's shirt	.....<i>jersey</i>	S	K	C	Z	X	C	A	V	F	Z	O	F	F	W	R
		R	S	X	B	L	D	E	W	W	F	J	U	O	B	F
		A	R	Q	B	K	E	S	P	I	M	W	W	F	M	F
runner	.....<i>sprinter</i>	Z	R	V	A	H	U	N	T	S	Z	H	M	U	L	M
		I	Y	C	J	K	X	B	D	A	I	R	D	Y	X	F
watcher	.....<i>spectator</i>	I	N	K	L	M	O	U	T	N	G	B	R	G	O	E
		T	N	E	M	A	N	R	U	O	T	E	T	B	M	W

2 Complete the sentences with the words you have found in the word search puzzle.

- Usain Bolt, who is a famous *sprinter*, was one of the medallists in the 2016 Olympics.
- Ronaldo was wearing number 7 *jersey* while he was playing in Real Madrid.
- Our school team came third in the chess *tournament* last weekend.
- There were thousands of *spectators* in the court for the final game of the NBA.
- All the tickets were *sold out* for the concert within hours so we couldn't buy any.
- In the first *stage* of the marathon, he fell down and broke his leg.

3 Match the idioms with their definitions.

- (c) 1. to carry the ball
- (a) 2. to put one's heart into
- (b) 3. to hold one's breath
- a. to do sth with passion and maximum effort
- b. being excited or anxious for sth to happen
- c. to have a leading role or do the most of the work in a task

4 Complete the sentences with the idioms in exercise 3.

- Ronaldo *carried the ball* in the last game and scored three goals so the team won the match.
- Shaquille O'Neil *put his heart into* basketball, he trained 8 hours each day and finally he became a famous player.
- The spectators *had held their breath* until Phelps dived into the pool successfully.

THEME 8

5 Read and complete the text with the sentences below.



Serena Williams



Michael Jordan



Jason Terry

1. He / She believes playing with the same socks brings good luck.
2. He / She has many rituals needed to be done before the matches.
3. He / She never gave up believing this magic.

ARE YOU SUPERSTITIOUS?

Superstitions have a big effect on our daily lives. Almost everyone avoids walking under a ladder or many of us believe that if the 13th day of the month falls on a Friday, it will bring bad luck. And most of the sportspeople don't want to wear the uniform with number 13.

Some sportspeople have strange superstitions as well. For example, Serena Williams has an interesting superstition. Although tennis is a game which relies heavily on feet and makes the player change the socks frequently, Serena prefers wearing only a single pair of socks during a tournament. **She believes playing with the same socks brings her good luck.**

Another sports person who has a strange superstition is Michael Jordan. In 1984 when he first joined the NBA, he was wearing his blue shorts and during his legendary career he believed that wearing them brought him good luck. **He never gave up believing this magic** and he always wore his blue shorts under his uniform in the matches.

Some sportspeople have more than one interesting superstition. Jason Terry, a well-known NBA basketball player, is one of the most superstitious players. **He has many rituals need to be done before the matches.** The first one is, eating only chicken on the day of the match. The other one is wearing five pairs of socks while playing and the most interesting one is wearing the replica shorts of the opposite team the night before every game.

In short, superstitions help some athletes feel more confident about their performance. Whether or not you find superstitions weird, they are important for the person who believes in them.

6 Write the superstitions of the athletes.

Serena Williams : **wearing a single pair of socks during the tournament**

Michael Jordan : **wearing the same blue shorts in every game**

Jason Terry : **eating only chicken during the match day, wearing five pair of socks during the game, wearing the opposite team's shorts a night before the game.**

7 Read the text again and write (T) true or (F) false for the statements.

- (T) 1. It is commonly believed that walking under a ladder brings bad luck.
- (T) 2. Many sportspeople don't want to wear the uniform with number 13.
- (F) 3. Serena Williams wears five pairs of socks during the play.
- (T) 4. Michael Jordan used to wear his blue shorts in matches.
- (F) 5. Jason Terry prefers eating vegetables during the match day.
- (F) 6. Jason Terry wears only a single pair of socks during the match.
- (T) 7. Having superstitions helps the athletes feel comfortable.

8 Rewrite the following sentences using "Reported Speech".

1. Sandy: "I often have a big hamburger."
Sandy says (that) *she often has a big hamburger.*
2. Frank: "We live in London."
Frank says (that) *they live in London.*
3. Benjamin: "My hometown is the most beautiful place on Earth."
Benjamin says (that) *his hometown is the most beautiful place on Earth.*
4. Ian: "Lara and her friends understand Japanese."
Ian says (that) *they understand Japanese.*
5. Lauren: "It gives me a great pleasure to be here this evening"
Lauren says (that) *it gives her a great pleasure to be there that evening.*
6. Robert: "I often watch the latest films."
Robert says (that) *He often watches the latest films.*
7. Sophia: "I must go as soon as possible."
Sophia says (that) *she must go as soon as possible.*
8. Ethan: "I don't know what to do."
Ethan says (that) *he doesn't know what to do.*
9. Jessica: "If we work hard, we will pass the test."
Jessica says (that) *if they work hard, they will pass the test.*
10. James and David: "We have to go now."
James and David say (that) *they have to go then.*

9 Complete the blanks with "say" or "tell".

1. Julie ...*says*... that she will join us after work.
2. Dave and Mark ...*tell*... me that they are going running that evening.
3. John ...*says*... that he is happy to be with us.
4. Charles ...*tells*... her that he will be in London the following month.
5. Abigail ...*tells*... me that she loves living in New York.
6. They ...*tell*... her that they will arrive home at eight in the evening.
7. Mathew ...*says*... that he will go to bed early that night.
8. The directors ...*tell*... Sam that he needs to do some more work on that report.

10 Match the time expressions with the equivalence in Reported Speech.

- | | |
|--|--------------------------------------|
| 1. <u> e </u> tomorrow | a. that day / the same day |
| 2. <u> a </u> today | b. the day before / the previous day |
| 3. <u> b </u> yesterday | c. before / previously |
| 4. <u> c </u> ago | d. the following week / month / year |
| 5. <u> g </u> last week / month / year | e. the following day / the next day |
| 6. <u> d </u> next week / month / year | f. then |
| 7. <u> f </u> now | g. the previous week / month / year |

THEME 8

1 a. Find the following words in the puzzle.

1. scaffolding
2. platform edge
3. eye-popping
4. hair-raising
5. jaw-dropping
6. waist harness
7. rebound

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

b. Fill in the blanks using the words in Exercise 1a.

1. It is extremely essential to wear the exact **waist harness** which fits the curve of your back while kiteboarding. It distributes the power of the kite through your body.
2. Linda was standing excitedly on the **platform edge**. The young boy counted down, gave her a small push off and Linda's bungee jumping started.
3. Rotorua has become one of the New Zealand's biggest holiday destination with its **hair-raising** extreme sports. I wouldn't dare to try any of them. They are frightening.
4. Great Canadian Bungee is the biggest bungee jumping base in North America as there is no bigger **rebound** known in the continent. I suppose it is worth trying.
5. At the moment, Brian is walking up the path to the **scaffolding** where the jump is going to take place. He says it'll be unforgettable.
6. Tom is a professional photographer. He captures the most exciting and **jaw-dropping** images of the people while they are doing extreme sports.
7. My mum and I watched extreme sports channel last night. The performances were so **eye-popping** and stunning that we were impressed.

2 Fill in the blanks using the words from the box.

pitiless / rat race / fortitude / annually / steep / terrains

1. Extreme skiing is done on **steep** mountain slopes and is one of the toughest extreme sports around the world. It is difficult to understand how people try doing it.
2. Mountain biking is an extreme sport that involves riding bicycles over rough **terrains**. Most cyclers say that they love to be on their bikes on rocky landscapes.
3. Many people around the world enjoy extreme sports due to their wild and **pitiless** nature of them. In other words, severe conditions of these sports motivate the doers.
4. Extreme ironing, which is held **annually** in Finland in early July, is a dangerous sport and a performance art. Every year we go there to watch jaw-dropping performances.
5. My brother is seriously thinking about joining "Survivor" as he is a **rat race** addict.
6. Sports might need athletic abilities, however in general, extreme sports need a very strong mental **fortitude** to be able to pull it off.

3 Read the text quickly and choose the correct answer.

The text is about

- a. Diving
- b. Skydiving**
- c. Scuba diving



FREE FALL

I've had a phobia of heights since I was a little child. I tried to overcome this fear in many ways, like attending to a rock-climbing class, trying roller coasters etc. They all helped, but I still had that fear of heights in deeper parts of my mind. So, I decided to give a chance to skydiving.

I watched lots of videos and read articles about skydiving. I have learned that nothing compares to the adrenaline rush that you experience when you leap from a plane and free fall through the blue sky. I spent some time with skydiving instructors. "Once you have tasted the taste of sky, you will forever look up" said one of them to me. That was moment when I decided to prepare myself for the free fall.

The day when we were up in the sky in our plane, my instructor helped me put on the equipment. "Are you ready to fall with style, Jason" he said smiling. Then we jumped together. That minute was unbelievable. I was up in the air flying as free as birds. First, I felt the coldness of the icy air. Then I realized that my heart was shaking like a bird in my chest. The feeling continued until we opened our parachutes. The rest was sailing in the sky, enjoying the wonderful bird-eye view. I felt really safe and secured. I was extremely happy after we landed on the coast since I had beaten my phobia.

Now, I go skydiving twice a year in different parts of the world. Skydiving doesn't only mean a sport to me. It also means travelling to incredible places and meeting new people. I'm not scared anymore. I know very well that those who don't jump will never fly.

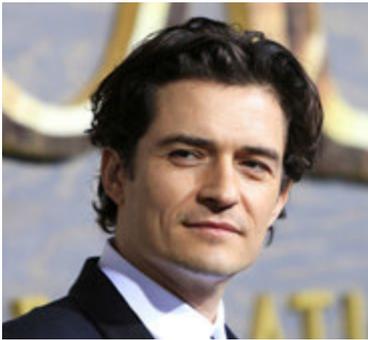
4 Read the text. Decide if the statements are true (T), false (F) or not stated (NS).

- (T)** 1. When Jason was a little child, he was afraid of heights.
- (F)** 2. He attended yoga classes to overcome his fear.
- (T)** 3. Jason did a wide research before experiencing skydiving.
- (F)** 4. He decided to try skydiving after talking to his friends.
- (F)** 5. No equipment is needed for skydivers.
- (T)** 6. Skydiving helped Jason beat his phobia of heights.
- (NS)** 7. Jason often goes skydiving in Indonesia.
- (NS)** 8. He met his fiancée while travelling to incredible places.

THEME 8

5 Choose the correct option.

1. Orlando Bloom says "As I've tried bungee jumping, sky diving and mountain biking so far, I am a real adrenaline junkie".
 - a. **Orlando Bloom said that he was a real adrenaline junkie because he had tried bungee jumping, sky diving and mountain biking so far.**
 - b. Orlando Bloom said that he is a real adrenaline junkie because he has tried bungee jumping, sky diving and mountain biking so far.
2. Brad Pitt says "Kitesurfing gives me the ultimate feeling of power and speed."
 - a. Brad Pitt said that kitesurfing had given him the ultimate feeling of power and speed.
 - b. **Brad Pitt said that kitesurfing gave him the ultimate feeling of power and speed.**
3. Selena Gomez says "Open the wings of freedom and make your dreams come true while you are parasailing in the air."
 - a. **Selena Gomez told us to open the wings of freedom and make our dreams true while we were parasailing in the air.**
 - b. Selena Gomez said that you opened the wings of freedom and made your dreams come true while you were parasailing in the air.



6 Read the sentences of the sports people and change them into indirect.

1. "Success doesn't just come and find you, you have to go out and get it". Miranda
Miranda said that success didn't just come and find us, we had to go out and get it.
2. "Set your goals high and don't stop till you get there". Terry
Terry told us to set our goals and not to stop till we got there.
3. "I think extreme sports are really good for relieving stress". Dave Chappelle
Dave Chapelle said that extreme sports were really good for relieving stress.
4. "If you want to experience all of the successes and pleasure in extreme sports, you have to be willing to accept all the pain and failure that comes with it". Mat Hoffman
Mat Hoffman said that if we wanted to experience all of the successes and pleasure in extreme sports, we had to be willing to accept all the pain and failure that came with it.
5. "I'm one of these people that likes adrenaline and new things, like extreme sports. It makes me feel alive". Gisele Bundchen
Gisele Bundchen said that she was one of those people that liked adrenaline and new things like extreme sports and added that it made her feel alive.

3 Read the text quickly and write the personality traits.

Raj Kapoor is **confident** and **extroverted**.

Hrishikesh Mukherjee is **pessimistic** and **shy**.



A TRUE FRIENDSHIP

Friendship story of Raj Kapoor and Hrishikesh Mukherjee is one of the most touching stories which warms our hearts. It is the friendship which led a director to make a film which is chosen to be among 100 films to be seen before you die.

Raj Kapoor, a multi-talented actor of the Hindu film industry, was an extroverted and a confident actor. His films were a real commerce success. However, the director Mukherjee, who was quite pessimistic and shy, experienced a complete failure with his first film. Raj Kapoor was impressed enough to recommend Mukherjee to direct

his film 'Anari'. The film became very popular and started their friendship.

As the life is not a bed of roses; afterwards, Raj became the one who needed his best friend because he caught a serious illness. Mukherjee feared that his best friend would die soon and tried to do his best to be with him all the time. With this feeling he wrote the script for one of his best films 'Anand'. In this film, he told the story of a doctor and his patient and it was the true tale of their friendship. Raj Kapoor was the patient named Anand in the film. Doctor, who represented Mukherjee in the film, was trying hard to save his patient's life. Raj Kapoor recovered in real life but Mukherjee didn't want his friend to cast in this tragic role.

Hrishikesh Mukherjee was inspired by Raj Kapoor and could make his blockbuster thanks to the spirit of their friendship. And with this amazing movie, he managed to prove everyone that friends can have different types of personalities. Because friendship is not a matter of having the same personality traits, it is a matter of sharing and caring.



4 Match the personality traits you have written in exercise 3 with their antonyms below.

unshy X **shy**

optimistic X **pessimistic**

uncertain X **confident**

introverted X **extroverted**

5 Read the text again and write true (T) or false (F).

- (F) 1. Hrishikesh Mukherjee was really a successful director when they met.
- (T) 2. Mukherjee's life totally changed because a successful actor gave him a chance.
- (T) 3. Mukherjee made the film because he was truly affected by his friend's illness.
- (F) 4. Their friendship helps us think that best friends should have similar personalities.

- 6 Choose the best ending from the box and join the statements using *who*, *which*, *that*, *where*, *when* or *whose*. Add commas where necessary.

<i>it is the best birthday present I've ever had</i>	<i>Harry popped the question to Meghan there</i>
<i>she will study Economics there</i>	<i>he went to Spain to work</i>
<i>we were in Venice then</i>	<i>her mother works in a bank</i>
<i>he had an accident last week</i>	<i>I listen to it</i>

1. My best friend went to London *where she will study Economics.*
2. Susan is truly my best friend *whose mother works in a bank.*
3. My friends don't like some of the music *which I listen to.*
4. I wrote an e-mail to my friend *who went to Spain to work.*
5. Mary bought me a mobile phone *which is the best birthday present I have ever had.*
6. This photo was taken on Sue's birthday *when we were in Venice.*
7. This is my unfortunate friend Frank *who had an accident last week.*
8. This is the restaurant *where Harry popped the question to Meghan.*

- 7 Read the text and fill in the blanks using *who*, *which*, *that*, *where*, *when* or *whose*. Put the pronouns in brackets if you can omit them.

Do you have a true best friend *who / that* is always there for you? Thank goodness, I do. Megan and I are always together; no matter where we are! We go to places *where* we do shopping, work out, have lunch or simply enjoy ourselves. We have so many inside jokes *which / that* nobody would understand until we explain them. We get a good laugh out of them! She's the kind of person *who / that* I could never lie to. She supports and helps me through tough times *when* I am really down. A best friend is never afraid to tell you the truth, even if it's something *which / that* you don't want to hear. She believes that it is necessary for friends to be honest with one another. Shortly, Megan, *whose* friendship is priceless, is the most precious gift of my life.



THEME 9

1 Read the statements and write the name of the activity they joined last weekend.



frock swap

Look at my new bracelet. Isn't it gorgeous? And I didn't pay even a penny for it. I had boots which I had worn only twice. I changed them with Mary's amazing jewellery.



iron chef night

Everything was mouth-watering and every moment was full of excitement. Mark, Frank and Sue used the same ingredient-chocolate- and competed against time. We were also the jury.



movie marathon

To make a wonderful sci-fi night for my guests, first I bought four DVDs. Then I prepared their favourite snacks and I made the room ready. It was great and everybody was fascinated.



city break

Imagine you are in Paris for a couple of nights. You climb the Eiffel Tower, have coffee at Le Select, get lost in Louvre and take a boat tour in the River Seine. Sounds amazing, doesn't it? I did them all last weekend.

2 Match the words in column A and B to find the correct collocations.

A	B	
matchy	prices	1. <i>matchy friends</i>
bargain	sites	2. <i>bargain flights</i>
travel	flights	3. <i>travel off season</i>
historic	friends	4. <i>historic sites</i>
reasonable	off-season	5. <i>reasonable prices</i>

3 Complete the postcard using the words in exercise 2.

My dearest Lily,

We are having a great time here in New York! I'm here with all my *matchy friends*. You know the whole team. We took a city tour yesterday. We visited some of the famous *historic sites*, the Statue of Liberty and the Brooklyn Bridge. We had huge hotdogs at the Central Park.

The hotel is superb but it costs an arm and a leg. We should have found one with more *reasonable prices*. Anyway, if we come again, we should arrange it in *the travel off season* when it is not this much crowded and when the accommodation is cheaper. So, we can find *bargain flights* to travel as well.

Wish you were here. Miss you so much.

Sarah



4 Read the text quickly and choose the correct option.

- a. Some students visit Rome as a part of youth project.
- b. Three friends go to Rome to visit one of theirs.
- c.** Three friends have a city break in Rome.

A REAL PARADISE, ROME

6 September

We are in Rome at last. Natalie, Arla and I are resting in our comfortable hotel room. It is such a gorgeous city that we couldn't take our eyes off the historical buildings, monuments and streets.

7 September

This was the day to explore the places that everyone wants to see in their lifetime. First we visited Colosseum, which is just in the centre of the city. And then we went to make a wish at Trevi Fountain. I have never seen such an amazing place before. The Pantheon and St Peter's were breathtaking. At the end of the day we rewarded ourselves with some tasty pasta and pizza at Pizzeria Loffredo.

8 September

Our day started very early as it was the first day of the festival 'Notte Bianca'. We couldn't sleep to see the shows and celebrations. Seeing the streets empty was great. They were closed to traffic so we were able to walk freely on narrow roads. The only problem was trying to decide whether to go shopping or visit cultural centres.

9 September

Finally, we had a chance to go off the beaten track and visited the Romeow Cat Café, which is very trendy in the old city. We were really surprised to see the cats everywhere. The place was so peaceful and raw vegan cakes were so delicious that we didn't want to leave. Afternoon was the time when we felt the luckiest because we discovered a place called 'House of the Owls', which is usually visited by locals. This hidden museum amazed us. It was really great to be there.

10 September

We are back at our peaceful hotel after a magnificent city break. We are tired but happy and looking forward to the next chance to discover a new city.



5 Read the text. Write the names of the places and the event under the correct heading.

Historical Places	Restaurant and Cafes	Event
<i>Colosseum</i>	<i>Pizzeria Loffredo</i>	<i>Notte Bianca Festival</i>
<i>Trevi Fountain</i>	<i>Romeow Cat Café</i>	
<i>Panteon</i>		
<i>St Peter's</i>		
<i>House of the Owls</i>		

6 Read the text again and write true (T) or false (F).

- T** 1. Rome is not only a historical city but also a real tourist attraction with different activities.
- F** 2. There was nothing to see much in the city centre.
- T** 3. The blog writer was really affected by the historical places.
- T** 4. Streets were closed to traffic thanks to the festival Notte Bianca.
- F** 5. The food was not that good at Romeow Cat Café.
- F** 6. They visited the House of the Owls, which they saw on a guide book.

7 Join the two sentences as in the example.

- It is the room. They hold the Iron Chef Night contests there.
It is the room where / in which they hold the Iron Chef Night contests.
- Jane is the house owner. She invites the residents of this area for the frock swap.
Jane is the house owner who invites the residents of this area for the frock swap.
- That's my friend. His duty is to choose the films for this week's movie marathon.
That's my friend whose duty is to choose the films for this week's movie marathon.
- Those are the mirrors. I bought them for the bathroom.
Those are the mirrors which I bought for the bathroom.
- A wild forest is a place. We go camping to see the different animals in it.
A wild forest is a place where we go camping to see the different animals.
- Sally Wilson is the jury. She is going to give the prize to the winner of the night.
Sally Wilson is the jury who is going to give the prize to the winner of the night.

8 Choose the correct answer.

- The town, **which / whose / where** I visited last summer, is a tourist attraction.
- The jury, **who / which / whose** loves cooking, decides the best one easily.
- The garage, **who / which / where** we sell our old clothes, is cleaned before the sale.
- The winner of the night will be the one **which / whose / where** dish is the most delicious.
- People **whose / who / which** want to share their ownings with others can join us.

9 Complete the text with **who, which, where** or **whose**.

The place (1) **where** we went camping last summer is near my grandfather's village. It is near the lake (2) **which** is the home of various kinds of birds. We went there with our teachers (3) **who** really like wild life. They planned and brought everything (4) **which** we would need during our stay. I shared a tent with a boy (5) **who** really likes fishing so we went fishing and caught fish (6) **which** we cooked at campfire. The girls (7) **whose** tents looked comfortable usually invited us for coffee and nice music. Nights were quiet and relaxing because we could chat and listen to the owls (8) **whose** hoots came from the deepest parts of the forests. After five incredible days (9) **which** passed struggling in nature, I left the camping area to stay at my grandfather's old house (10) **where** I could have a nice warm shower. When my camping friends were back to give me a lift back home, they were the ones (11) **who** were dusty and I was the one (12) **whose** clothes were as white as clouds. They must have thought how lucky I am.



1 Match the sentence halves.

- | | |
|--|--|
| c 1. It means you suffer from culture shock | a. you apply some traditions that passed down from previous generations. |
| d 2. You have cultural awareness | b. if you want to be a member of a new society. |
| a 3. If you follow customs, | c. if you feel uncomfortable in an unfamiliar society. |
| b 4. You should follow the social norms | d. when you understand the cultural differences. |
| e 5. You should learn social etiquette | e. if you want to adapt to a new society. |

2 Read the paragraph and complete the sentences with the words.

cultural awareness / social norms / etiquette / customs / culture shock

When Elif moved to Japan from Turkey, she felt quite uncomfortable as it was an unfamiliar culture for her. She had a real **culture shock** in the beginning because the Japanese had a very different lifestyle. Her **cultural awareness** helped her understand the differences between her own culture and the new one. Thanks to her friends, it didn't take a long time to understand the **social norms** there. Luckily, she was able to adapt to the culture of this foreign land easily.

The Japanese were really keen on their traditions and **customs**, which were passed down from generation to generation. In addition, their social **etiquette** was quite different from the one in Turkey. For instance, she learnt how to use chopsticks politely or to sit properly on the floor when necessary. Now, she really enjoys living in Japan.

3 Complete the dialogue using the prompts given.

I feel the same way / I think / what about / what do you think of / I don't agree because

Elif : **What do you think of** my new house?

Aika : Oh, it looks great. And you have some new furniture as well.

Elif : Yeah, I have to spend a lot to decorate it in a traditional Japanese style. **I think** I need to buy a new sofa.

Aika : **I don't agree because** in our traditions the living room needs to be decorated as simple as possible.

Elif : So, **what about** putting a big flowerpot over there? It may look good.

Aika : **I feel the same way**. It will be great!

4 Fill in the chart with the correct forms of the words.

NOUN	ADJECTIVE
generosity	generous
compassion	compassionate
grace	graceful
anger	angry
modesty	modest

5 Complete the sentences using the correct form of the words in exercise 4.

- Generosity** is a significant value in our culture; we always help people in need.
- Compassionate** people feel sorry for the people who suffer from hard times.
- You need to remember that being **graceful** and kind will make you sophisticated.
- Be patient and calm! **Anger** destroys your soul.
- Modesty** should be one of your guiding principles; dropping your ego will provide healthier relationships.

THEME 10

6 Read the text and choose the correct option.

- a. The text is about cultural differences in using body language.
b. The text is about cultural similarities in using body language.

Body Speaks

Verbal communication is not the only way to express what we say. In fact, non-verbal communication is more powerful than the verbal one. It's a well-known fact that we send many messages using body language. Our facial expressions, manners and the degree of eye contact convey more messages than we are aware of. But of course, the messages you give through your body depend on the culture you belong to.

Are you aware of the cultural differences in body language? Let's try this!

At first, hold up your one hand, open your fingers and make five. Then, change it to number two. Look at your fingers! If you are holding up your thumb and index finger, it 94% means that you are European.

If you are holding up your middle and index finger, it 96% means that you are Anglo-Saxon.

Basically, even two close cultures can communicate using different body languages.

Messages & Signals

Now, look at the signals below. Can you guess their meanings?



Nodding your head generally means approval or agreement, but in Bulgaria or Greece it means disapproval.

While putting your fingers all together means "beautiful or delicious" in Turkey, if you do it in a quick way in Italy, it means "what do you want?"

Waving your hand means "good bye" in many cultures, but it is accepted as "no" in Latin America.

Sitting cross-legged can be considered rude in many Asian countries because the sole of your shoes are seen, but it is a common way of sitting in many European countries. But, in spite of the cultural diversity around the world, you should keep in mind that smiling is universal!

7 Read the text again and tick the correct information.

1. Using verbal language is the only way to communicate.
 2. We send many more messages by using non-verbal language than using the verbal one.
 3. The message of the body language varies from culture to culture.
 4. Two close cultures may have different messages in body languages.

8 Read again and write which body language you use in the following situations.

- a. To express your disagreement in Greece: ***I nod my head.***
b. To say "delicious" in Turkey: ***I put my fingers all together.***
c. To say "no" in Latin America: ***I wave my hand.***
d. To avoid rudeness while sitting in Asian countries: ***I don't sit cross-legged.***

9 Choose the correct option.

- my sister my brother apologised for breaking my heart. I am still waiting for an apology.
a. Both / and **b. Neither / nor**
- parents teachers should do their best to bring up responsible teenagers.
a. Neither / nor **b. Both / and**
- modesty loyalty are important features to be a good person.
a. Both / and b. Either / or
- We should get angry with our parents shout at them.
a. not only / but also **b. neither / nor**
- You should arrive on time call and inform your host that you will be late.
a. either / or b. neither / nor
- If you want to live in a foreign country, you must respect their cultural norms try to learn them.
a. not only / but also b. neither / nor

10 Join the two sentences as in the example.

- Turkish people take off their shoes when they enter a house. So do the Japanese. (both...and)
Both Turkish and Japanese people take off their shoes when they enter a house.
- You need to learn English or French if you want to live in Canada. (either...or)
You need to learn either English or French if you want to live in Canada.
- We should learn and follow our cultural values. (not only...but also)
We should not only learn but also follow our cultural values.
- The Japanese don't make direct eye contact or hug in formal situations. (neither...nor)
The Japanese neither make direct eye contact nor hug in formal situations.
- A caring person should be thoughtful. He should be kind too. (both...and)
A caring person should be both thoughtful and kind.
- The Germans and the English don't like being late for their appointments. (neither...nor)
Neither the Germans nor the English like being late for their appointments.

11 Complete the dialogues with the prompts below.

not only / but also – either / or – neither / nor

- Who wrote this note?

I'm not sure. I think it may be ***either*** Allen ***or*** Nancy.
- Did Paul and Tim visit you at the hospital last week?

No, ***neither*** Tim ***nor*** Paul visited me. They have disappointed me.
- I admire Bono. Do you know him?

Yes, I do. He is ***not only*** a good singer ***but also*** a well-known environmentalist.

4 Read the text and complete the blanks with the given sentences.

- A. The only thing that brightens Charlie's life is the chocolate factory in the neighbourhood, owned by Willy Wonka.
- B. This novel is perfect for old fans and new fans like me.
- C. Charlie, our hero, who is the last remaining child, wins the prize.

Last night I just finished reading *Charlie and the Chocolate Factory* with my little brother. This is the first book I've read all the way through with him and it was really a ton of fun. It was published in 1964 and since then Roald Dahl's *Charlie and the Chocolate Factory* has become a classic. (1) ***This novel is perfect for old fans and new fans like me.*** I really give it a five out of five star rating.

The story starts out with an introduction of the main characters of Charlie Bucket's family; Charlie, his parents, and his four grandparents. They're poor and hungry. Charlie's father works hard in a factory, but no matter how hard he tries, he never makes enough money. Even though our hero Charlie is crazy about chocolate, he gets one chocolate bar for his birthday every year. (2) ***The only thing that brightens Charlie's life is the chocolate factory in the neighbourhood, owned by Willy Wonka.***

Grandpa Joe seems to know a lot about Wonka's factory and he tells Charlie a bunch of stories about the chocolate palace Mr Wonka built and how he had to close his factory down because of some spies stealing his recipes.

When he reopens the factory, he announces that the people who find a golden ticket in his chocolate bars, will be able to visit factory. The lucky winners are Augustus, Veruca, Violet and Charlie. Mr Wonka's factory is full of exciting surprises. The greedy Augustus falls into a pool of chocolate and has to be extracted from the pool filter. Violet, who is addicted to chewing gum, turns blue with Wonka's new chewing gum. Mike Teavee, a very rude TV addict, is shrunk to TV size, and the nasty and very demanding Veruca is thrown into the garbage chute. (3) ***Charlie, our hero, who is the last remaining child, wins the prize.*** Mr Wonka tells him to live with his family in the factory.

The book has a marvellous ending as the characters are punished or rewarded in accordance with their personality.



5 Read the sentences to write true (T) or false (F).

- (F) 1. The narrator didn't like the book he read with his brother.
The narrator likes the book.
- (F) 2. Charlie and his family live a life of wealth and success.
They are in poor conditions.
- (T) 3. Charlie eats a chocolate bar once a year.
.....
- (F) 4. Nobody in the family knows anything about Willy Wonka's factory.
Grandpa knows a lot about the factory.
- (T) 5. Children are supposed to find a golden ticket to see the factory.
.....
- (T) 6. Charlie deserves what he gets in the end.
.....

THEME 10

6 Complete the sentences using *either...or* / *neither...nor* / *both...and* / *not only...but also* .

1. The novella *The Little Prince* **not only** appeals to the imagination of children **but also** touches the senses of grown-ups.
2. Japanese people are **both** respectful **and** helpful. They also have strong family ties.
3. **Both** books *Charlie and the Chocolate Factory* **and** *The Little Prince* teach us lessons about moral values.
4. If you want to be in a healthy relationship with your friends, **either** show kindness **or** have tolerance.
5. In the tale, **both** the king **and** the businessman are selfish and they only live for themselves.
6. People should realize that **neither** happiness **nor** joy comes from materialistic things. Money is not key to happiness.
7. You can **neither** touch **nor** see the most beautiful things in the world, they are only felt at heart.
8. *The Little Prince* is **not only** a bed time story for children **but** it is **also** a philosophical tale for the adults.
9. Don't wait for someone to bring you flowers. **Either** plant your own garden **or** decorate your own soul.
10. If you want to be a perfect teacher, **either** use empathy **or** compassion to touch your students.

7 Choose the correct option.

1. Neither Veruca nor her father aware of the real meaning of life.
a. are **b. is**
2. Both loyalty and honesty essential in a true friendship.
a. is **b. are**
3. A true friend not only you but also shows kindness to you.
a. support **b. supports**
4. Either tolerance or politeness a key to a good relationship.
a. is b. are
5. Both Charlie and his parents a very poor life.
a. leads **b. lead**

8 Rewrite the sentences using *either...or...* / *neither...nor...* / *both...and...* / *not only...but also...* .

1. Emma likes helping her friends. So does Tom.
Both Emma and Tom like helping their friends.
2. In the tale, Veruca is a spoiled and greedy child.
In the tale, Veruca is not only spoiled, but also greedy.
3. The king and the conceited man are not considerate and caring people.
Neither the king nor the conceited man is considerate and caring.
4. In the end of the story *Charlie and the Chocolate Factory*, the children are punished or rewarded.
In the end of the story Charlie and the Chocolate Factory, the children are either punished or rewarded.
5. Friends are medicine for a wounded heart. They are vitamins for a hopeful soul.
Friends are both medicine for a wounded heart and vitamins for a hopeful soul.
6. Mike doesn't deserve a reward for his bad behaviours. Neither does Violet.
Neither Mike nor Violet deserves a reward for their bad behaviours.

REVIEW 9-10

A. Complete the sentences with the suitable idioms in the box.

as graceful as a swan / as wise as an owl / as gentle as a lamb / as thick as thieves / as fit as a fiddle

1. It takes 5 or 10 minutes for him to solve this problem. He is **as wise as an owl**.
2. No one believes that my grandmother is 80 years old. She is **as fit as a fiddle**. She still does everything by herself.
3. Mr Atkins couldn't believe his eyes when he saw his daughter. She seemed **as graceful as a swan** in her wedding dress.
4. Martha and Ruth are always together and they usually like doing the same things. They are **as thick as thieves**.
5. Until I heard his shouting at his wife, I thought he was **as gentle as a lamb**. So I was really shocked.

B. Read the definitions of the personality adjectives and write the missing letters.

1. A m **o d e s t** person is someone who is certain about his own abilities, correctness, and successfulness.
2. An **e d g y** person is someone who is tense, nervous or irritable.
3. A g **e n e r o u s** person is someone willing to give money or help especially more than expected.
4. A **f i e r c e** person is someone who is hostile and violent.
5. A **l o y a l** person is someone who is faithful and devoted to someone or something.
6. A **s i n c e r e** person is someone who never pretends or lies.
7. A **t r u s t w o r t h y** person is someone who is reliable and honest.

C. Fill in the blanks with the words from the box.

reasonable prices / matchy friends / bargain flights / travel off season / historic sites

1. Sandra is having a great time in Rome because all her **matchy friends** are there.
2. Aspendos is one of the famous **historic sites** in the Mediterranean Region.
3. You can find five star hotels with **reasonable prices** in Antalya in winter time.
4. If you want to spend less money for accommodation in Barcelona, you have to arrange it in the **travel off season**.
5. People who like travelling a lot usually find **bargain flights** and discover new places.

D. Join the sentences, beginning as shown. Use the word given in capitals.

1. Olivia is a friend. I went on holiday with her. **WHO**
Olivia is the friend **who** I went on holiday with.
2. This is Mrs Newton. Her daughter plays in our team. **WHOSE**
This is Mrs Newton, **whose daughter plays in our team**.
3. His novel was published last year. It became a bestseller. **WHICH**
His novel **which was published last year became a bestseller**.
4. Janet's car had broken down. She had to take a bus. **WHOSE**
Janet, **whose car had broken down, had to take a bus**.
5. I told you about a student. He is at the door. **WHO**
The student **who I told you about is at the door**.
6. This is the bakery. I bought wonderful doughnuts from there. **WHERE**
This is the bakery **where I bought wonderful doughnuts**.

E. Choose the most suitable word in each sentence.

1. My friend, Diana, **that / who / whose** parents live in Rome, invited me to spend Christmas in Italy.
2. Here's the new computer game **that / whom / whose** I told you about.
3. I don't believe the story **that / who / whom** Annette told us.
4. The cheesecake, **that / which / whose** wasn't very tasty, was quite expensive.
5. We didn't enjoy the film **that / who / whose** we wanted to see.
6. Leonardo comes from Lecce, **that / who / which** is near Bari.

F. Put a relative pronoun in each space or leave the space blank wherever possible.

1. The person **whose** fingerprints are on the gun was the murderer.
2. My roller-blades, **which** I had left at the gate, disappeared.
3. The jeans **X** I finally bought were the ones **X** I tried on first.
4. Janet, **who** couldn't see the stage, decided to change her seat.
5. What was the name of your neighbour **whose** tent we borrowed?
6. I really liked that milkshake **X** you made me this morning.
7. I am totally fed up with the final exams. There is hardly a moment **when** I don't think of my summer holiday.
8. This is the street **where** my sister owns a florist's.

G. Complete the sentences with the given words from the box.

compassionate / blissful / modest / intrigued / offended / graceful

1. Her father was a **compassionate** man. He used to show sympathy and understanding for people around him throughout his life.
2. The **blissful** impression on her face after giving birth to her first child showed her extreme happiness.
3. Julia Roberts is **a modest** actress, as well as being a very successful and famous film star.
4. We were all **intrigued** by the strange story and wanted to learn more.
5. She was very **offended** by his rude manners and accepted no apology from him.
6. She's **graceful** and elegant like a beautiful white swan.

H. Fill in the blanks with *not only...but also*, *either...or*, *neither...nor*, *both...and*.

1. **Both** Ephesus **and** Afrodias are ancient cities in the Aegean Region of Turkey.
2. You can **either** do the shopping **or** stay at home and clean the house if you want to help me.
3. **Neither** the heavy rain **nor** the strong wind could stop him from reaching the town where his family was living.
4. **Not only** the air pollution **but also** the traffic jam makes the city life harder to live.
5. **Both** Rebecca **and** Joseph finished the school with the highest grades and were accepted to Stanford College.
6. It was such a boring book that **neither** the students **nor** the teachers liked it at all.
7. **Not only** does he play the piano **but also** he is a good singer.

GRAMMAR REFERENCE

THEME 1 FUTURE JOBS

The Future Tenses

We use *be going to*

- for our plans.
I booked a table for two for this evening. I am going to take my wife to one of the best restaurants in the city.
- for intentions.
I'm going to study hard and pass the exam.
- for predictions based on what we see.
Look at these black clouds. It's going to rain.

Affirmative

Subject	am / is / are	going to	Verb	
I	am	going to	have	dinner.
He / She / It	is			
We / You / They	are			

Negative

Subject	am / is / are not	going to	Verb	
I	am not	going to	have	dinner.
He / She / It	is not (isn't)			
We / You / They	are not (aren't)			

Interrogative

Am / Is / Are	Subject	going to	Verb	
Am	I	going to	have	dinner?
Is	he / she / it			
Are	we / you / they			

We use *will future*

- for the decisions made at the time of speaking.
A: What would you like to have, coffee or tea?
B: I'll have tea, please. (The speaker decides at the moment of speaking.)
- for predictions with no evidence.
I don't know what I'll do tomorrow. I think I'll stay at home.
- for promises or threats.
Take your umbrella with you; otherwise, you will get soaked.
Don't worry mum, I will let you know when I arrive.
- for requests and offers.
Will you please help me to tidy my room?
- with *be sure, think, hope, be afraid, expect, believe, promise, guess maybe and perhaps.*
I hope I'll win the game.
I'm afraid she won't come to your party.

Affirmative

Subject	Will	Verb	
I / He / She / It	will	open	the door for you.
We / You / They			

Negative

Subject	Will not (Won't)	Verb	
I / He / She / It	will not (won't)	open	the door for you.
We / You / They			

Interrogative

Will	Subject	Verb	
Will	I / he / she / it	open	the door for you?
	we / you / they		

Time expressions often used with the future tenses *Will* and *Be going to*:

tomorrow, tomorrow morning / afternoon / evening,
next Monday / April / week / weekend / month / year, soon, in 2025.

We use the present continuous tense for future

- for personal future arrangements.
I am seeing Mary tomorrow.
He is taking Sue out for dinner on Sunday.

NOTE : With this tense, we usually give future time expressions such as tomorrow, this evening, on Tuesday, next weekend, etc...

This tense is also common with verbs such as go, come, see, meet, visit, have, leave, etc...

A: *What are you doing this evening?*

B: *I am having dinner with Jamie.*

The Future Continuous Tense

We use the future continuous tense

- to describe an unfinished action which will be in progress at a time in the future.
We will be travelling across Europe by train in June.
I can't come with you at 9 p.m. I will be watching the match at that time.
I'll be writing the articles for a tabloid newspaper next month.
- to indicate that the longer action (the future continuous tense) will be interrupted by a shorter action in the future.
When the guests arrive, we will be having dinner.

Attention: We use the simple present tense for interruptions. Because, the interruptions are in time clauses and we cannot use future tenses in time clauses.

I will be waiting for you at the airport when your plane arrives.

Affirmative

Subject	Will	be	Verb (+ing)	
I / He / She / It	will	be	walking	in the park at around 8 a.m.
We / You / They				

Negative

Subject	Will not (Won't)	be	Verb (+ing)	
I / He / She / It	will not (won't)	be	walking	in the park at around 8 a.m.
We / You / They				

Interrogative

Will	Subject	be	Verb (+ing)	
Will	I / he / she / it	be	walking	in the park at around 8 a.m?
	we / you / they			

EXERCISES

A. Complete the sentences with the correct forms of the verbs in brackets. Use *will*, *be going to* or *present continuous*.

1. It's OK. I **will help** (help) you do your homework.
2. A : Have you decided what to do when you graduate from the university?
B : Yes, I **am going to have** (have) a holiday for a couple of months, and then I **am going to apply** (apply) for a permanent job.
3. I have a lot of work to do. I think I **will ask** (ask) my mother for some help.
4. A : Where are you going?
B : I **am going to buy** (buy) something for the guests.
5. A : You look terrible. What is wrong with you?
B : I have a backache. I have already phoned my doctor and got an appointment. I **am seeing** (see) him at 9.00 tomorrow.
6. A : What's the problem?
B : I left my wallet at home.
A : Don't worry I **will lend** (lend) you some money.
7. Son : Dad, I need a new shirt for the school.
Father : Okay, I **will buy** (buy) it this weekend.
(Later, mother to father)
Mother : Why don't you buy a new shirt for Mike, dear?
Father : I know. I **am going to buy** (buy) it this weekend.
8. Yesterday, one of my friends, Sharon, called me and we made a plan for the next weekend. We **are having** (have) dinner at a nice restaurant on Sunday.
9. We **are having / are going to have** (have) a surprise birthday party for Fiona tomorrow and I hope everyone **will come** (come).
10. Don't forget to take your umbrella with you. It **is going to rain** (rain) within a few hours.

B. Match these sentences.

1. I am planning to go shopping.
 2. I am going to meet my newborn niece this evening.
 3. Let's go to an open-buffet restaurant today.
 4. I am trying to save money to buy a new car.
 5. I am feeling sick and unhealthy.
 6. Don't worry about your project.
 7. This coat is very big for you.
- ⑥ I am sure you will hand it in before the deadline.
- ③ Unfortunately, I can't come because I am going to the theatre with my family.
- ⑤ I am going to be more careful with my food preferences.
- ④ But I am going to buy a washing machine instead as I need a new one.
- ① But I will need my friend to help me with my choices.
- ② I am going to buy a rattle for her.
- ⑦ I know, I am going to take it back to the shop.

C. Fill in the blanks with the simple future or the future continuous tense forms of the verbs in brackets.

1. I am sure he **will pass** (pass) the university exam but his mother **will be holding** (hold) her breath outside during the exam.
2. The life is getting more and more difficult in big cities nowadays. Maybe considerable number of people **will be moving** (move) to the countryside during the next decade.
3. The party starts at 8 p.m. tomorrow. The people **will be dancing** (dance) and **(will be) eating** (eat) something all night.
4. When the manager enters the room, the staff **will be discussing** (discuss) the matter.

5. A : Did you invite Mrs Lee to the party?
 B : Oh, no! I completely forgot but I **will call** (call) her now.

D. Match each sentence with one of the descriptions below.

- A. a prediction based on evidence
 B. an arrangement or planned future event
 C. general prediction about the future
 D. an unfinished action in progress at a time in the future
1. **(A)** Look! How that child is playing a trick on the dog. It is going to bite him.
 2. **(C)** She will probably be here at about 8 o'clock.
 3. **(B)** I am seeing my boss about my promotion tomorrow.
 4. **(D)** They will be having an exam between 10 a.m. and 12 p.m. next Sunday.
 5. **(B)** I have got my plane ticket. I am leaving tomorrow.
 6. **(A)** What a wonderful smell! Whatever you are cooking, I am sure it is going to be delicious.
 7. **(D)** Most probably I will be doing the same job in ten years' time.
 8. **(B)** The boss wants the staff to finish the job in time, so they are working extra hours this weekend.

SO / NEITHER (NOR)

We use "So + auxiliary verb + subject" to agree with positive statements.

I enjoy using computers at work.

So do I.

I have been working until late hours recently.

So has my husband.

We use "Neither (Nor) + auxiliary verb + subject" to agree with negative statements.

My father won't help me with my homework

Neither (Nor) will my mother.

I don't mind travelling at work.

Neither do I.

EXERCISES

Write a response using *so* or *neither* with the correct auxiliary verb.

Example : *Peter and John will go fishing next weekend. (we)*

So will we.

1. My parents remembered to celebrate my birthday. (my colleagues)
So did my colleagues.
2. Japanese people prefer cultural holidays. (Chinese people)
So do Chinese people.
3. The home team didn't play well in the match. (the opponent team)
Neither (Nor) did the opponent team.
4. The first train was late. (the second one)
So was the second one.
5. I haven't heard the news about the accident. (Sarah)
Neither (Nor) has Sarah.
6. My son could read and write when he was at nursery school. (my daughter)
So could my daughter.
7. Watching TV for long hours isn't useful for children in terms of their psychological development. (computer)
Neither (Nor) is computer.
8. Smart houses will make life easier in the future. (robots)
So will robots.
9. Heat insulation provides energy saving. (a halogen lamp)
So does a halogen lamp.

THEME 2 HOBBIES AND SKILLS

GERUND-INFINITIVE

INFINITIVE

We use *the infinitive*

- after some verbs such as:

afford	fail	refuse	allow	plan
agree	help	seem	appear	prepare
advise	hope	threaten	happen	wait
ask	manage	want	learn	invite
decide	need	teach	dare	recommend
intend	promise	wish	would like	pretend
arrange	come	expect	get	offer
say	tend	warn	forget	remember

They couldn't afford to go on holiday last summer.

You need to be a good swimmer with good balance to be an expert surfer.

You mustn't forget to wear your helmet when you go rock-climbing.

- to express purpose

I went to England to improve my English.

When he saw me, he stopped the car and got out of it to talk to me for a while.

I studied all night to get a good mark.

- after certain adjectives such as:

glad	happy	sorry	ashamed	good	nice
sad	pleased	stupid	clever	afraid	kind
proud	reluctant	disappointed	surprised	difficult	

Sometimes it is difficult to persuade old people to think in a different way.

I was surprised to see Celine at the party.

She was proud to be the best player in the team.

- to express a specific preference

(after would like / would love / would prefer)

I am really tired. I would like to go to bed a bit earlier tonight.

- after "too-enough" constructions

He is too young to have a driving licence.

You aren't strong enough to lift the table.

GERUND

We use *the gerund*

- after some verbs such as:

admit	fancy	risk	worth	go
avoid	finish	practice	can't stand	involve
confess	give up	stand	stop	postpone
appreciate	imagine	suggest	forgive	quit
keep	mind	can't bear	hate	consider
delay	miss	enjoy	dislike	mention
regret	deny	involve		

Most surfers enjoy riding the waves in Hawaii.

We had to postpone going on a picnic because of bad weather conditions.

While you are surfing the Net, you should avoid getting too close to the screen.

You had better quit eating too much chocolate otherwise, you will put on weight.

- after verbs of likes and dislikes

like, enjoy, love, hate, don't mind, etc.

I don't mind sleeping late because I don't have to get up early in the mornings.

- as a subject
Riding the waves is the thrill of a lifetime.
Drinking too much coffee fastens your heartbeat.

- after prepositions such as:

talk about object to insist on instead of good/bad at tired of succeed in be gifted in	interested in fond of apologize for feel like keen on crazy about complain about	accustomed to use for blame for worry about happy about believe in be into	look forward to think of thank for afraid of responsible for rely on think about
---	--	--	--

Eskil is interested in balancing when he was five years old.
All the students are responsible for obeying the school rules.

CAN / COULD / BE ABLE TO

Can / Can't

- We use can to talk about ability.
She can speak English fluently.

Affirmative

Subject	Can	Verb	
I / He / She / It	can	run	fast.
We / You / They			

Negative

Subject	can't (cannot)	Verb	
I / He / She / It	can't (cannot)	run	fast.
We / You / They			

Interrogative

Can	Subject	Verb	
Can	I / he / she / it	run	fast?
	we / you / they		

- *Could* and *was / were able to* are the past tense forms of can (ability).
- In positive sentences we use *could* or *was / were able to*.
- We use *could* for general statements.
- We use *was / were able to* for specific events or when something was difficult, but you manage to do it.

My brother is a real intelligent boy. He could play chess when he was only five.

The other team played very well, but we were able to win.

Our goalkeeper was great, so the other team couldn't score a goal.

He could run very fast when he was a young boy, but now he's very old, and it's very difficult for him to do sports.

She is a very talented girl. She can draw amazing pictures.

EXERCISES

Fill in the blanks with can, can't, could, couldn't, was/were able to.

1. When his mother was young, she **could** skate but she can't do it any longer.
2. Tom is really into music. He **can** play three instruments.
3. Although it was raining hard, we **were able to** finish the match.
4. As the weather was stormy, we **couldn't** go sailing.
5. Mary was a fast runner. She **could** run 18 km per hour.
6. He **was able to** read without glasses till he suffered from visual disorder.

EXPRESSING PREFERENCES

We use *would like*

- to talk about what we want to do.

After *would like* we use the infinitive with *to*.

Do you have time? I would like to talk to you about something.

I wouldn't like to go on holiday alone. It must be really boring.

Affirmative

Subject	would like	to + Verb1 + a noun
I / He / She / It	would like	to have some warm milk.
We / You / They		some warm milk.

Negative

Subject	wouldn't like	to + Verb1 + a noun
I / He / She / It	wouldn't like	to have some warm milk.
We / You / They		some warm milk.

Interrogative

Would	Subject	like	to + Verb1 + a noun
Would	I / he / she / it	like	to have some warm milk?
	we / you / they		some warm milk?

NOTE : *would like* has the same meaning with *want* but *would like* is more polite.

We use *would rather*

- to state specific preferences.

I would rather visit the Aquarium when I go to Istanbul this summer.

I would rather stay at home and watch a movie with my friends tonight.

Affirmative

Subject	would rather	Verb
I / He / She / It	would rather ('d rather)	eat out.
We / You / They		

Negative

Subject	would rather not ('d rather not)	Verb
I / He / She / It	would rather not	eat out.
We / You / They		

Interrogative

Would	Subject	rather	Verb
Would	I / he / she / it	rather	eat out?
	we / you / they		

We use *prefer*

- to state general preferences.

I don't like big cities. I prefer living in the countryside.

My little daughter prefers wearing pink clothes instead of yellow or green ones.

Affirmative

Subject	prefer	Verb(+ing)	
I / You / We / They	prefer	being	with the family.
He / She / It	prefers		

Negative

Subject	don't / doesn't prefer	Verb(+ing)	
I / You / We / They	don't prefer	being	with the family.
He / She / It	doesn't prefer		

Interrogative

Do / Does	Subject	prefer	Verb(+ing)	
Do	I / you / we / they	prefer	being	with the family?
Does	he / she / it			

Attention:

- I prefer something to something else.
- I prefer doing something to doing something else.
- I prefer to do something rather than (do) something else.

I prefer a full-time job to a part-time one.

My son prefers playing computer games to playing an instrument.

Turkish people prefer to go on a beach holiday rather than go on an adventure holiday.

We use "would prefer"

- to say what someone wants in a specific situation not in general.

A: *Shall we meet in front of the theatre?*

B: *No, I would prefer to meet in front of the City Hall. It is nearer.*

Affirmative

Subject	would prefer	to + Verb 1	
I / He / She / It	would prefer	to travel	in a car.
We / You / They			

Negative

Subject	wouldn't prefer	to + Verb 1	
I / He / She / It	wouldn't prefer	to travel	in a car.
We / You / They			

Interrogative

Would	Subject	prefer	to + Verb 1	
Would	I / he / she / it	prefer	to travel	in a car?
	we / you / they			

Attention: *Would rather* and *would prefer* have the same meaning but,

we use subject + *would rather* + verb + *than* + verb

The sun is shining outside. I would rather sit in the garden than play chess here.

We use subject + *would prefer* + *to* + verb + *rather than* + verb

The match on TV is very exciting. I would prefer to watch it rather than chat with my parents.

EXERCISES

- I feel sick. I would rather home go out today.
 a) stay – than b) staying – to c) to stay – than
- A: Do you like baggy trousers?
 B: Actually not. I prefer skinny jeans baggy ones. I think they are more fashionable.
 a) wear – to wear b) wearing – to wearing c) wearing – than wearing
- I would prefer to her directly this problem on the phone.
 a) to talk – to solve b) talking – than solving c) to talk – rather than solve
- I would rather from the job those bad working conditions.
 a) resigning – than accepting b) resign – than accept c) resign – to accept
- I would like my favourite singer on the stage when she comes to our city.
 a) see b) seeing c) to see
- People prefer in supermarkets to the local shops as they can find whatever they need.
 a) shopping – to going b) shop – than go c) to shop – to go
- I have been studying for hours and I feel sleepy, but I won't go to bed. I would like this project even if it lasts till the morning.
 a) finish b) to finish c) finishing

THEME 3 HARD TIMES

Used to

We use *used to*

- to talk about our past habits.
Sharon used to spend a lot of money on clothes but these days she doesn't.
- for things that were true in the past but are not true anymore.
This building used to be a bookstore in the past but now it is a florist's.

Affirmative

Subject	used to	Verb	
I / He / She / It	used to	be	sleep in the garden.
We / You / They			

Negative

Subject	did not use to	Verb	
I / He / She / It	didn't use to	be	sleep in the garden.
We / You / They			

Interrogative

Did	Subject	use to	Verb	
Did	I / he / she / it	use to	be	sleep in the garden?
	we / you / they			

EXERCISES

A. Complete the sentences with the correct forms of *used to* with the verbs in the box. Use positive, negative or question forms.

be (2) / like / wear / eat / go / watch / spend / allow

1. When we were students, the school rules **used to be** very strict. For example, we **used to wear** a school uniform and our teachers **didn't use to allow** us to let our hair down.
2. I **used to eat** out very often before, but now I prefer homemade cook.
3. My husband **didn't use to go** fishing before, but nowadays he goes fishing with his friends every Sunday.
4. **Did you use to spend** all your money on chocolate, sweets, etc. when you were a child?
5. My son and daughter **used to watch** a lot of cartoons when they were children, but they spend their time on playing computer games now.
6. Amy **didn't use to like** meat, but now she is crazy about it.
7. You always care about how much you eat. **Did you use to be** fat before?

B. Rewrite the following sentences with the correct form of *used to*.

1. In the past my son had a habit of sucking his thumb.
My son used to suck his thumb.
2. There were a lot of trees in our district before, but people cut them down in order to build new houses.
There used to be a lot of trees in our district before, but people cut down them in order to build new houses.
3. When you were younger, did you dream of being a popular person?
Did you use to dream of being a popular person?
4. When I was a child, I never had a habit of drinking milk before I went to bed.
When I was a child, I didn't use to drink a glass of milk before I went to bed.
5. When you were in İstanbul 40 years ago, did it take you long hours to get to work?
Did it use to take you long hours to get to work when you were in İstanbul 40 years ago.

C. Jeremy changed his life style. Look and decide what he *used to do* and *didn't use to do*.

He stopped going out in the evenings.
sleeping late.
hanging about with his friends.
wasting his money.

He started working at a steady job.
going to the bed early.
spending his time with his family.
saving money.

1. He used to go out in the evenings.
2. He didn't use to work at a steady job.
3. He used to sleep late.
4. He didn't use to go to bed early.
5. He used to hang about with his friends.
6. He didn't use to spend his time with his family.
7. He used to waste his money.
8. He didn't use to save money.

The Past Continuous

We use the past continuous

- to state an action happening at a particular time in the past.
We were watching an important match on TV at this time yesterday.
- to talk about two events in progress at the same time in the past.
While my mother was watching a soap opera on TV, I was trying to finish my school project.
- to express a past action in progress interrupted by another past action.
When the electricity went off, I was vacuuming the living room.
- to describe the atmosphere at a particular time in the past.
As I was passing through the park, the children were playing and their mothers were chatting.

Affirmative

Subject	was / were	Verb (+ing)	
I / He / She / It	was	drinking	water when you called me.
We / You / They	were		

Negative

Subject	was not (wasn't) were not (weren't)	Verb (+ing)	
I / He / She / It	wasn't	drinking	water when you called me.
We / You / They	weren't		

Interrogative

Was / Were	Subject	Verb (+ing)	
Was	I / he / she / it	drinking	water when you called me?
Were	we / you / they		

The Simple Past Tense and the Past Continuous Tense

- We often use the simple past tense and the past continuous tense together in a sentence.
- We use the past continuous tense for the longer, unfinished action and the simple past tense for the shorter, interrupting action.
- We use *when*, *while*, *as*, *just* as to join the sentences.

when = at that time

while / as = during that time

when / while / as + past continuous, past simple

When I was trying to put my baby to sleep, the doorbell rang.
Someone knocked the door while the teacher was checking our exam papers.
As I was walking along the street, it suddenly started to rain.

when + past simple, past continuous

When I saw Sue, I was waiting for the bus.

- **We also use the past continuous with *while* to talk about two actions in progress at the same time in the past.**
My mother was chopping the meat while I was peeling the potatoes.
- **We use the simple past tense with *when* to say that one thing happened after another.**
When my father arrived, we had our dinner. (First my father arrived and then we started to have our dinner).

Attention: We don't use the past continuous tense with stative verbs (know, want, love etc...)

They were good friends. They knew each other well.

Attention: *Just as* has similar meaning with *while* and *as*, but if the interrupting, shorter event happens right after the longer one, we prefer ***just as*** instead of *as* or *while*.

Just as I was leaving home, I realised that I had forgotten my car key.

EXERCISES

A. Put the verbs in brackets into the simple past or the past continuous tense.

1. The car **was going** (go) fast when it **hit** (hit) the pole.
2. Just as I **was putting in** (put in) my contact lenses, I **dropped** (drop) one of them.
3. Who **were** you **talking** (talk) to when I **called** (call) you?
4. While my father **was reading** (read) his newspaper, my mother **was ironing** (iron) the clothes.
5. When the electricity **went off** (go off), the lift **stopped** (stop).
6. As I **was climbing** (climb) the stairs fast, I **fell** (fall) down.

B. Join the sentences with the words in brackets.

1. He looked for his key in the drawer. He found his headphones. (as)
As he was looking for his key, he found his headphones.
2. The little girl cried. She fell off the bike. (when)
The little girl cried when she fell from the bike.
3. My mother fell asleep. She watched TV. (as)
My mother fell asleep as she was watching TV.
4. Ann did the washing up. She dropped one of the plates. (while)
While Ann was doing the washing up, she dropped one of the plates.
5. The children played in the garden. Their mothers watched them. (while)
The children were playing in the garden, their mothers were watching them.

THEME 4 WHAT A LIFE!

The Simple Past Tense

We use the simple past tense

- to talk about states that happened and finished at a specific time in the past.
Last week we were in İstanbul and visited İstanbul Toy Museum with my grandmother.
- to list a series of completed actions in the past. These events follow each other.
I put my mother's all jewellery in a drawer. Then I went outside to play "museum game" with my friends. First I finished my homework and then I went out to get some fresh air.
- to describe habits which stopped in the past.
She worked part-time after school when she was younger.

Attention: Here it can have the same meaning with **used to**. Therefore, when we are talking about a past habit by using the simple past tense, we usually add expressions such as always, usually, never, when I was a child or when I was younger, etc.
I never walked to school when I was a child. My father always took me to school.

Affirmative

Subject	Verb	
I / He / She / It	climbed	a hill yesterday.
We / You / They	heard	a terrible noise last night.

Negative

Subject	did not (didn't)	Verb	
I / He / She / It	didn't	climbed	a hill yesterday.
We / You / They		hear	a terrible noise last night.

Interrogative

Did	Subject	Verb	
Did	I / he / she / it	climbed	a hill yesterday?
	we / you / they	hear	a terrible noise last night?

The Past Perfect Tense

We use the past perfect tense

- to describe a past action which happened before another past action. We use the past perfect tense for the first action and the simple past tense for the second action.
By the time I went out of the museum, I had felt like a time traveller in the large archives of life. I had never seen so many animal fossils and plants from all around the world.

Affirmative

Subject	Had	Verb	
I / He / She / It	had	slept	when the film ended.
We / You / They			

Negative

Subject	had not (hadn't)	Verb	
I / He / She / It	hadn't	slept	when the film ended.
We / You / They			

Interrogative

Had	Subject	Verb	
Had	I / he / she / it	slept	when the film ended?
	we / you / they		

NOTE: We usually use the past perfect tense with the simple past together with these common conjunctions:

WHEN + simple past, past perfect

When our guests came, my mother had already laid the table.

Simple past, BECAUSE + past perfect

I went straight to bed, because I had been really tired.

AFTER + past perfect, simple past

After Karen had had her breakfast, she left home for school.

BEFORE + simple past, past perfect

Before the police arrived the crime scene, the thief had run away.

AS SOON AS + past perfect, simple past

As soon as she had opened the door, she went straight to the kitchen and prepared something to eat.

BY THE TIME + simple past, past perfect

By the time the fire brigade arrived, a large part of the building had burnt.

EXERCISES

A. Put the verbs into the correct form; past perfect or past simple.

1. A: Was your father at home when you arrived?
B: No, he **had gone out** (go) out to meet his old friends.
2. Before they **bought** (buy) a new house, they **had sold** (sell) the old one.
3. After I **had spent** (spend) tiring and long hours at work, I **went** (go) straight to the bathroom to take a warm shower.
4. As soon as Nick **had heard** (hear) happy news, he **congratulated** (congratulate) me.
5. The policeman **took** (take) the man to the police station because he **had robbed** (rob) the bank.
6. Sheila **took** (take) a nap after she **had prepared** (prepare) something for dinner.
7. We **had been** (be) 10 minutes late when the film **started** (start).
8. Last week, I **saw** (see) one of my school friends. I **hadn't seen** (not/see) him for years.
9. He **paid** (pay) the bills as soon as he **had gotten** (got) the money from the bank.
10. By the time the ambulance **arrived** (arrive), the injured man **had died** (die) of bleeding.

B. Use the sentences on the left to complete the paragraphs on the right with the past perfect or the simple past.

1	<ol style="list-style-type: none"> Sally came back from a beach holiday last Sunday. I saw her the following day. She looked tanned and well. 	} I saw Sally last Monday. She had just came back from a beach holiday. She looked tanned and well.
2	<ol style="list-style-type: none"> Our car broke down on the way home last night. We had to take a taxi. We called a mechanic next day. 	} Last night we had to take a taxi, because our car had broken down on the way home. Next day we called a mechanic.
3	<ol style="list-style-type: none"> Someone robbed the bank during the night. The staff arrived at work in the morning. They called the police 	} When the bank staff arrived at work in the morning, they found that someone had robbed the bank the night before. So they called the police.
4	<ol style="list-style-type: none"> I forgot to take the concert tickets with me. We arrived at the concert hall. There were no tickets on me. We got back in frustration. 	} When we arrived at the concert hall yesterday, I realised that I had forgotten to take the concert tickets with me. There were no tickets on me, so we got back in frustration.

THEME 5 BACK TO THE PAST

Wish Clauses

We use wish (if only) + the simple past tense

- to talk about something that we want to be different in the present or the future. We use the past tense but the meaning is present or future.

There are a lot of things to do at work. I wish we didn't have to work today. (but there are a lot of things to do and we have to work today)

I wish I lived in a house by the sea. (I don't live in a house by the sea)

I wish you would stay with us longer. (but you won't stay with us longer)

NOTE: In formal English we use WERE instead of WAS with all subjects.

I wish I were a good basketball player.

We use wish (if only) + the past perfect tense

- to say that we regret something in the past.

I wish I had had enough courage to write you before. (but I didn't have enough courage to write you before.)

I wish I hadn't eaten so much last night.

We use wish (if only) + would

- when we want someone or something to change.

I wish that terrible noise would stop.

- when we want something to occur in the future.

Tina wishes her uncle would visit her soon.

- when we want to complain about something or other people's annoying habits.

I wish my son would stop biting his nails.

NOTE: To talk about our annoying habits, we use could (not would)

I wish I could be tidy.

EXERCISES

A. Put the verbs into the correct form.

1. I went to a party last night but I didn't like it.
I wish **I hadn't gone** (I / not / go)
2. It's boiling hot today and I don't like hot weather.
I wish **it wasn't (weren't)** so hot. (it / not / be)
3. I didn't study hard enough and failed in the exam.
I wish **I had studied** harder. (I / study)
4. I have worked hard all day and now I am very tired to go out with my friends.
I wish **I weren't** so tired. (I / not / be)
5. I am fed up with my little sister's crying all the time.
I wish **my little sister wouldn't cry** so often. (she / not / cry)
6. Whatever I do I can't learn how to use this camera.
I wish **I had read** the instructions more carefully. (I / read)
7. People who drop their litter in the streets are really annoying.
I wish **they wouldn't drop** their litter in the streets. (they / not / drop)
8. Not being able to speak English fluently is usually a big problem especially when I am applying for a job.
I wish **I spoke** English fluently. (I / speak)
9. I teased one of my best friends yesterday and now she doesn't talk to me.
I wish **hadn't teased** her. (I / not / tease)
10. Mrs. Wellington had her hair cut too short but she is not happy with it now.
She wishes **she hadn't had her hair cut** so short. (she / not / have)

IF CLAUSE TYPE 3

We use third conditional for imaginary, situation in the past, regret and criticism.

If + past perfect, would / could / might have + past participle

If they had seen Tom, they would have told me. (But they didn't)
If you had studied harder, you wouldn't have failed the exam. (criticism)

- We can change the order of the clauses by using comma:

He wouldn't have lost his family if he hadn't been addicted to alcohol.

Mixed type conditionals

Sometimes it is possible for the two parts of a conditional sentence to refer to different times. There are two types of mixed conditional sentence.

EXERCISES

Put the verbs in brackets into the correct tense.

1. If he had saved enough money, he **would have bought** (buy) a bigger house.
2. If Pablo **had installed** (install) some antivirus software, his computer wouldn't have got a virus.
3. I would **have called** (call) Jack if I had known his number.
4. If I had had a smartphone, I **could have checked** (check) my emails.
5. If Sarah **had copied** (copy) all her photos onto a CD, she wouldn't have lost them when her computer crashed.

THEME 6 OPEN YOUR HEART

SHOULD / OUGHT TO HAVE

We use **should/ought to + have + past participle (V3)** to talk about an obligation in the past. It often indicates

3. Seeing a physician **was the right thing** to do, but she didn't.
She **should have seen a physician**.
4. **It was not possible** that you saw the maths teacher.
You **can't have seen the maths teacher**.
5. **I am sure** that Linda didn't take the lift to the fifth floor; she's claustrophobic.
Linda **can't have taken the lift to the fifth floor; she's claustrophobic**.
6. **I am annoyed** that you took my mobile phone without asking my permission.
You **shouldn't have taken my mobile phone without asking my permission**.
7. The interns **probably** stayed back at work yesterday.
The interns **could have stayed back at work yesterday**.
8. **It was certain** the Johnsons won a lottery.
The Johnsons **must have won a lottery**.

THEME 7 FACTS ABOUT TURKEY

THE PASSIVE

We form "the passive" with the verb to be in the appropriate tense and the past participle of the main verb.

	ACTIVE	PASSIVE
Present Simple	They clean the office every day.	The office is cleaned every day.
Present Continuous	They are cleaning the office now.	The office is being cleaned now.
Past Simple	They cleaned the office yesterday.	The office was cleaned yesterday.
Past Continuous	They were cleaning the office at 9 yesterday evening.	The office was being cleaned at 9 yesterday evening.
Present Perfect	They have already cleaned the office.	The office has already been cleaned .
Past Perfect	They had cleaned the office.	The office had been cleaned .
Future Simple	They will clean the office tomorrow.	The office will be cleaned .
Modals	They can clean the office.	The house can be cleaned .

NOTE: The **present perfect continuous** and the **past perfect continuous** are not normally used in the passive. We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *Her new car **got damaged** in the accident.*

We use "the passive"

- when the person who carries out the action is unknown, unimportant or obvious from the context.
Stonehenge was built in 3000 BC. (we don't know who built it)
My lunch is delivered every day. (it is not important who delivers it)
Excavations have been carried out since then. (it is obvious that archaeologists have carried out excavations)
- when the action itself is more important than the person who carries it out, as in news headlines, articles, formal notices, advertisements, etc.
Göbekli Tepe is believed to be the oldest temple in the world.
- to make statements more formal and polite.
Camera flash is not allowed in the museum.

NOTE: The passive is used more often in written English than in spoken English.

Changing from active to passive

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or omitted.

	subject	verb	object
ACTIVE	Tilda	prepared	dinner
PASSIVE	Dinner	was prepared	by Tilda

NOTES:

Only transitive verbs (verbs that take an object) can be changed into passive.

Tom leaves home early every morning. (intransitive verb; no passive form)

We use **by + agent** to say who or what carries out an action. We use **with +instrument / material / ingredient** to say what the agent used.

The sauce was made by a young chef. (It was made with garlic and olive oil.)

The agent can be omitted when the subject is **they, he, someone / somebody, people, one**, etc.

Somebody has stolen my bike. (My bike has been stolen.)

The agent **is not omitted** when it is a specific or important person.

The concert hall was opened by Jennifer Lopez.

With verbs which take two objects such as **give, write, buy, tell, bring, send**, etc, we can make two different passive sentences.

She gave him a beautiful cap. (active) He was given a beautiful cap. (passive, more usual) A beautiful cap was given to her. (passive, less usual)

In passive questions with **who, whom, which** we do not omit **by**.

Who wrote this poem? Who was this poem written by?

EXERCISES

A. Put the verbs in brackets into the correct *passive* form.

- The beef **was roasted** (roast) in the oven with garlic and olive oil.
- I'm making the cake and the chicken **is being prepared** (prepare) by Fiona.
- The new swimming pool **will be opened / is going to be opened** (open) by the mayor next Sunday.
- The guests are about to come but the cake **hasn't been delivered** (not/deliver) yet.
- My grandma's flat **was burgled** (burgle) last night.
- Rome is one of the most important tourist destinations in the world. It **is visited** by millions of people every year.

B. Rewrite the sentences in the *passive* form.

- You must take these tablets after meals. **These tablets must be taken after meals.**
- The teacher sent her out of the classroom. **She was sent out of the classroom by the teacher.**
- Who is going to feed your dogs when you're away? **Who are your dogs going to be fed by when you're away?**
- They have already served the main course. **The maincourse has already been served.**
- The readers had voted Adele the best singer of the year. **Adele had been voted as the best singer of the year by the readers.**
- Where is the police questioning him? **Where is he being questioned by the police?**
- Who answered the phone? **Who was the phone answered by?**
- They are going to knock down that building. **That building is going to be knocked down (by them).**

C. Fill in the gaps using *by* or *with*.

- This soup was made with asparagus.
- The cookies will be baked **by** the kids.
- The recipe was created **by** my grandfather.
- All the food in the restaurant is eaten **with** chopsticks.
- The beef was cut **with** a special knife.
- The sauce is being made **with** garlic and chilli peppers.

D. Complete each sentence with two to five words, including the words in bold.

- The rafting accident involved three teenage girls. **(WERE)**
Three teenage girls were involved in the rafting accident.
- Susan has invited us for dinner. **(HAVE)**
We have been invited for dinner by Susan.
- Somebody has to check our equipment before we scuba dive. **(CHECKED)**
Our equipment has to be checked before we scuba dive.
- Who is supporting your ideas? **(SUPPORTED)**
Who are your ideas being supported by?
- Archaeologists have carried out excavations since 2012. **(BEEN)**
Excavations have been carried out by archaeologists since 2012.

6. An amateur surfer broke the record. **(BROKEN)**
The record **was broken by** an amateur surfer.

E. Rewrite the following sentences into the active.

- All the main courses are served with rice or chips in this restaurant.
They serve all the main courses with rice or chips in this restaurant.
- My grandmother has been told to exercise.
Doctors/They have told my grandmother to exercise.
- The lecture will be presented by Dr Jack Cage, a leading cardiologist at Bristol University.
Dr Jack Cage, a leading cardiologist at Bristol University will present the lecture.
- Chemicals are used to make sugar white.
They use chemicals to make sugar white.
- The new menu hasn't been approved by the owner of the restaurant yet.
The owner of the restaurant hasn't approved the new menu yet.
- The ice climbing competition had been held here.
They had held the ice climbing competition here.

COMPARATIVES/SUPERLATIVES

We use

- the comparative to compare one person, animal, thing, place, etc with another. We can use **than** with the comparative.

Celine has a larger flat than Jill. Our new pilates instructor is younger than the previous one.

- the superlative to compare one person, animal, thing, etc, with two or more people, animals, things, etc, in the same group. We use **the...of / in** with the superlative.

Jason is the friendliest boy in the class. Palandöken is the largest ski run in Europe. Sheila is the best of all windsurfers in the club. It was the most exciting flight I've ever had.

Formation of comparatives and superlatives

With one-syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est**.
tall-taller-the tallest

For one-syllable adjectives ending in **vowel+consonant** we double the consonant.
thin-thinner-the thinnest

With adjectives of two syllables ending in **-ly, -y, -w** we add **-er / -est** or **-ier** or **-iest**
ugly-uglier-the ugliest / healthy-healthier-the healthiest

With adjectives more than two syllables, we form the comparative with **more** and the superlative with **the most**.
helpful-more helpful-the most helpful / hardworking-more hardworking-the most hardworking

NOTE: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more / the most**.
friendly-friendlier / more friendly
the friendliest / the most friendly

IRREGULAR FORMS

Adjective / Adverb	Comparative	Superlative
<i>good / well</i>	<i>better</i>	<i>the best</i>
<i>bad / badly</i>	<i>worse</i>	<i>the worst</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>much / many</i>	<i>more</i>	<i>the most</i>
<i>far</i>	<i>farther / further</i>	<i>the farthest / furthest</i>

EXERCISES

F. Put the adjectives in brackets into the comparative or the superlative form adding any necessary words.

- A:** Look at that girl's hair. It's long and cool.
B: Yes, she's Amanda. She's got *the longest* (long) hair in school.
- A:** Simon is **more creative** (creative) than his twin brother, Tony.
B: Yes, but Tony is **better** (good) at sport.
- My new job has a **better** (good) salary than the previous one but it's **more stressful** (stressful).

4. **A:** I think teaching is the **most enjoyable** (enjoyable) job in the world.
B: Yes, but you need to have a lot of patience.
5. This cafe sells **the most delicious** (delicious) cookies in the city.
6. Sharon is **the kindest of** (kind) of the three cousins.
7. This is **the most gorgeous** (gorgeous) place I've ever visited.

THEME 8 SPORTS

REPORTED SPEECH

- We use reported speech when we want to repeat what someone had previously said. When we report someone's words we can do it in two ways. We can use direct speech in quotation marks, or we can use reported speech.
- In reported speech, personal / possessive pronouns and possessive adjectives change according to the meaning of the sentence.

Direct Speech: I like paragliding.

Reported Speech: She said that she liked paragliding.

- Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word that can either be used or omitted after the introductory verb (say, tell, etc).
- We use order/tell + sb + (not) to-infinitive to report orders / commands. "Sit down," he said. He ordered / told them to sit down.
- To report instructions, we use the verb tell + sb + (not) to-infinitive. "Fasten your seatbelt," she told her son. She told him to fasten his seatbelt.

Say - Tell

- say + no personal object He said (that) he went to New Zealand for bungee jumping.
- say + to + personal object He said to me (that) he went to New Zealand for bungee jumping.
- tell + personal object He told me (that) he went to New Zealand for bungee jumping.

Time Expressions in Reported Speech

Direct Speech	Reported Speech
Today	that day
Now	then
Yesterday	the day before
Last week	the week before / previous week
Next year	the following year
Tomorrow	the next day / the following day
here	there
this	that
these	those

- Normally, the tense in reported speech is one tense back in time from the tense in direct speech.

DIRECT SPEECH	REPORTED SPEECH
<p>Present Simple "I live in Tokyo"</p> <p>Present Continuous "I 'm buying the tickets for the concert."</p> <p>Present Perfect "I have been to many European countries."</p> <p>Past Simple "We went to Fethiye for paragliding last summer."</p> <p>Past Continuous "I was watching the news."</p> <p>Will "I will study abroad."</p> <p>Can "I can write poems."</p> <p>May "I may go to Ankara for a business meeting."</p> <p>Must "I must finish my project tonight."</p>	<p>Past Simple He said (that) he lived in Tokyo.</p> <p>Past Continuous She said (that) she was buying tickets for the concert.</p> <p>Past Perfect He said (that) he had been to many European countries.</p> <p>Past Simple or Past Perfect They said that they went / had gone to Fethiye for Paragliding the previous summer.</p> <p>Past Continuous or Past Perfect Continuous She said (that) she was watching / had been watching the news.</p> <p>Would He said (that) he would study abroad.</p> <p>Could She said (that) she could write poems.</p> <p>Might He said (that) he might go to Ankara for a business meeting.</p> <p>Had to She said (that) she had to finish her project that night.</p>

EXERCISES

Change the sentences from direct speech to reported speech.

- I met her in London last year. (Tom)
Tom said that he met/ had met her in London the previous year.
- Learn this poem by heart. (our literature teacher-us)
Our literature teacher told us to learn that poem by heart.
- I have read the book "Great Gatsby" for three times. (Melis)
Melis said that she had read the book "Great Gatsby" for three times.
- Barcelona football team is one of the best. (Akin)
Akin said that Barcelona football team was one of the best.
- The weather will be better next week. (Claire-me)
Claire told me that the weather would be better the next/ following week.
- Don't be rude to your friends at school. (Lucy-Dan)
Lucy told Dan not to be rude to his friends at school.
- We are waiting for our cousins arrival. (Sam and Vicky)
They said that they were waiting for their cousins arrival.
- I can't believe what you are saying. (Selin-Daniel)
Selin told Daniel that she couldn't believe what he was saying.

THEME 9 MY FRIENDS

DEFINING AND NON-DEFINING RELATIVE CLAUSES

We use

- relative clauses to identify / describe the person / place / thing in the main clause.
The lady who runs the restaurant is very nice.
Relative clause
The book which I bought yesterday is a best-seller.
Relative clause
- relative pronouns (who / whose / which / that) and relative adverbs (where / when / why) to introduce relative clauses.

Relative pronouns

people	who / that	We use who / that to refer to people. <i>The woman who / that lives next door is a news reader.</i>
object / animals	which / that	We use which / that to refer to objects or animals. <i>The house which / that we rented is by the sea.</i>
possession	whose	We use whose with people, animals and objects to show possession (instead of a possessive adjective). <i>That's the man whose daughter is a famous cardiologist.</i>

NOTES:

Who / which and **that** can be omitted when they are the object of the relative clause.
The trousers (which / that) I bought are too tight.

Who, which and **that** are not omitted when they are the subject of a relative clause.
Mrs Right gave the boy who carried her shopping bags a big tip.

Whose is never omitted.

Passengers whose luggage was overweight paid extra fee.

That can be used instead of **who, whom** or **which** but it is never used after commas or prepositions.
Susan is the one who/that suggested going on a cruise to Greek islands.
Sandra, who has never travelled abroad before, is really enjoying his holiday in Barcelona.

Relative adverbs

We use **where** to refer to places.

The hotel where we stayed last summer had wonderful staff.

We use **why** to give a reason.

The director will never tell us the reason why he cancelled the meeting.

We use **when** to refer the time.

Granddad still remembers the day when he saw grandma for the first time.

That can be used instead of **when**.

NOTE: When using **where** or **when** we do not need a preposition.

The cafe where we usually had tea was next to our hostel.

Defining & Non-defining relative clauses

A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or **why (the reason)**. The relative pronoun / adverb can be omitted only when it is the object of the relative clause.

The teacher who showed us around school was very kind and friendly.

Is this the hotel (which / that) you are staying at? (the relative pronoun is the object)

A **non-defining relative clause** gives extra information and it is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. The **relative pronoun/adverb** cannot be omitted.

Athens, where we spent our holiday two years ago, is an awesome place.

Susie, who is my flatmate, is a novelist and a lecturer.

NOTE: We cannot use **that** instead of **who** in a **non-defining relative clause**.

NOTE: We usually avoid using prepositions before relative pronouns.

The waitress to whom I gave my order was very sad. (formal)

The waitress who/that I gave my order to was very sad. (less usual)

The waitress I gave my order to was very sad. (everyday English)

EXERCISES

A. Fill in the correct relative pronoun or adverb.

1. The trolley **which / that** I picked up at the supermarket was someone else's.
2. I'll see the optician **whose** wife goes to my pilates class.
3. 1st July is the day **when** we usually go on a holiday.
4. We're looking for the taxi driver **who** brought us here.
5. Jennifer doesn't know the reason **why** all the shops are closed in the city centre.

6. That's the beach **where** my sister and her boy friend got engaged.
7. July is the month **when** the beaches get really crowded.
8. Sorry, Mr Right. The rooms **whose** balconies overlook the river are not available.

B. Complete the second sentence with two to five words, including the word in bold.

1. Sam is a cruise captain. He works for Hellenic Seaways. **(WHO)**
Sam, **who is a cruise captain**, works for Hellenic Seaways.
2. Jason works in this restaurant. **(WHERE)**
This is **the restaurant where** Jason works.
3. This is Tina. Her mother is my English Literature instructor. **(WHOSE)**
This is Tina **whose mother is** my English Literature instructor.
4. These boots are my favourite. I always wear them to school. **(WHICH)**
These boots, **which I always wear to school**, are my favourite.
5. I start my new job tomorrow. **(WHEN)**
Tomorrow is the day **when I start my new** job.
6. Michael is our tour guide. He knows Barcelona very well. **(WHO)**
Michael, **who is our tour guide**, knows Barcelona very well.

C. Complete the sentences using your own ideas and appropriate relative pronoun and adverb.

1. September is the month **(when schools start)**.
2. My little brother always wants to know the reason **(why he has to eat fish)**.
3. During my last holiday, I met a woman **(whose son is a famous cardiologist)**.
4. Sheila is crazy about visiting places **(which is full of attractions)**.
5. Whenever my grandma travels by plane, she always chooses a seat **(which is between the aisle and the window)**.
6. My daughter and I like visiting European cities **(where we can walk everywhere easily)**.

THEME **10** VALUES AND NORMS

CORRELATIVE CONJUNCTIONS

Not only...but also is a correlative conjunction. It is used to present two related pieces of information. When we use it in a sentence, both clauses have to be parallel. That means we have to use them before two nouns, two adjectives, two verbs etc.

She is **not only** intelligent **but also** beautiful.

The animals need **not only** food and shelter **but also** love and care.

He is a very talented actor. He can **not only** make people laugh **but also** make them cry.

Both...and is a correlative conjunction. We use **both...and** to show similarity or likeness. It joins pairs of nouns, adjectives, adverbs, verbs.

I have had a long, hard day and I'm **both** tired and **hungry**.

He is **both** an actor **and** a director.

Both men **and** women can be elected as the members of the parliament.

*We use a plural verb when we connect two subjects with **both...and**.

Both Jack **and** Rose were voyaging on the same ship "Titanic".

Both Terry **and** William are working in the field.

Either...or is used to talk about two possibilities. We can join pairs of nouns, adjectives, adverbs, phrases with **either...or**. In this kind of sentence, the plural or singular form of the verb is determined by the subject which is closer to the verb.

We could go there **either** by bus **or** by train.

Either Kelly **or** Sam is going to attend a course next week.

Either my mum **or** my twin sisters look after my dog when I'm away from home.

Neither...nor shows dissimilarity or unlikeness. We use **neither...nor** with affirmative form of a verb when we combine two negatives. It joins pairs of nouns, adjectives, adverbs, verbs.

Neither Switzerland **nor** Norway is in the European Union.

She invited **neither** her friends **nor** her teachers to her birthday party.

Neither Jack **nor** John likes doing the housework.

EXERCISES

A. Fill in the gaps using either...or, neither...nor, both...and, not only...but also.

1. I usually prefer Tuna salad because it is **both** delicious **and** healthy.
2. Has Sarah made a decision about **either** to attend courses **or** not?
3. She could **neither** call **nor** send a message to her sister after the serious quarrel.
4. The children use **not only** their imagination **but also** develop their creativity while painting.
5. You can **either** join us and have a wonderful holiday in Rome **or** stay at home.
6. **Neither** my friends **nor** my family approve my decision about going to New Zealand for bungee jumping.
7. Gökçe Bahadır is a very talented actress. She can **both** act **and** sing very well.
8. Wars cause **not only** death and destruction **but also** break up families.

B. Rewrite the sentences using either...or / neither...nor

1. The students and their parents didn't like the event that took place in the famous hotel.
Neither the students nor their families liked the event that took place in the famous hotel.
2. Aylin or Sadık can join the school debate because they are really skilled in speaking.
Either Aylin or Sadık can join the school debate because they are really skilled in speaking.
3. Canberra and Sydney are cities in Australia.
Both Canberra and Sydney are cities in Australia.
4. She considers the truth and the emotions while writing.
She considers not only the truth but also the emotions while writing.

IRREGULAR VERBS LIST

Present	Past Simple	Past Participle	Present	Past Simple	Past Participle
awake	awoke	awoken	hide	hid	hidden
be	was, were	been	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	know	knew	known
bet	bet	bet	lay	laid	laid
bid	bid	bid	lead	led	led
bite	bit	bitten	learn	learned / learnt	learned / learnt
blow	blew	blown	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
broadcast	broadcast	broadcast	lie	lay	lain
build	built	built	lose	lost	lost
burst	burst	burst	lose	lost	lost
burn	burned / burnt	burned / burnt	make	made	made
buy	bought	bought	mean	meant	meant
catch	caught	caught	meet	met	met
choose	chose	chosen	pay	paid	paid
come	came	come	put	put	put
cost	cost	cost	read	read	read
creep	crept	crept	ride	rode	ridden
cut	cut	cut	ring	rang	rung
deal	dealt	dealt	rise	rose	risen
dig	dug	dug	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamed / dreamt	dreamed / dreamt	sell	sold	sold
drive	drove	driven	send	sent	sent
drink	drank	drunk	show	showed	showed / shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
flee	fled	fled	stand	stood	stood
fly	flew	flown	swim	swam	swum
forbid	forbade	forbidden	take	took	taken
forget	forgot	forgotten	teach	taught	taught
forgive	forgave	forgiven	tear	tore	torn
freeze	froze	frozen	tell	told	told
get	got	gotten	think	thought	thought
give	gave	given	throw	threw	thrown
go	went	gone	understand	understood	understood
grow	grew	grown	wake	woke	woken
hang	hung	hung	wear	wore	worn
have	had	had	win	won	won
hear	heard	heard	write	wrote	written

WORD LIST

THEME 1 FUTURE JOBS

app developer (n)	cash up (PhrV)	imitation (adj)	shift (n)
application (n)	colleagues (n)	innovative (adj)	sincerely (adv)
apply for (PhrV)	CV (n)	interview (n)	software engineer (n)
asset (n)	deadline (n)	letter of intent (n)	staff (n)
benefit (n)	entrepreneur (n)	orthodontist (n)	sustainable (adj)
biotechnologist (n)	experience (n)	planet (n)	take on (PhrV)
burn out (PhrV)	fix upon (PhrV)	reference (n)	transportation (n)
candidate (n)	get ahead (PhrV)	requirement (n)	vacancy (n)

THEME 2 HOBBIES AND SKILLS

arouse (v)	dull (adj)	invulnerable (adj)	submerge (v)
confess (v)	feat (n)	jazzy (adj)	unique (adj)
curvy (adj)	fortunate (adj)	perilious (adj)	visual (adj)
disappoint (v)	gifted (adj)	reluctant (adj)	
disappointed (adj)	glamorous (adj)	scoff (v)	
dub (v)	guest (n)	stunt (n)	

THEME 3 HARD TIMES

addiction (n)	expose to (PhrV)	overcome (v)	scar (n)
apply (v)	fail (v)	pimple (n)	self esteem (n)
bully (v)	failure (n)	poverty (n)	specialize in (PhrV)
criticise (v)	fight against (PhrV)	prescribe (v)	succeed (v)
depend on (PhrV)	get rid of (v)	pressure (n)	support (v)
dermatologist (n)	humiliate (v)	racism (n)	
disability (n)	illiteracy (n)	recover from (PhrV)	
embarrass (v)	inspire (v)	rivalry (n)	

THEME 4 WHAT A LIFE!

achieve (v)	disaster (n)	ordinary (adj)	significant (adj)
adorable (adj)	donation (n)	participation (n)	survive (v)
archives (n)	exhibition (n)	performance (n)	tailor (n)
astronaut (n)	explosion (n)	poet (n)	triumph (n)
author (n)	founder (n)	preparation (n)	
big-hearted (adj)	gifted (adj)	privileged (adj)	
coincidence (n)	graduation (n)	queue (n)	
crew (n)	information (n)	scientist (n)	
curator (n)	launch (v)	sculptor (n)	
diligent (adj)	memorable (adj)	sculpture (n)	

THEME 5 BACK TO THE PAST

attempt (v)	display (v)	monitor (n)	tap out (PhrV)
cyberattack (n)	end up (PhrV)	realise (v)	target (n)
cyberbully (n)	intend (v)	remind (v)	turn into (PhrV)
cyberlaw (n)	lose heart (PhrV)	set up (PhrV)	work on (PhrV)
cybersecurity (n)	malware (n)	show up (PhrV)	
cyberterrorist (n)	memorise (v)	sneak into (PhrV)	

THEME 6 OPEN YOUR HEART

affection (n)	dim (adj)	honesty (n)	monster (n)
appreciation (n)	empathy (n)	injured (n)	sacrifice (v)
binoculars (n)	empty (n)	kitten (n)	scary (n)
confusion (n)	forgiveness (n)	light (n)	wreck (n)
cry out (v)	giant (adj)	loyalty (n)	

THEME 7 FACTS FROM TURKEY

aggressive (adj)	fascinating (adj)	mind-blowing (adj)	strange (n)
calm (adj)	find out (PhrV)	mysterious (adj)	temple (n)
carry out (PhrV)	get in touch (v)	prehistoric (adj)	wipe out (PhrV)
cheerful (adj)	gold mine (n)	puzzle out (PhrV)	worth it (adj)
coastline (n)	hunter-gatherer (n)	real (adj)	
deserted (adj)	imaginary (adj)	sneaky (adj)	
dig out (PhrV)	incredible (adj)	steep (adj)	

THEME 8 SPORTS

annually (adv)	jersey (n)	scaffolding (n)	steep (adj)
eye-popping (adj)	pitiless (adj)	sold out (v)	tournament (n)
fortitude (n)	platform edge (n)	spectator(n)	terrains (n)
hair-raising (adj)	rat race (n)	sprinter (n)	waist harness (n)
jaw-dropping (adj)	rebound (n)	stage (n)	

THEME 9 MY FRIENDS

bargain flights (col)	fierce (adj)	loyal (adj)	reasonable prices (col)
confident (adj)	generous (adj)	matchy friends (adj)	sincere (adj)
edgy (adj)	historic sites (col)	modest (adj)	travel off season (col)
extroverted (adj)	introverted (adj)	pessimistic (adj)	trustworthy (adj)

THEME 10 NORMS AND VALUES

anger (n)	cultural awareness (n)	grace (n)	offend (v)
angry (adj)	culture shock (n)	graceful (adj)	pass down (PhrV)
annoy (v)	customs (n)	in the end (adv)	profoundly (adv)
arrogant (n)	etiquette (n)	intrigued (adj)	social norms (n)
blissful (adj)	fascinated (adj)	joyful (adj)	take away (PhrV)
compassion (n)	frankly (adv)	modest (adj)	ultimately (adv)
compassionate (adj)	generosity (n)	modesty (n)	
conceited (adj)	generous (adj)	obsessed with (PhrV)	

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