

SECONDARY EDUCATION

PROGRESS

9th Grade

B1/B1+

STUDENT'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

Dalgalar 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

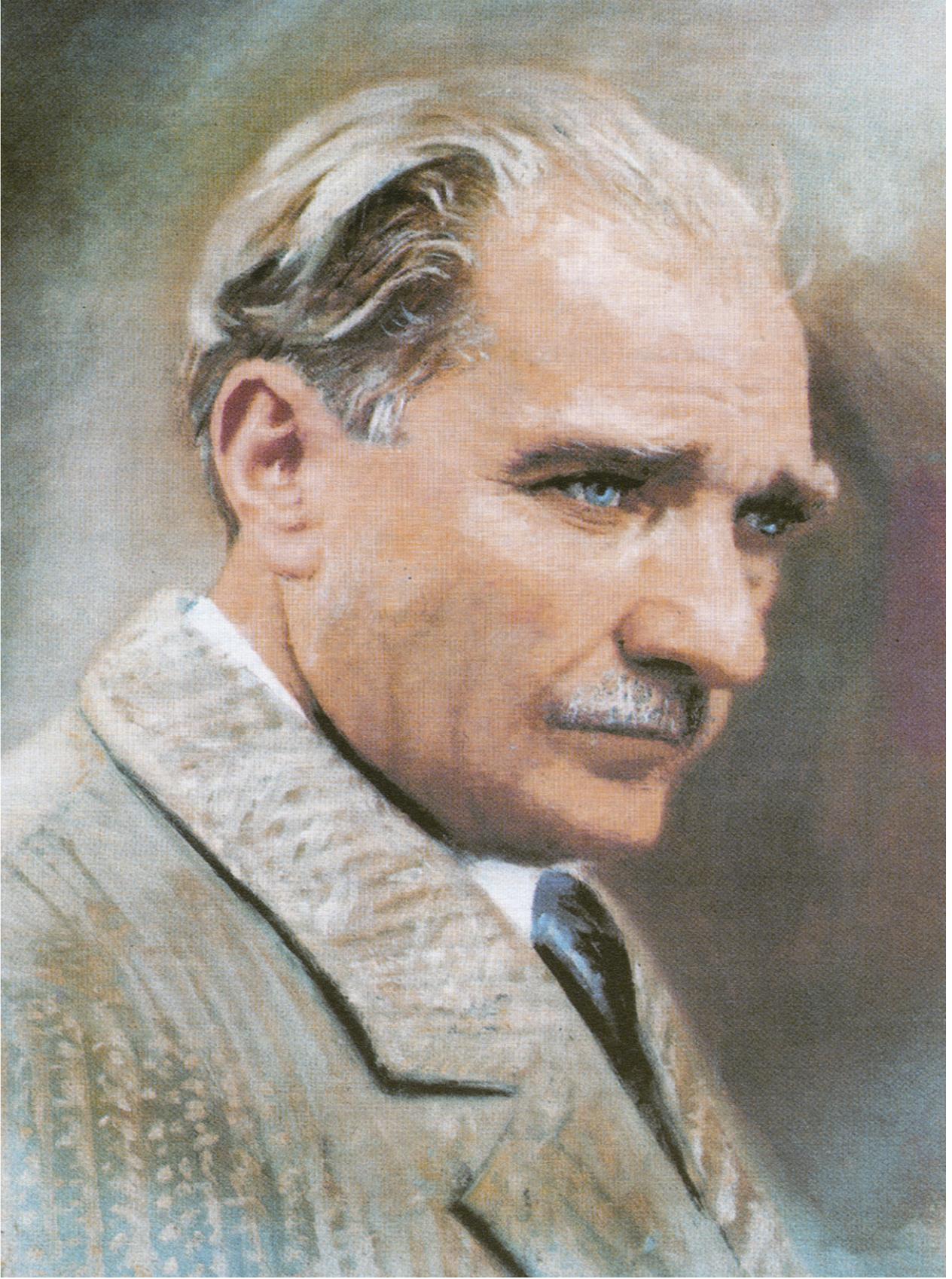
GENÇLİĞE HİTABE

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 namûsait 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, fakru zaruret içinde harap ve bîtap düşmüş olabilir.

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

Mustafa Kemal ATATÜRK



MUSTAFA KEMAL ATATÜRK

ICONS USED IN THE BOOK



Lead in



Listening



Reading



Speaking



Writing



Pronunciation



Project



QR Code

Lead in



Discuss the following questions with your partner.

- 1 Look at the photo. What are they doing? Do you think they are friends?
- 2 What kind of topics do you usually talk about to get to know someone? What questions do you ask someone to know him/her?

LEAD IN

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

Listening



Yavuz is a high school student; he would like to be a famous basketball player, so he has applied to a college whose basketball training will get him to achieve his goal and will provide him with good education at the same time.

LISTENING

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

Reading



- Discuss the questions below with your partner.
- 1 Talk about the people in the photos. What do you think the women are talking about?
 - 2 What do you usually do to relax at the end of a long day?

MARY: Wow! You both look perfect today. I really wonder how you keep so fit all the time.
 QUESTIONS: Oh, thank you dear Harriette. I am not doing anything special like going on a diet or spending lots of money on sports. I just go for a walk at least three times a week. I am not into hard exercises.
 MARY: Really? I would like to do the same, but I don't have

READING

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

Writing

- Look at the chart and make questions using "would rather" or "prefer". Answer the questions according to the information in the chart. Then, work in pairs and take turns to ask and answer.

	CARL	JANET	SABA
Name			
Music	reggae	country	hip hop/rap
Leisure activity	surf on the beach	table tennis	cycling, ice-dancing
Food	fresh fruit, vegetables	dairy products	chicken, meat, fish
Film	animations, cartoons	thriller, science fiction	horror, action

WRITING

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

Speaking

Read the sentences on the survey below about daily routines. Put a tick to the appropriate frequency. Share the results with your classmates as in the examples.

FREQUENCY	Always	Often	Sometimes
I watch movies or soap operas on TV.			
I hang out with friends.			
I go to a concert/theatre/cinema.			
TIME (a day)	for half an hour	for 1 hour	for 2 hours
I use social media.			
I play video games.			
I do sports.			
REASON	for fun	for business	for school
I use the Net.			
I use my tablet/laptop/smartphone.			

e.g. - I never watch soap operas on TV.
- I do sports for an hour a day.
- I would rather use the Net for fun than for business.

SPEAKING

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

Pronunciation

a Listen to the sentences and pay attention to the underlined phrases. Put a downward arrow (∩) for falling sounds and an upward arrow (∪) for rising sounds as in the example. Track 2

1 Wh- questions

- Where do you live?
- How do you feel today?

2 Yes/ No questions

- Do you play tennis?
- Would you rather go swimming?

3 Declarative

- She is doing her homework.

- My family lives in Indiana.

4 Exclamatory

- What an interesting story!
- How fascinating!

PRONUNCIATION

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

Project

Describe a hobby, a game or a free time activity in detail as in the example.

- 1 Is it an outdoor/ indoor activity?
- 2 Is it performed individually or with a group?
- 3 Is a special equipment required or not while doing it?

e.g.

Photography

It is such a great hobby that it can be easily performed indoors and outdoors. It is a way of expressing yourself and your feelings creatively. But, I must admit that photography is an expensive hobby. You must own a camera and at least two or three types of lenses in order to take good photos.

PROJECT

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

KEEP IN MIND!

- She **prefers** tea to coffee. / She **doesn't prefer** coffee to tea. / Does she **prefer** tea to coffee?
- My parents **prefer** reading newspaper to watching TV. / My parents **don't prefer** reading newspaper to watching TV. / Do your parents **prefer** reading newspaper to watching TV?

KEEP IN MIND!

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

Do you know?

In the UK, it is a must that every student has to do some kind of sports at school till they turn sixteen.

DO YOU KNOW?

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

GAME TIME

Play the game in groups of four or five. First, think of a hobby or a sport you like doing in your free time. Then, mime this activity for your friends in other groups to guess what the activity is. The first student guesses the activity gets a point for his or her own group. Take it in turns to mime and guess until all members of the group complete the activity. The group who have more correct guesses win the game.

GAME TIME

In each theme, the book covers a game section to create fun for students while they are engaged with the target language and the topic. These games are communicative activities which provide a purpose for students' having communication.

Quote of the day!



"If children have interests, then education happens."

Arthur C. Clarke

QUOTE OF THE DAY!

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

IDIOM OF THE DAY

Read the dialogue below and try to guess the meaning of the idiom. Do you have a similar expression in your own language?

Jack: Rob is the biggest **social butterfly** I've ever seen in my life.

John: What makes you think that way?

Jack: He always comes across some friends of his whenever we go somewhere in the town.

IDIOM OF THE DAY/PROVERB OF THE DAY

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

PROVERB OF THE DAY

"A nice fig is often full of worms" means

a physical appearance is important.

don't judge things by how they look on the outside.



B1/B1+

STUDENT'S BOOK CONTENTS

THEMES	MODULES	FUNCTIONS	VOCABULARY
THEME 1 AT LEISURE			
	1A	GETTING TO KNOW YOU pp. 16-21	<ul style="list-style-type: none"> * Words and phrases related to leisure activities, hobbies, jobs, preferences and interests * Adjectives related to feelings and emotions * Phrases for expressing opinions * Quotations related to leisure
	1B	LEISURE FOR PLEASURE pp. 22-25	
	1C	WHAT'S UP? pp. 26-31	
THEME 2 FUNNY STORIES			
	2A	CATCH OR GET CAUGHT? pp. 34-37	<ul style="list-style-type: none"> * Prepositions of movement * Elements of a story * Expressions and phrases of disagreeing
	2B	THOSE WERE THE DAYS pp. 38-43	
	2C	TELLING TALES pp. 44-47	
THEME 3 ENVIRONMENT			
	3A	GLOBAL WAR'N'ING pp. 50-55	<ul style="list-style-type: none"> * Words related to nature and environment
	3B	EVERY SOUL HAS A ROLE! pp. 56-59	
	3C	PLANNING AHEAD pp. 60-63	
THEME 4 LEARN FROM YESTERDAY- LIVE FOR TODAY			
	4A	TECHNOLOGY IN CLASSROOM pp. 66-71	<ul style="list-style-type: none"> * Linking words expressing cause and effect * Words related to education, communication and technology * Hesitation phrases
	4B	FROM SMOKE SIGNALS TO SMARTPHONES pp. 72-75	
	4C	TECHNOLOGY REVOLUTION pp. 76-81	
THEME 5 BE HEALTHY, LIVE HAPPY!			
	5A	HEALTH IS WEALTH pp. 84-87	<ul style="list-style-type: none"> * Idioms related to health * Words related to health * Word forms
	5B	WHAT COULD HAVE HAPPENED? pp. 88-91	
	5C	LET FOOD BE YOUR MEDICINE pp. 92-95	

STUDENT'S BOOK CONTENTS

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
Identifying frequently used words and phrases about personal information Listening for specific information Identifying phrases about hobbies and interests Initiating, maintaining and ending a conversation about the topic Sharing their daily routines Expressing their feelings related to topic Talking about events that are happening now Talking about their preferences	Finding out leisure time activities Identifying familiar names, words and basic phrases related to leisure activities Inferring the meanings of phrasal verbs from the context Reading a text about school clubs Using the correct forms of the given words Filling in a club membership form Writing online profile	Practising intonation in structures
Listening for specific information Putting the events in the correct order Narrating a story Telling past habits Describing a place by using prepositions of movement Justifying opinions about the theme, character, setting and plot of the story by using related expressions Using phrases expressing disagreement with their friends' ideas politely	Guessing the events in the story from pictures Inferring reasons and results of the past events from the story Illustrating past habits in the story Identifying the useful phrases in a story Identifying prepositions of movement in the text Writing an anecdote Using sequencing words in their writings	Pronouncing and classifying /d/, /t/, /ɪd/
Listening to a telephone conversation or news to fill in blanks with the missing words Listening for specific information to complete a table Classifying phrases expressing plans, intentions and predictions Talking about natural and man-made disasters Discussing their ideas using lexis and jargon related to natural environment Talking about environmental problems in their town/city Talking about their plans for a better environment Talking about environmentally friendly products	Relating events to conditions about natural events in the text Guessing the meaning of new vocabulary, phrasal verbs and collocations Identifying the topic sentence, supporting ideas and concluding sentence in a paragraph Highlighting common future forms in the text/dialogue Writing plans about protecting the environment in a paragraph Preparing a poster about environmental problems	Pronouncing /əʊ/ and /ɔɪ/
Listening for specific information about technology Completing a song Talking about the experiences related to topic Comparing innovations in technology Using phrases to express hesitation Using modifying actions in their speech	Identifying specific information in a written material Discovering the difference between completed and incomplete actions in the past Identifying new phrases in a text to match their meanings Identifying the linking words expressing cause and effect Making an outline to write an essay Writing an essay on lifestyles comparing the past and present Using linking words and new phrases	Pronouncing /h/, /j/, /dʒ/ Past participle forms of the verbs
Identifying the main idea Responding to interview questions Answering the comprehension questions Talking about health problems Talking about health care Giving and receiving advice about health Talking about how long and how often they have done an action to be healthy	Scanning the text Identifying the actions started in the past and still continuing Distinguishing modals of deduction and prediction Transferring information in a table, diagram, or fact file Writing an essay Using conjunctions and expressions related to health	Practising suffixes

STUDENT'S BOOK CONTENTS

THEMES	MODULES	FUNCTIONS	VOCABULARY
THEME 6 AN IDEAL WORLD			
	6A	THE WORLD WE LIVE IN pp. 98-103	Expressing desires and imaginary situations Asking for confirmation Talking about an ideal world Discussing about the most basic human values * Confirmation phrases * Words related to an ideal world * Lexis and expressions related to gerunds and infinitives * Confusing verbs and phrasal verbs * Words related to human values
	6B	THE EQUAL WORLD pp. 104-107	
	6C	IT'S OUR WORLD pp. 108-111	
THEME 7 GENERATION Z			
	7A	CHANGING THE WORLD FOR THE BETTER pp. 114-119	Talking about an event earlier than the main event in the past Describing people, places and things Giving additional information Expressing contrast Discussing about the most humanistic values * Collocations related to technology * Linking words expressing contrast * Opinion phrases
	7B	MEET THE NEW GENERATION pp. 120-125	
	7C	TEENS SPEAK OUT pp. 126-129	
THEME 8 FESTIVALS			
	8A	GO FOR IT! pp. 132-135	Emphasising actions Making oral presentation Using expressions motivating people Talking about festivals * Phrasal verbs * Words related to festivals
	8B	PUT THE FLAGS OUT! pp. 136-141	
	8C	LET'S WHOOP IT UP pp. 142-145	
THEME 9 REVIEWS			
	9A	CINEPHILIA pp. 148-151	Talking about impossible conditions and imaginary results in the past Expressing criticism/regrets Reporting imperatives and requests Talking about movies/books * Prefixes * Phrasal verbs * Collocations
	9B	STEP BY STEP pp. 152-157	
	9C	READING BETWEEN THE LINES pp. 158-161	
THEME 10 NEVER GIVE UP!			
	10A	HIGH-FLYERS pp. 164-169	Reporting statements and questions Expressing certain results Talking about goals in life * Separable and inseparable phrasal verbs
	10B	MAKE IT HAPPEN! pp. 170-173	
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STUDENT'S BOOK CONTENTS

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
Catching the main point of an interview on TV/the radio Finding out information about basic human values related to the topic Finding out lexis and expressions related to the use of gerunds and infinitives in different sentence types Completing statements about imaginary situations Exchanging their ideas about their ideal worlds Presenting studies Asking for confirmation Talking about given sayings	Scanning a text Expressing the purpose of the text Highlighting confusing verbs and phrasal verbs Identifying gerunds and infinitives Writing about feelings Writing about the ideal world Joining the sentences with linking verbs	Pronouncing rising and falling intonation of tag questions
Responding to questions Catching the specific information Finding out contrast situations and ideas Describing things, people, places Giving opposite ideas Talking about reasons and effects of school bullying	Finding out the main idea/supporting sentences Identifying the events Identifying descriptions Guessing the meaning of collocations about technology Making an outline to write an opinion essay Expressing ideas by using opinion phrases	Practising two or three consonant sounds (e.g. fridge, white, change, purple)
Predicting the sounds of places Matching the pictures of festivals Finding missing information Presenting their studies about local/unusual festivals Sharing ideas and giving reasons	Scanning text on festivals in different cultures Predicting the title of a passage Matching pictures with headings Identifying passive actions Matching phrasal verbs Discovering the difference of confusing words Writing about festivals Using vocabulary related to festivals	Pronouncing /eɪ/ and /aɪ/
Listening to match photos of film/book posters with review Distinguishing facts and imaginary situations in the past Identifying lexis and words related to the topic Expressing regrets in the past Reporting imperatives and requests Expressing their ideas about unexpected events in films and books Talking about the latest movie/book	Reading a film/book review Identifying the steps of writing a review Guessing the meaning of phrasal verbs Identifying reported imperatives and requests Using collocations related to the topic Writing a book/film review Using linkers, new phrases and words	Practising prefixes
Finding out the main point of an interview on TV/radio Answering questions related to a song Reporting statements Presenting the success story Justifying their opinions	Skimming the text Identifying certain results in the texts Reading success stories and answering comprehension questions Reporting sentences Guessing meaning of separable/inseparable phrasal verbs Making an interview of a success story Rewriting the answers of the interviewee	Practising homophones and homonyms



THEME 1

AT LEISURE

1A GETTING TO KNOW YOU

1B LEISURE FOR PLEASURE

1C WHAT'S UP?



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

- ask for and give personal information.
- talk about daily routines.
- talk about leisure time activities, hobbies, interests and preferences.
- talk about events that are happening now.
- describe feelings.





Reading

a Discuss the questions below with your partner.

- 1 Look at the photos. What do you think the text is about?
- 2 What do you usually do to relax at the end of a tiring day?



MARY: Wow! You both look perfect today. I really wonder how you keep so fit all the time.

CHRISTIANA: Oh, thank you dear. Honestly, I am not doing anything special like going on a diet or spending lots of money on sports. I just go for a walk at least three times a week. I am not into hard exercises.

MARY: Really? I would like to do the same, but I don't have enough time to go jogging. You know, I prefer staying at home, cleaning the house, cooking or helping kids with their homework. Actually, I do sports every day; I am on my legs all day.

CHRISTIANA: But, I think you should make a little time for yourself each day not only for being fit but also for your health. That helps you organise your life better. And doing sports regularly contributes a lot to your daily life. According to the recent researches, many successful people think that doing sports is important to achieve their goals. I strongly recommend you to take up sports.

MARY: You are absolutely right. Maybe one day I can do this if I have a chance to change my lifestyle. And, what about you Elena? Would you rather do sports?

ELENA: Sure! As you see, I'm pretty energetic. Actually, I would rather go swimming than go jogging. You know, most people around the world prefer swimming as a way to keep fit, relax and have fun. It is widely regarded as the best exercise that helps people feel good and it really works.

MARY: Yes, it sounds fascinating. I think I'll give it a try.

b Read the conversation and match the following phrases to the correct definitions.

- make time for (someone) give it a try
- go on a diet be into
- keep fit

- 1 to make an attempt at something
- 2 to be in good physical condition
- 3 to be interested in or enthusiastic about something
- 4 to find time to do something or be with someone in spite of being busy
- 5 to be careful about what you eat not to put on weight

c Discuss with your partner. Do you think doing sports is enough to keep people healthy? Why/Why not?

d Your friend usually feels exhausted after school and doesn't feel like doing anything. What can you recommend him/her to do to feel better?





Writing

- a Look at the chart and make questions using 'would rather' or 'prefer'. Answer the questions according to the information in the chart. Then, work in pairs and take turns to ask and answer.

	CARL	JANET	SARA
Name			
Music	reggae	country	hip hop/rap
Leisure activity	judo, skateboarding	surf on the Net, table tennis	cycling, ice-dancing
Food	fresh fruit, vegetables	dairy products	chicken, meat, fish
Film	animation, cartoon	thriller, science fiction	horror, action

- e.g. A: What sort/kind/type of food does Carl prefer eating?
 B: He prefers eating fresh fruit and vegetables.
 A: What kind of leisure activities would Sara rather do?
 B: She would rather go ice-dancing.

1 CARL

A: _____?
 B: _____

2 JANET

A: _____?
 B: _____

3 SARA

A: _____?
 B: _____

- b Work in pairs. Take turns to ask and answer the following questions. Explain your reasons.

- 1 Would you rather stay in or go out at weekends?
- 2 Would you rather take an Asian sight-seeing vacation or a cruise vacation?
- 3 Do you prefer spending your free time on your own or with your beloved ones?
- 4 Do you prefer taking photos of your memorable moments or shooting a video of them?
- 5 If you have a chance to change the world, would you rather solve global warming problems or end the wars?



KEEP IN MIND!

- * She **prefers** tea **to** coffee./She doesn't **prefer** coffee **to** tea./Does she **prefer** tea **to** coffee?
- * My parents **prefer** reading newspaper **to** watching TV./My parents don't **prefer** reading newspaper **to** watching TV./Do your parents **prefer** reading newspaper **to** watching TV?
- * I **would rather** go out tonight **than** stay in./I **would rather** not stay in **than** go out tonight./**Would** you **rather** go out **than** stay in tonight?



Reading

a Which clubs do you have in your school? Put a tick (✓) for the clubs that you have in your school.

- | | | |
|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Drama | <input type="checkbox"/> Science | <input type="checkbox"/> Literature |
| <input type="checkbox"/> Chess | <input type="checkbox"/> Robotics | <input type="checkbox"/> Art |
| <input type="checkbox"/> Maths | <input type="checkbox"/> Language | <input type="checkbox"/> History |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Sports | <input type="checkbox"/> Photography |
| | <input type="checkbox"/> Film | |

b Skim the texts quickly and circle the correct option.

The texts are...

- 1 job advertisements taken from a newspaper.
- 2 suggestions for outdoor activities taken from a magazine.
- 3 announcements on a bulletin board.

SCHOOL CLUBS

SPORTS

Sports activities are not only good for our health but also they help us to have a fit and good-looking body. Team sports may improve our social skills, too!

In our club, you will have a chance to improve technical and tactical skills of football, basketball, rugby and tennis.

Let's play and roll up!



ART

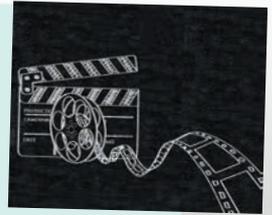
Do you complain about the shortage of time in art classes?

You have the talent and the creativity, but you don't have the opportunity to make it out? Then why don't you join the art club, improve your creative thinking and learn various artistic skills like sketching, oil painting, water colour painting and clay work? Just bring your inspiration with you and we will provide you with the necessary supplies.



FILM

This club offers you a sense of criticism and a new perspective on cinema. Share your ideas with the others who are interested in the history of cinema, producing films and writing scenarios. Join us and have the opportunity to make your own short films and improve your cinematography skills and knowledge!



ROBOTICS

If you are really into science and technology, then you may want to come and participate in our club. This club offers you to improve your problem solving skills. Do not even hesitate to join us if you enjoy teamwork. If maths, programming, designing or creativity is a part of your personality, this is the best place for you!



c Scan the texts and write the activities and benefits of each school club below.

	Activities	Benefits
1 Art:	_____	_____
2 Robotics:	_____	_____
3 Film:	_____	_____
4 Sports:	_____	_____

d Read the texts and find out which school club(s) in the texts may fit well for each person below. Write the appropriate school club name on each blank.

- 1 Janet likes working individually. She prefers being indoors to outdoors. She has a good sense of aesthetics. She believes drawing is a way of expressing her feelings.

- 2 Sarah is good at designing, maths and mechanics. She would rather work with a group than work individually. She has the sense of responsibility. _____
- 3 Paul is energetic and lively. He is a kinaesthetic learner and he prefers to learn by doing it. He will do his best as a part of a team. He aims to get socialised and have a fit body.

- 4 Robert has a natural ability to observe people's behaviours and interpret their feelings. He is fond of reading and writing anecdotes and short stories. _____

 **Writing**

Imagine that you start a new school club. First, name your club, and then write a short description to introduce the club to your new members.



 **Speaking**

Which school club in the texts is more interesting and which one would you prefer to join in? Use the phrases given in 'KEEP IN MIND!' box while expressing your opinions and give reasons why you choose that club.

 **Pronunciation**

a Listen to the sentences and pay attention to the underlined phrases. Put a downward arrow (∨) for falling sounds and an upward arrow (∩) for rising sounds as in the example. *Track 2*

① Wh- questions

- Where do you live ?

- How do you feel today ? ∨

② Yes/No questions

- Do you play tennis ?

- Would you rather go swimming ?

③ Declarative

- She is doing her homework .

- My family lives in Ankara .

④ Exclamatory

- What an interesting story !

- How fascinating the film is !

b Practise the intonation of the sentences above.

c Practise the following sentences with your partner.

In which sentences does the sound rise or fall? Listen and check your answers. *Track 3*

- 1 What do you do in your spare time?
- 2 Are you interested in science?
- 3 I prefer playing basketball to swimming.
- 4 What a busy day!
- 5 I would rather not go out today.



KEEP IN MIND!

- * We use these phrases for expressing our opinions.
- I think...
 - I guess...
 - In my opinion...
 - I feel...
 - I believe...
 - I suppose...

e.g. **I think** I will be a member of Robotics Club because I am very into the latest technological advancements in the world.

In my opinion, you can't see the realities of the life in films; you just see and feel another person's thoughts, feelings, and aspirations.

I believe it is so impressive to give your point of view in a short film.



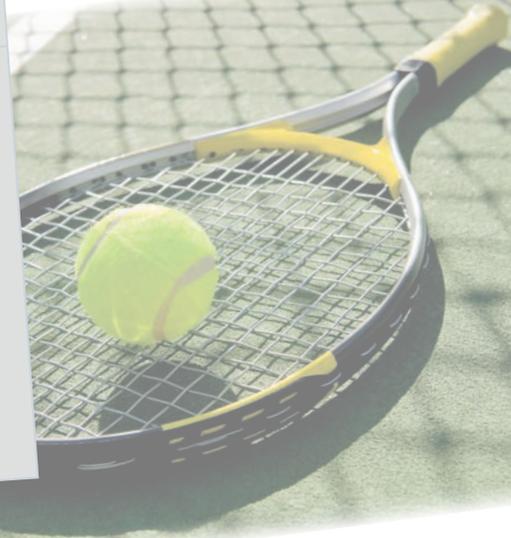
Writing

- a Look at the following club membership form. Work in pairs and take turns to ask and answer about Carlos's personal information.



Tennis Club Membership Form

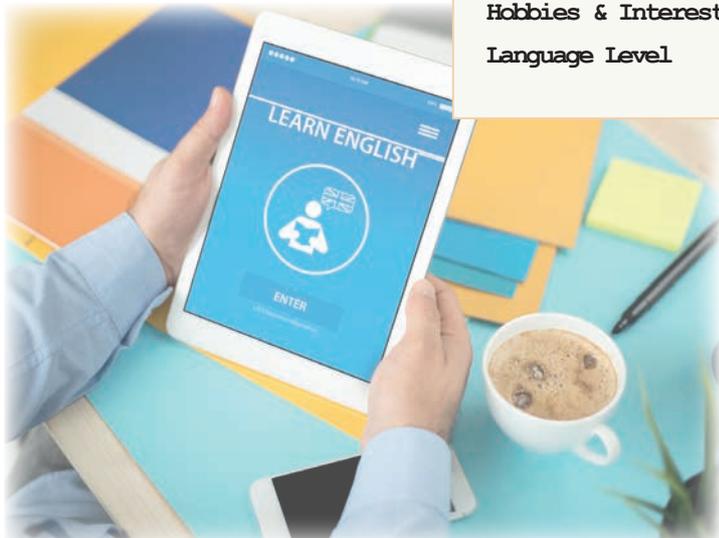
	Full Name	:	CARLOS ERICMA
	Date of Birth	:	23 /03 /2000
	Contact Number	:	44752695047
	Address	:	Oxford Road/Rainbow Street XW2504 London
	E-mail	:	abc@mail.com
	Emergency Contact	:	ANN ERICMA/mother
	Emergency Contact Number	:	67245987300
	Health Problems	:	--
	Applicant's Signature	:	



- b You are a member of an English Speaking Club. Write your required information on the club membership form below.

English Speaking Club Membership Form

Full Name	:	
Date of Birth	:	
Contact Number	:	
Adress	:	
E-mail	:	
Hobbies & Interests	:	
Language Level	:	



Do you know?

In the UK, it is a must that every student has to do some kind of sports at school till they turn sixteen.

Lead in

Match the photos to the activities given below.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> playing board games | <input type="checkbox"/> climbing |
| <input type="checkbox"/> kayaking | <input type="checkbox"/> scuba diving |
| <input type="checkbox"/> parkour running | <input type="checkbox"/> hiking |
| <input type="checkbox"/> playing video games | <input type="checkbox"/> cooking |
| <input type="checkbox"/> rafting | |



Reading

a Work in groups and discuss the questions below.

- Which of the activities on the left would you like to try?
- Do you have any hobbies? What do you do as a leisure activity?
- Add three free time activities that are not given in the photos.

b Scan the texts and make a list of the indoor and outdoor activities from the texts.

- Indoor Activities _____
- Outdoor Activities _____

TEENS AROUND THE WORLD

Adults blame teenagers for spending their free time on the Internet and not socialising in the real world. On the other side, it seems that teenagers socialise with others through social media and gaming by using the Internet. It may be true that the Internet helps them to overcome barriers and they meet others in cyberspace. That makes them globally integrated with other teenagers online. Unfortunately, it is also true that some of the teenagers go online without a time limit and they become addicted to the Internet. However, it is not the only way to socialise with their peers. There are a lot of teenagers around the world doing different activities in their free time to socialise and enjoy.

¡Hola! Me llamo Jose.

In Spain, the teenagers have the opportunity to join a dancing or cooking class. They can take up various types of sports. All these activities are free of charge. Additionally, the climate allows them to enjoy outdoor activities such as canoeing, rafting, climbing, swimming or scuba diving. Some Spanish teenagers prefer playing football. Going out for a festival or a concert is also a popular activity for the youngsters in Spain.



Bonjour ! Je m'appelle Marie.

Most of the French teenagers prefer travelling as a leisure time activity. They visit national museums and houses of famous writers and philosophers of their own country to have the historical knowledge of their nation. While some of them are into outdoor activities such as camping, swimming and kayaking or going skiing in the Alps, others prefer sitting at a sidewalk café and hanging out with friends. Listening to music, reading and watching films are the indoor activities they do.



Hi! My name is James.

Nowadays, parkour running known as free running is one of the most popular leisure activities in England. The UK is the first country to recognise it as a sport. It's very famous and maybe in the future, it can be practised at schools. British teens enjoy chatting and texting friends on their mobile phones like their peers living in different countries. Activities such as golf, swimming, tennis are supported by the government in the UK, but football has the top priority among the other sports.



Merhaba! Benim adım Deniz.

Football, basketball, wrestling, table tennis and volleyball are some of the sports practised in Turkey. Of all sporting activities, playing football is the most popular one for men of all ages. Teens from Turkey have a golden opportunity to swim in various coasts of the Aegean, the Mediterranean and the Black Sea. Climbing and hiking are the other popular outdoor activities they perform. They also hang out with friends, sit at a café and spend time on social media.



c Read the texts carefully and answer the questions below.

- 1 How do the teenagers get socialised?

- 2 What is the positive effect of the Internet?

- 3 Why do the teenagers in Spain take up various kinds of sports?

- 4 Why do the French teenagers visit the national museums and houses of famous writers and philosophers?

- 5 Is parkour running practised at schools in England?

- 6 What is the most popular sport in Turkey?

d Match the words and phrases in the texts to the definitions.

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> blame for | <input type="checkbox"/> hang out |
| <input type="checkbox"/> top priority | <input type="checkbox"/> overcome |
| <input type="checkbox"/> go online | <input type="checkbox"/> cyberspace |
| <input type="checkbox"/> addicted to | |

- 1 something very important and must be dealt with before other things
- 2 the Internet considered as an imaginary area without limits where you can meet people and discover information about any subject
- 3 to use the Internet
- 4 to deal with and control a problem or feeling
- 5 to say that someone or something has done something bad
- 6 to spend time in a place or with a group of people
- 7 unable to stop doing something as a habit

1B

LEISURE FOR PLEASURE



Listening

a Discuss the following question with your partner.

With whom do you prefer to do a leisure activity, with your friends or with your family members? Why?

b Listen to the audio. Put a tick (✓) to the preferences of Tony and Emma about their hobbies and interests. Track 4

HOBBIES & INTERESTS		camping	water-skiing	extreme sports	staying indoors
	be keen on				
EMMA	be into				
	be not into				
	love				
TONY	can't stand				
	enjoy				

c Listen to the conversation again. Write true (T), false (F) or not mentioned (NM). If the statement is false, correct it.

- Capernwray Diving Centre is near London. _____
- Tony thinks water-skiing is not dangerous. _____
- You must wear a helmet while water-skiing. _____
- Emma can make delicious apple pies. _____



Speaking

Read the sentences on the survey below about daily routines. Put a tick (✓) to the best options for you. Share the results with your classmates as in the examples.

FREQUENCY	Always	Often	Sometimes	Rarely	Never
I watch movies or soap operas on TV.					✓
I hang out with friends.					
I go to a concert/theatre/cinema.					
TIME (a day)	for half an hour	for 1 hour	for 2 hours	for 3 hours	Never
I use social media.					
I play video games.					
I do sports.		✓			
REASON	for fun	for business	for school	for homework	None
I use the Net.	✓				
I use my tablet/laptop/smartphone.					

- e.g.
- I never watch soap operas on TV.
 - I do sports for an hour a day.
 - I would rather use the Net for fun than for business.

GAME TIME

Play the game in groups of four or five. First, think of a hobby or a sport you like doing in your free time. Then, mime this activity for your friends in other groups to guess what the activity is. The first student who guesses correctly gets a point. Take turns to mime and guess until all members of the group complete the game. The group who have more correct guesses win the game.

Quote of the day!



"If children have interests,
then education happens."

Arthur C. Clarke

Project

Describe a hobby, a game or a free time activity in detail as in the example.

- 1 Is it an outdoor/indoor activity?
- 2 Is it performed individually or with a group?
- 3 Do you need a special equipment while doing it?

e.g.

Photography

It is such a great hobby that it can be easily performed indoors and outdoors. It is a way of expressing yourself and your feelings creatively. But, I must admit that photography is an expensive hobby. You must own a camera and at least two or three types of lenses in order to take good photos.





Lead in

Discuss the following questions with your partner.

- 1 Do you use social media to chat with your friends? Why/Why not?
- 2 What applications do you use for chatting?



Reading

a Read the conversation and fill in the blanks with the appropriate sentences.

a Looking for what?

b I heard that it can be dangerous to do Pilates.

c How are things with you?

d I have to go now, Kate!

Kate

Kate: Hey! What's up, Jenny?

Jenny: Nothing much! _____ (1)

Kate: So far so good. What are you doing?

Jenny: Well, I'm looking for a Pilates ball on the Internet at the moment.

Kate: _____ (2) Don't tell me you are taking up Pilates.

Jenny: Yes, I am. Why not?

Kate: I can't believe you! I didn't know you like sports.

Jenny: Hey! 😊😊😊 Everyone needs a leisure time activity. 😊

Kate: Ha ha! 😊 Where are you taking classes?

Jenny: At a fitness club, near my house. Why don't you come with me?

Kate: It's not my cup of tea and I think it's boring. I'd rather do outdoor activities like jogging or hiking. By the way, _____ (3)

Jenny: You must be kidding! How can it be that dangerous? It is just Pilates not sky-diving! Ha ha!

Kate: Search for 'sport injuries' on the Net. You are going to find a lot of stories about it.

Jenny: I don't think I'll get injured. 😞

Kate: I'm going to bring flowers when I visit you in the hospital, don't worry.

Jenny: Bring some candies, too. 😊

Kate: Why don't you join in a real sports activity?

Jenny: So be it! _____ (4) TTYL*

Kate: OK. Good luck.

Jenny: Bye!

*TTYL: Talk to you later

+

b Match the words to the correct definitions.

- Pilates outdoor
 join in look for take up

- 1 a set of exercises involving controlled movements, stretching, and breathing
- 2 to start doing an activity
- 3 in the open air
- 4 to take part in an activity
- 5 to search

c Read the following sentences. Write the numbers under each category in the table below.

- 1 Bye for now!
- 2 How are you?
- 3 By the way, did you have lunch?
- 4 What are you up to?
- 5 Take care!
- 6 You didn't talk to him, did you?

Beginning a dialogue	Maintaining a dialogue	Ending a dialogue

d Talk about your leisure time activities with your partner. Use beginning, maintaining, ending sentences in your dialogues.

Listening

Look at the photo carefully while listening to Nelly's speech. Find five differences between the audio and the photo. Circle them on the photo. *Track 5*



Speaking

Look at the photo and talk about what the people are doing. Work with your partner.



Writing

Look at the photos below. Write sentences about what they usually do and what they are doing now.

(Amanda/generally/
in the afternoon)

(today)



1

e.g. *Amanda generally does Pilates in the afternoon, but now she is swimming.*

(Mr Barton/generally/
in the morning)

(at the moment)



2

(Seong/usually/
at breaktime)

(now)



3



Reading

a Discuss the following questions with your partner.

- 1 Look at the photos below and say how they are feeling.
- 2 What would you do if you saw your friend feeling unhappy?



a



b



c

b Read the quiz below and choose an appropriate answer for you to each question. Then, add up your points to see the results.

1 It's a very tiring work day. There are five minutes to get off work and you feel really exhausted. You are making a plan for the evening. Do you...

- a read a book while drinking a cup of coffee in a café?
- b call your friends and go to a restaurant to have something to eat?
- c go home and fall asleep the minute your head hits the pillow?

2 You are a university student and your friend calls you. She tells that she is worried about the university entrance exam she is about to take and starts to cry. You want to comfort her, so you...

- a talk about your own experiences of the same exam.
- b want to visit her, but you don't feel like going out at all.
- c organise a meeting with your mutual friends to clear her mind.

3 While working at the office and dreaming of the free time you'll have at the weekend, your boss asks if you can work at the weekend to finish a boring job. Do you...

- a make up a lie and watch TV all the weekend?
- b accept it because you can work freely without anyone around?
- c refuse politely and say you'll be delighted if you give your time to your family?

WHAT PERSONALITY ARE YOU?

4 You are in a Physics class. You are bored and have no idea about what the teacher is talking about. Do you...

- a ask your friend to explain it to you during the break?
- b pretend as if you are listening what the teacher says and take notes?
- c look out of the window and try hard not to fall asleep?

5 You are really exhausted and one of your cousins calls you to tell that he wants to pay a short visit. Do you...

- a feel excited to see him as you are really bored at home?
- b lie to him and tell that you are busy as you want to lie down and relax a bit?
- c act honestly and say you are not available and enjoy being alone?

6 You are walking down in a park and see a man dropping litter on the ground. The woman sitting on a bench starts to tell him off. What do you think?

- a Wow, I can't speak my mind when people are around. I admire that lady.
- b I'd do the same thing. I'm irritated by that guy's behaviour, too.
- c How can these people find enough energy to have an argument?

7 You have just learnt that you are the winner of a £3 million lottery. That's exciting news! So, what will you do with that money?

- a Hire a maid and a butler to do things around the house instead of me.
- b Give half of the money to charities. It makes me distressed to see people in need.
- c Throw parties and hang out with my best friends. I want to have fun.

POINTS

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

RESULTS

7-10

A couch potato

You don't feel like doing anything at all. You usually prefer sleeping or lying down in front of TV. You hate being active and probably your favourite place in the house is your bedroom. Get a move on and start doing some things! Your laziness can sometimes make your family mad, but you have close relationships with them and you know how to make things right. And did you know most of the geniuses and inventors are like you?

11-16

A shrinking violet

You feel better when you are alone. You know how to entertain yourself and don't need others to have fun. Although you don't like being in crowded places and surrounded by many people, you are good-hearted and considerate about needy people. Though you don't like crowds, you should take your time to socialise.

17-21

A social butterfly

It seems you are really sociable and have a lot of friends. People notice you when you are around. You enjoy being with others and they like being with you, too. You are very generous and love sharing your belongings with friends or family. However, you should sometimes make time for yourself by being far from the madding crowd.

c Answer the following questions according to the 'results' part of the quiz.

1 What does 'a social butterfly' like?

2 Why is 'a couch potato' not fond of sports?

3 What are the main characteristics of 'a shrinking violet'?

4 Who likes spending his time mostly indoors?

5 How do 'a shrinking violet' and 'a social butterfly' feel when they are in the crowd?

d According to the quiz result you get, write about your strengths.

My Strengths
e.g. <i>I know how to entertain others.</i>

e Complete the sentences with the words in the box.

distressing	boring
irritating	excited
bored	exhausting
exciting	distressed
exhausted	irritated

- In my opinion, football is a very _____ game to watch. I can't wait to see the matches.
- My brother loves jogging, but his wife gets terribly _____ with it and she always wants to do something else.
- When Jenny hears bad news, she starts to feel sorrowful and deeply _____.
- After a few hours, the game becomes a bit _____ for the players and they want to do different activities.
- Your brother looks a little _____ by your absent-mindedness. You should be more attentive in order not to bother him.

- My sister feels _____ about her new yoga classes on weekdays. She is looking forward to attending them.
- Jack feels really _____ because he has been studying for his maths test for six hours.
- Peter has a(n) _____ habit of spending his money on unnecessary things.
- It must be rather _____ for his parents not to know his whereabouts.
- I like drinking coffee at home while reading my book after a(n) _____ day at work.

 **Listening**

Listen and fill in the blanks with the words in the box. Then, match the words to the photos below. Track 6

annoyed confused depressed
frightened surprised

- Conversation 1: _____
 Conversation 2: _____
 Conversation 3: _____
 Conversation 4: _____
 Conversation 5: _____





KEEP IN MIND!

* We use adjectives ending in **-ed** to describe how a person or animal feels.

e.g. We are **interested** in archaeology.
Why are people **fascinated** by robots?

* We use adjectives ending in **-ing** to talk about what or who causes feelings.

e.g. Archaeology is **interesting** for us.
Why are robots **fascinating** to people?



IDIOM OF THE DAY

Read the dialogue below and try to remember the meaning of the idiom. Do you have a similar expression in your own language?

Jack: Rob is the biggest **social butterfly** I've ever seen in my life.

John: What makes you think that way?

Jack: He always comes across some friends of his whenever we go somewhere in the town.



Speaking

Look and describe what is happening in the photos with your partner. Talk about how you would feel in such situations in turns.



a



b



c



Project

With your family's permission, use a camera or cell phone camera to video record your speech in English. Create a two- or three-minute VLOG for yourself. Describe a typical weekday or weekend of yourself. Then, give a copy of your VLOG to your teacher and present it to your classmates.

Quote of the day!



"You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings."

Pearl S. Buck



THEME

2

FUNNY STORIES

2A CATCH or GET CAUGHT?

2B THOSE WERE THE DAYS

2C TELLING TALES



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

- narrate events in the past.
- talk about past events.
- express movements.
- justify opinions.
- disagree politely.



2A

CATCH or GET CAUGHT?



Lead in

Discuss the following questions with your friends.

- 1 Do you read stories? What kinds of stories do you like?
- 2 Do you have a funny memory? If yes, what happened?



Listening

a Answer the following questions with your partner.

- 1 Did you go on a vacation last summer? If yes, where did you go?
- 2 What was the most adventurous thing you did last summer?

b Listen to the audio and put the sentences in the correct order. Track 7

We saw a road sign saying 'Yedigöller 25'.

a

We saw another road sign saying 'Yedigöller 40'.

b

We didn't stop for enjoying the scene even for a minute.

c

The road was getting rougher as we moved on.

d

Besides, no one knew where we were going.

e

Suddenly, we decided to take an adventure and go there.

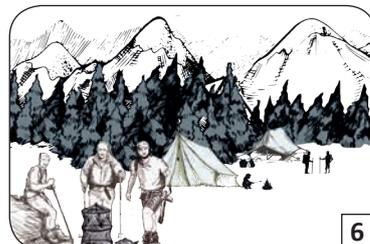
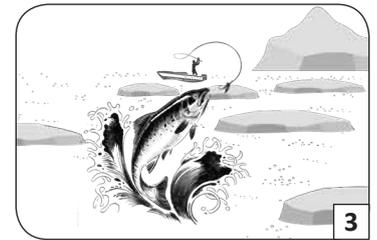
f

c Listen to the audio again. What do you think the author was going to say as a final sentence? Share your opinions with your friends.



Reading

a Look at the pictures below. What do you think the story is about? Guess what happened and share it with your classmates.



b Read the paragraphs below and match them to the pictures.

a When I reached there, I put the fish next to my tent. After that, I began to wait for the other campers to show my big catch. Suddenly, I heard that strange noise again! When I looked around, I saw a huge bear staring at me! I was frightened and shocked! I had no time to get the fish and I decided to run through the trees as fast as I could.

b When I saw them, I decided to take action and wore my coat and boots. I packed up my equipment and paddled the canoe along the river. Then, I found a perfect place with lots of jumping fish and I threw the fishing rod into the lake. After a while, the rod began to shake. I held it strongly and pulled the fish out of the water. I couldn't believe my eyes! It was the biggest salmon I had ever seen in my life! I took it and rowed back to the camp.

c I found a safe place to hide among the trees and began to spy on the bear. In the end, the bear ate the fish and went away. I tried to hide in the forest until the campers came back. When they came, I told them the whole story, but they didn't believe and laughed at me all day. The winner of the competition was someone else and his fish wasn't bigger than mine. I learnt from that experience; I watch my back twice now and try to be more careful than before.

d Hi! I'm Ryan from Canada. I'm a student and an adventurer. I like being outdoors. Fishing in winter is my favourite activity and I'm obsessed with catching the biggest fish ever. Trouble has a way of finding me in any action I take. Probably, the worst one was my trip to Alaska two years ago.

e Actually, I didn't have any intention to visit there until I saw a stunning poster last year. I was walking along the corridor at school when I saw a poster of a camping and fishing event in Anchorage, Alaska. There was a competition for catching the biggest salmon, too! I thought it was just my cup of tea and decided to participate in it. I packed up my equipment and bought tickets. Three days later, I was at the camping area.

f First, I found a place to set up my tent and build a fire. It was snowing so heavily that I could hardly see anything around. Most of the tents were built across the river by the campers, but I stayed far from them because I needed an isolated place near the river to catch the biggest salmon. While I was setting up my tent, I heard a strange noise from the bushes, but I ignored it because I was very tired. I wanted to have a rest as soon as possible. I slept till morning and when I woke up, campers were getting ready to go fishing.

c Read the paragraphs again and answer the questions.

- 1 Why did Ryan go to Alaska?

- 2 What did he do first when he arrived at the camping area?

- 3 Where did he put the fish he caught?

- 4 What did he see when he looked around?

- 5 What happened to the fish that Ryan caught?

- 6 Why did the campers laugh at Ryan?

2A

CATCH or GET CAUGHT?

d Read the text and underline the prepositions of movement.



Last summer, my friends and I decided to take a road trip from Ankara to Çanakkale. We were planning to visit Martyrs' Memorial. We made a travel plan, got into the car and drove along the highway. We passed through the Mount Bolu Tunnel; it was amazing!

We agreed to have a short break near Lake Abant in Bolu. We walked around the lake and took pictures. As it was getting late, we moved on quickly. A few hours later, we passed across the 15 July Martyrs Bridge with the marvellous Bosphorus view. When we arrived in Çanakkale, we were all tired and hungry. We got out of the car and found a hotel to stay. The next day, we visited the Martyrs' Memorial and drove back to Ankara. It was one of the best road trips of my life.

e Fill in the blanks with the correct prepositions of movement from the text.



1 He was walking _____ the house while carrying his suitcase.



2 He decided to go _____ Rome _____ Paris.



3 Before the meeting, they walked _____ the company building together.



4 The young couple waited for the green light to walk _____ the road.



5 His only weekend activity was to walk _____ Lake Garibaldi.



6 The campers built their tents _____ the lake before the festival.



7 The baby was crawling _____ the small tunnel in the park.

 Lead in

Discuss the following questions with your friends.

- 1 What does the expression 'those were the days' mean?
- 2 Are you familiar with the proverb 'Sweet is the memory of past labour'? Do you agree with that? Why/Why not?

 Reading

a Discuss the following questions with your partner.

- 1 What is the funniest experience you have ever had?
- 2 Look at the photos. Try to guess what the following anecdotes are about? What can you tell about their feelings looking at the photos?

Abigail, 22

I didn't use to be on time anywhere in the past and that **led to** many problems. When I was at high school, I was always late for school and my teachers were complaining about that. The headmaster warned me not to be late. I was trying to be more punctual, but I was always late for some reason. One day, when I woke up, there were just ten minutes left for school time. I jumped out of bed and put my clothes on. I left the house quickly and ran to school. When I entered the school garden, I was ten minutes late. I went into the school, hoping to get into the class before the teacher. I saw the headmaster at the end of the corridor, but went directly upstairs to the class. I knocked on the door **nervously** and opened the door. Guess what? There was no one in the class.

Suddenly, I realised that it was Saturday. While I was going back **grumbling**, I saw the headmaster again. He was smiling at me and said "Are you making practice to be on time?" All in all, I **humiliated** myself because of my habit of being late.

Barış, 27

When I was a student, I used to work as a cashier at a shop after school. It was a great experience for me. I used to learn something new every day. There were funny and **humorous** moments, too. If I am to tell the most unforgettable one for me, I guess, it is the one with a **weird** man who wanted to buy a pair of shoes. One day, I was at work, **dealing with** customers. A middle-aged man entered the shop and asked one of the sales assistants where the winter shoes were. She showed him the department. After he tried some of them on, he decided on a pair. He came to the checkout with a big smile on his face and gave me the shoes. While I was packing the shoes, he said "They are forty Turkish Liras, aren't they?" Being surprised, I checked the price and told him that they cost 120 Turkish Liras. He unpacked the shoes, showed me under them and said "But here it says Size 40". I couldn't tell anything for a few seconds. Then, I smiled and explained him the meaning of 'size' in English. I can't forget that moment and the disappointment on his face.



b Read the anecdotes and circle the correct option.

- 1 In Abigail's story, 'lead to' means _____.
A to result in
B to control a group of people
C to be first, to be winning
- 2 What is the **antonym** of the word 'nervously'?
A patiently
B silently
C relaxedly
- 3 What does a 'grumbling person' do?
A tries to persuade someone to do something
B complains about something
C plans what to do
- 4 Which word has the closest meaning to the word 'humiliate'?
A to confuse
B to embarrass
C to praise
- 5 'Humorous' is synonymous with _____.
A funny
B interesting
C suspicious
- 6 'Weird' is used for _____.
A mad
B strange, odd
C frustrated
- 7 'Deal with' means _____.
A to cope with or control
B to agree
C to seem

c Answer the following questions according to the anecdotes.

- 1 How did Abigail feel when she woke up? Why?

- 2 What happened when Abigail opened the door?

- 3 How did she feel upon the headmaster's joke?

4 Where and when did Barış's story take place?

- _____
- 5 Why did the man think that the shoes were forty Turkish Liras?**
- _____

d Find out the sentences which express past habits in the text and write them in your own words.

- 1 _____
- 2 _____
- 3 _____

e Search the Net to find a funny anecdote from a famous person and share it with your partner.



KEEP IN MIND!

- * To express past habits, we use **used to** or **didn't use to**. We can also use them to express past states.
e.g. I **used to ride** a bike when I was a child.
My brother **didn't use to watch** cartoons as much as I did.
- * We can also use **would** to express past habits or repeated past actions. However, **would** can't be used with past states.
e.g. We **would go** to theatre every weekend when we were at high school.
I ~~would have~~ a car when I was working at that company.
- * We can also express past habits in the Past Simple. It can give the meaning of **would** and **used to**. (*Don't forget that we can't use would or used to if something happened just once.*)
e.g. Susan **lived** in the city centre before she got retired.
Uncle Louis **drove** me to school every day last year.



Listening

a Discuss the following questions with your partner.

- 1 Do you think life was better or worse when you were a child? Why?
- 2 Suppose that you had a time machine and you could go past in time, which years and where would you go? Why?
- 3 Which years do you think the following photos are from?



b Listen to the text carefully and circle the correct words or phrases. *Track 8*

- 1 Children would play *in the streets/at home/at school* all day and have fun.
- 2 People used to share *all they had/their photos/their money*.
- 3 It was quite *usual/unusual/cheap* to see a man going up the roof to fix the aerial in those days.
- 4 Children were lucky and cool if they used to have *a mobile phone/walkman/bike*.
- 5 The text is about *the 1960s and 1970s/the 1980s and 1990s/today*.
- 6 Students used to wear *black/blue/white* uniforms at school.
- 7 The narrator thinks that in those days, everything was more *dangerous/comfortable/meaningful*.

c Listen to the audio again and write three things people used to do in the 1980s and 1990s.

- 1 _____
- 2 _____
- 3 _____



IDIOM OF THE DAY

Read the dialogue and guess the meaning of the bold expression. How do you express this in your own language?

Miriam: They say high school years are the best years of your life. Do you agree?

Cecil: I totally agree with that. I wish I had a time machine and somehow **turned back the hands of time**. I really miss those blissful days.





Reading



a Discuss the following questions with your partner.

- 1 Do you have a funny memory from your primary school years?
- 2 What kind of activities did you do in Arts and Crafts?

b Read the following anecdote and underline the time phrases, beginning and concluding expressions.

I'm a trouble magnet. Weird things always happen to me wherever I go. Listen to this! When I was ten years old and a primary school student, on one of school days, our teacher told us to bring some materials to make a 'Grass Head'. The next day, I went to a store and bought the necessary things for the activity before I went to school. In the last lesson, we started to do the activity. We put the grass seeds carefully into the socks with our teacher. After that, we put them in front of the window. We were so impatient that we couldn't help checking and watering them almost every day. After two weeks, some of them started to get green, but mine didn't. After a few days, every sock got green, but mine was still bald. I was both disappointed and confused. After about three weeks, when I totally forgot about it, one of my friends called me and showed my Grass Head. It wasn't bald any more and

you know what? The hair was curly as it was actually a Lettuce Head! The store had sold me lettuce seeds! After all, my classmates made fun of it for a very, very long time. I felt uneasy and embarrassed those days, but when I look back now, it sounds cute and makes me smile. You know, they say "sweet is the memory of past labour".

c Write the words and phrases you've underlined in the table below. Add as many words and phrases as possible for each column.

Beginning Phrases	Concluding Phrases	Time Phrases
<i>when I was</i>		



Speaking

a Discuss the following questions with your partners.

1 Children have some funny and strange beliefs or behaviours. What did you use to believe or do when you were a child?

e.g. I used to think there was a real monster in the traffic and that would lead accidents.

2 What would people do to spend their free time before smartphones?

e.g. They used to watch TV.

3 Parents keep saying they had a very different lifestyle in the past. What would/wouldn't your parents do when they were at your age?

e.g. They would eat organic food./They wouldn't eat fast food.

b Work in groups. Share your opinions with your friends. How did the foundation of Republic of Turkey and Atatürk's reforms change people's lives? How did people use to live before the foundation of the Republic?

e.g. Before the foundation of Turkish Republic, people used to write in the Arabic alphabet, but now we use the Latin alphabet.

Quote of the day!



"Comedy is tragedy plus time."

Mark Twain



Project

a Look at the photos below and read the paragraph.



In the past, there were fewer houses and buildings in London, but today there are many buildings and skyscrapers. It wasn't populated as much as today. People used to prefer living in the city centre in the past, yet they prefer living in rural areas today.

b Make a search about your hometown. Find past and present photos of the same place/city. Make a poster and compare them as in the example.

 Lead in

Discuss the following questions with your friends.

- 1 Do you think dreams play an important role in our lives? Why/Why not?
- 2 Do you know anyone around you who has impossible dreams? What kinds of dreams have they got?
- 3 What role do books play in our lives? Have you ever been influenced by a character of a book you read?

 Reading

a Discuss the following questions with your partner.

- 1 Have you read *Don Quixote* before? If yes, what do you remember about the story?
- 2 Look at the photo and talk about it with your friends.

DON QUIXOTE

Living in the 17th century, Alonso Quixano was a middle-aged man who liked reading chivalry books and admired **knights** riding on horses and their adventurous lives. He was mad about fantasies described in these stories and he started to be incredibly obsessed with knighthood, losing his mind. He believed that the whole world had to be rescued from the evil and the only person that could achieve that was himself.

He changed his name to Don Quixote, put on a suit of **armour**, imagined himself as a real knight and started to live in his dream world. Besides, he would do whatever a knight had to do. He **set off** to travel round the world to get it rid of all wrongdoings of people with his own horse, Rosinante, which was skinny and weak, but he thought it was the



fastest, best and most powerful horse in the world. He thought all knights had a beautiful woman that supported them in every aspect of life. On his way, he saw an ugly **peasant** girl, Dulcinea, but he regarded her as a very beautiful girl from a noble family and as his love. The last thing he was supposed to do was to be declared a knight officially. Thus, he went to an inn which he considered a castle and its innkeeper a lord and requested the man to give him a rank of honour. The innkeeper figured out how mad Quixote was and **pretended** to be a lord and honoured Quixote with knighthood.

He, again, set off for Spain to look for new adventures. He crossed over mountains, green highlands and walked through forests. On his three-day journey, he came across a group of merchants and tried to persuade them how incredibly beautiful Dulcinea was. They refused to accept Dulcinea's great beauty, so he fought with them. He came back home to recover as he was badly beaten and wounded. Quixote's friends, who were a barber and a priest, were aware of his **delusions** and they tried to persuade him to give up his impossible dreams and burnt all his books about knighthood. However, that only caused Quixote to show stronger determination. After the failure of battling with merchants, he persuaded Sancho Panza, who was a fat farmer and not a very smart neighbour of Quixano, to be sidekick of him, promising to turn Sancho into one of the richest men in the country. After that, Sancho and Quixote got together to have new adventures. He provided food, shelter, and comfort for the people during his journey in the name of a peasant woman, Dulcinea

del Toboso, whom he considered a princess.

He and Sancho were on their way when Don Quixote saw windmills. Thinking them to be giants that harmed people, he battled against them and got wounded seriously. Although Sancho tried to warn him about his strange behaviours, he still believed in Don Quixote's dreams and visions. After a few adventures, Sancho started to trust his lord, Don Quixote, and wanted him to achieve his goals. Sancho therefore tried to do his best for his lord. On their way, they ran across two herds of sheep and he thought there was a battle between two armies and decided to help the weak one. While Don Quixote was battling with the herd, the shepherd saw him and fought with him. After that, he got wounded severely again. Another adventure of theirs was to rescue Dulcinea from the **enchanters**, which was entirely a lie of Sancho. Don Quixote fought with a mysterious Knight of the White Moon, who won the battle. The winner demanded that Quixote and Sancho return to their village.

When they arrived home, Don Quixote became ill and remembered who he was in the real world. He announced that he was not Don Quixote, but Alonso Quixano. Being quite old and ill, he died in his own village among his friends.

Miguel de Cervantes

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

- 1 _____ : a man of high social rank who fought as a soldier on a horse in the past
- 2 _____ : to behave as if something is true when it is not
- 3 _____ : metal clothes worn by soldiers in the past when fighting
- 4 _____ : (especially in the past, or in poorer countries) a small farmer or farm labourer
- 5 _____ : to begin a journey
- 6 _____ : belief in something that is not true
- 7 _____ : a person who uses magic, especially to control people

c Answer the following questions.

- 1 What caused Alonso Quixano to lose his mind?

- 2 How did Quixote get honoured with knighthood?

- 3 What was the reason behind Quixote's fight with a group of merchants?

- 4 For what purpose did Sancho Panza accept Quixote's offer?

- 5 How did Quixote's battle with windmills end?

- 6 What led Don Quixote to realise who he really was?

d Think about the characters, theme, setting and the plot you have read. Write them in the table below.

D O N Q U I X O T E	Characters _____ _____
	Theme _____
	Setting _____ _____
	Plot _____ _____ _____ _____ _____



Speaking

a Read these sentences. Write the numbers under each category in the table below.

- 1 That's exactly what I think.
- 2 In my opinion/view, ...
- 3 I think/believe...
- 4 Because/As/Since...
- 5 Could you please explain why?
- 6 That's not entirely/partly true.
- 7 You are right.
- 8 Why do you think/say that?
- 9 What are your reasons for saying that?
- 10 Because of/Due to/As a result of...
- 11 I totally/definitely agree with you.
- 12 I see what you are saying, but...
- 13 I'm not sure about that.
- 14 I think that's not the same thing at all.
- 15 Owing to/Due to the fact that...
- 16 Sorry, but that's different.
- 17 I'm sorry, but I disagree with you about this.
- 18 I see your point, but...
- 19 I don't agree with you.
- 20 That is a good point, but...

Asking for reasons	
Expressing your opinion	
Agreeing with someone	
Disagreeing with someone	
Giving reasons	

b Work in groups. Discuss the following questions with your friends and justify your opinions. You can use the expressions given in 'Exercise a'.

- 1 Were the characters in the story lifelike? Why/Why not? Do you know any people like them?
- 2 What was the most important theme in the story? Madness, delusion, or loyalty? Explain your reasons.
- 3 Where and when did the story take place? Do you think the setting of the story was clear and detailed enough? Why/Why not?
- 4 Did you like the end of the story? Why/Why not?



KEEP IN MIND!

- * **But** is usually used after an agreement phrase to challenge the other person's opinion.
e.g. I see your point, **but** I think we must check the information shared on social media.
- * **Because, as, since, due to the fact that** and **owing to the fact** are used before a sentence.
e.g. We couldn't arrive on time **because/ due to the fact that** there was heavy traffic.
- * **Because of, due to, owing to** and **as a result of** are used before a noun, or gerund (*V+ing*).
e.g. We couldn't arrive on time **because of/due to/as a result of/owing to** the heavy traffic.



Pronunciation

- a There are three different ways to pronounce the suffix ‘-ed’. Look at the table below and listen to the difference between the suffix ‘-ed’ in these words. *Track 9*

/ɪd/	/t/ (voiceless)	/d/ (voiced)	/d/ (words ending in a vowel)
D added	C /s/ advanced	B /b/ clim b ed	/aɪ/ cri ed
T collect ed	CH /tʃ/ touch ed	G /dʒ/ manag ed	/əʊ/ borrow ed
	F /f/ stuff ed	L /l/ boil ed	/i/ carri ed
	GH /f/ cough ed	M /m/ seem ed	/ɔɪ/ employ ed
	K /k/ ask ed	N /n/ earn ed	/juː/ rescu ed
	P /p/ camp ed	R /r/ cover ed	/eɪ/ pray ed
	SS /s/ discuss ed	S /z/ supposed ed	
	SH /ʃ/ finish ed	V /v/ serv ed	
	X /s/ mix ed	Z /z/ gaz ed	

- b Listen to the sentences below. Put a tick (✓) if the ‘-ed’ endings are pronounced correctly, or a cross (×) if pronounced incorrectly. *Track 10*

- The police reached the conclusion that Mr Jackson wasn’t guilty. ()
- Jenny realised her mistake, but it was too late to correct it. ()
- Kids in the playground headed back home before it got too dark. ()
- The door closed all of a sudden when the wind began blowing. ()
- The committee abandoned the project because no one supported it. ()

- c Listen to the words carefully. Write them under the correct column. *Track 11*

/ɪd/	/t/	/d/



Writing

- Think of a story you are influenced a lot.
- Describe the main characters, setting, and plot of the story in detail.
- Work in groups. Write five questions using ‘who’, ‘what’, ‘where’, ‘why’, and ‘how’ to get detailed information about each other’s stories. Take turns to ask and answer the questions.



Project

Create a funny story and make its audio. Your characters should be animals like in the fables. Make sure that the basic elements of a story (characters, theme, setting, and plot) are included.



THEME

3

ENVIRONMENT

3A GLOBAL WAR'N'ING

3B EVERY SOUL HAS A ROLE!

3C PLANNING AHEAD



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

- talk about natural facts.
- talk about plans and predictions.
- talk about fixed future arrangements.
- explain about conditional situations.
- express attitude to the future.





Lead in

Work in pairs. Discuss the following questions.

- 1 Do you think global warming is a serious problem for our planet? Why/Why not?
- 2 Do you believe human activities are responsible for global warming? If so, what can we do to protect the environment?



Listening

a Look at the photos. Match them to the words and phrases below.

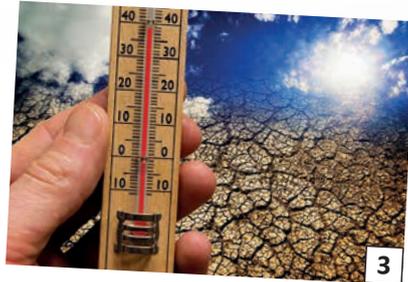
- A deforestation
- B global warming
- C extinction
- D pollution
- E overpopulation
- F endangered



1



2



3



4



5



6

b Match the words and phrases in 'Exercise a' to the definitions below.

- 1 damage caused to air, soil, water, etc. by harmful chemicals or waste
- 2 the condition of being populated with excessively large numbers
- 3 a situation which a type of animal or plant no longer exists
- 4 the increase in temperature around the world, which is caused by gases from burning oil, coal, gas, etc.
- 5 in danger of being harmed, lost, etc.
- 6 the cutting down of trees in a large area

c Listen to the news about polar bears and write the missing words and phrases in the text below.
Track 12

Interviewer: Dear audience, welcome to our programme. Today, we are going to talk about the difficult situation of polar bears. We have Tina Adams with us in the studio. She is going to inform us about the fact that polar bears are under the threat of extinction. Welcome, Mrs Adams.

Tina Adams: Thank you for having me. As you said, polar bears are facing the risk of becoming _____ (1) and the threat is serious. The _____ (2) species list was updated to include the polar bears in 2008. According to the study by the International Union for the Conservation of Nature (IUCN), _____ (3) is the main reason of polar bears' extinction.

Interviewer: Why do you think global warming is the biggest problem for polar bears?

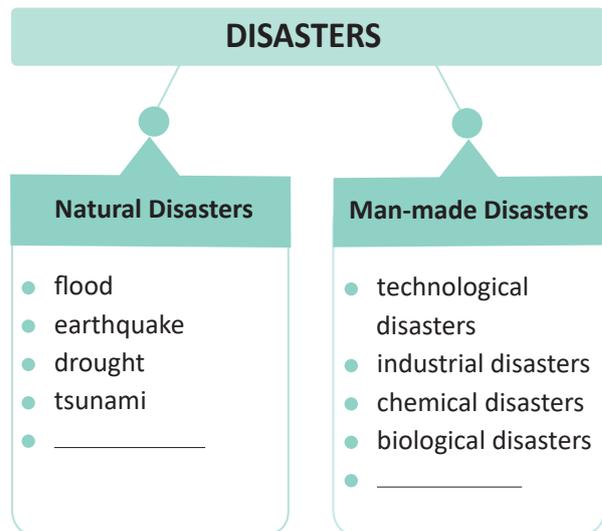
Tina Adams: Because it causes the Arctic Sea ice, the bears' _____ (4) and hunting ground, to melt at an alarming rate. When the ice melts and breaks apart, polar bear families drift too far away from each other and food sources, which they need to _____ (5). As a result of global warming and its effects, polar bears' _____ (6) will fall by 30 per cent decline in the next decades and this is just the tip of the iceberg when we consider the other forthcoming disasters and problems. If we do not take action against the _____ (7) of global warming, problems like this will probably increase.

Interviewer: Thank you for the information, Mrs Adams.

d What kinds of problems will the polar bears probably come across when the ice caps melt completely? Will they go extinct as the news says or will they adapt to new conditions? Discuss your reasons with your partner.

Speaking

a Look at the diagram below. Add one more example for each category and discuss the difference between natural and man-made disasters



b Discuss the following questions with your partner.

- 1 What natural disasters are common in your country?
- 2 What precautions can people take to reduce the effects of natural disasters which are given in 'Exercise a'?

e.g.

Authorities should plan cities and settlements according to risk of flood.

- 3 How can we prevent man-made disasters?

e.g.

We can be more careful and take extra safety precautions.



Reading

a Discuss the following questions with your partner.

- 1 Look at the photos. Which environmental problems do you see?
- 2 Read the title of the article. Do you agree with this idea? Why/Why not?



WE ARE DESTROYING THE EARTH!

Human activities are rapidly changing the climate. According to the report by Intergovernmental Panel on Climate Change, human activities over the past 50 years have warmed our planet and these activities are going to affect all living things and the Earth itself severely. How could we cause such a big change? How could warming happen so fast? Let's take a deep look into the reasons:

1 Greenhouse Effect:

Some gases in the Earth's atmosphere trap the Sun's heat and stop it from leaking back into the space. However, the amounts of some **greenhouse gases** in the atmosphere are increasing gradually, making our planet warmer. Since we burn **fossil fuels** like coal and oil, the level of carbon dioxide (CO₂) has increased in the atmosphere. Unfortunately, CO₂ is the most responsible gas for warming. As a consequence of this, people face serious problems such as extreme weather conditions, less ice and snow, rising sea level, drought and floods. As we clearly see, we won't be able to survive unless we stop destroying the Earth.

2 Deforestation:

Deforestation means the destruction of forests by people. It's beyond a shadow of doubt that forests are vital for life in a lot of ways. They **absorb** CO₂ and release oxygen back into the air, so they help to control the natural climate cycle. However, we are

cutting down trees for industry, or we want to get them out of the way. If we go on **destroying** trees, it is estimated that there will be no more rainforests in 100 years time and according to researches, the widespread loss of forests is going to lead to an increase in the amount of CO₂ in the atmosphere.

3 Rapid Human Population Growth:

Increasing **human population** is one of the significant reasons of climate change. Nearly 7.6 billion people live on the planet today. According to the United Nations (UN) report in 2017, this number will be 9.8 billion by 2050. This data foretells a drastic rise in necessity for natural resources like air, water, animals, forests, fossil fuels, etc. Also the growing population



means that there will be more energy consumption. The usage of fossil fuels, which have an important role in energy production, will increase at a tremendous rate. The more people use fossil fuels, the more CO₂ is released into the atmosphere.

If people go on damaging the environment, the Earth is likely to suffer a lot. Year by year, human population will grow and **run out of** natural resources soon. Forests will decrease and as a result, some species of animals will become extinct. Shortly, we will have to struggle with too many environmental problems if we don't take precautions against environmental issues as soon as possible.

b Match the highlighted words and phrases in the text to the definitions below.

- 1 _____ : to make something fall down by cutting it at the base
- 2 _____ : a fuel such as coal or oil that is obtained from under the ground
- 3 _____ : to use all of something so that there is none left
- 4 _____ : to damage something so badly that it cannot be used
- 5 _____ : the number of people living in the world
- 6 _____ : kind of a gas that causes the greenhouse effect, especially carbon dioxide
- 7 _____ : to take in a gas, liquid or other substances, especially gradually

c Answer the following questions according to the text.

- 1 Which human activities cause climate change?

- 2 How do the people increase the level of carbon dioxide gas in the atmosphere?

- 3 What kind of problems do people face as a result of warming?

- 4 Why are the forests very important?

- 5 How will climate change affect us in the near future?

d Underline three interesting facts about nature from the text. Share your ideas with your partner and explain your reasons.



Pronunciation

- a Listen to the following words and pay attention to the difference between /aʊ/ and /ɔɪ/ sounds.

Track 13

/aʊ/	/ɔɪ/
town	join
now	choice
sound	oil
cloud	toy

- b Listen to the following words carefully and put them in the correct columns. Track 14

noise	count
blouse	coin
enjoy	mouth
crowd	out
owl	boil
bow	found
voice	destroy
point	boy

/aʊ/	/ɔɪ/

- c Practise the pronunciation of the words in the table with your partner. Correct his/her pronunciation if he/she makes any mistakes.

Quote of the day!



“If the bee disappeared off the surface of the globe, then man would have only four years to live left. No more bees, no more pollination, no more plants, no more animals, no more man.”

Albert Einstein

Lead in

Discuss the following questions with your friends.

- 1 Look at the photos and write the names of the animals.
- 2 Which of these animals are endangered?
- 3 Do you know any other endangered animals in your country?

Asian Elephant
 Bengal Tiger
 Penguin
 Giant Panda
 Great White Shark
 Polar Bear
 Snow Leopard
 Gorilla
 Orangutan



1



3



5



2



4



6



7



8



9



Listening

- a Do you know which material has the longest decomposition process in the environment?
- b Listen to the audio and fill in the blanks with the missing information. *Track 15*

Material	Decomposition Time
1 _____	4000 years
2 Plastic bottles	_____
3 _____	300 years
4 Cans	_____
5 Paper	_____

- c Listen to the audio again. What is the benefit of using recycled materials according to the audio?
 - A It helps to reduce the garbage in landfills.
 - B It helps governments to save money.
 - C It saves natural resources and energy.



Speaking

Make a group of four or five and discuss the following questions.

- 1 What are the environmental problems in your city/town? Tell your friends the possible results of these problems unless people take precautions.
- 2 What are the universal environmental problems? Do you know any local or universal foundations fighting against the environmental problems?
- 3 What will people face in the future if they don't do reforestation?
- 4 What do you think will happen when humans run out of natural resources like clean water, oil etc.?
- 5 Have you ever thought about alternative ways to produce energy? What are the renewable energy sources you know?

GAME TIME

Play the game in groups of 'agree' and 'disagree' sides. When the teacher reads a controversial statement about the environment aloud, one volunteer student from each group explains his/her opinion in a few sentences. The group whose member defends his/her opinion best gets a point.

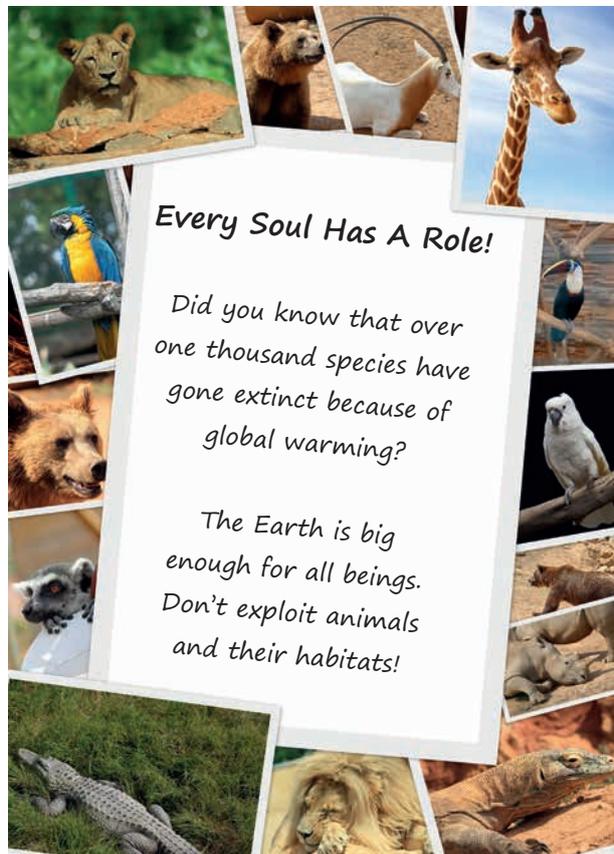


Writing

Prepare a poster about one of the environmental problems as in the example. Check the environmental problems list below, or focus on a different problem. Create a slogan and write an explanation pointing out to the reasons and results of the problem.

- *global warming*
- *climate change*
- *ozone layer depletion*
- *overpopulation*
- *water and air pollution*
- *loss of biodiversity*
- *deforestation*
- *acid rain*

e.g.





Reading

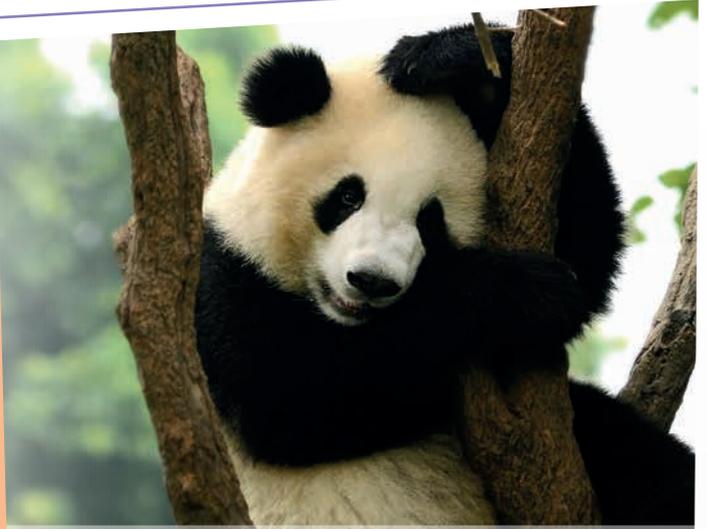
a Discuss the following questions with your partner.

- 1 What are the possible reasons that make animals become extinct?
- 2 Are there any local or universal organisations or funds that you know for protecting animals?
- 3 Do you know when the 'World Animal Day' is? What is its mission?

SPEAK UP FOR THOSE WHO HAVE NO VOICE!

Life on the Earth is extremely diverse. There are about two million species in the world identified by the scientists so far. However, they predict that there are much more species than the number we know. Scientists are discovering new species continually and they believe that the identified number is just one in four. Some of these identified species have already gone extinct and we know about them through scientific expeditions, researches and fossil records. Some others are rare, critically endangered and at high risk of extinction.

According to a recent survey which was conducted by American Museum of Natural History, a great number of all living species will be **threatened** with extinction soon. In fact, extinction doesn't necessarily result from human actions. We know that there were extinct species way before human existence, yet the main reason for the dramatic decline in biodiversity is destruction of natural habitat by people. Unless we take some precautions, biologists estimate that twenty per cent of all living species will be extinct by 2028. The loss of biodiversity will inevitably result in human extinction, too. Some man-made and **catastrophic** reasons behind it are deforestation, illegal and excessive hunting, climate change as a result of global warming and pollution. If we go on



exploiting the world like this, we will lose it sooner or later.

The latest Living Planet Report revealed the shocking fact that the animal population declined by fifty-eight per cent between 1970 and 2012 and this is an urgent call. Humans have to take actions immediately. If they want to support the organisations like WWF (the World Wildlife Fund), they can **adopt** an animal or donate money to this fund. To save endangered and **vulnerable** animals and **set things right**, we should also be aware of these animals, their habitats and find new solutions to the food and energy problems of humankind. If we want to be the part of the solution, we can also celebrate 4 October, the World Animal Day, and raise **awareness** about these issues.

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

- 1 _____ : to be likely to cause harm
- 2 _____ : causing a lot of destruction
- 3 _____ : to correct something
- 4 _____ : knowledge that something exists
- 5 _____ : easy to be harmed or hurt
- 6 _____ : to take someone/something as your own and take care of it
- 7 _____ : to use something for your advantage unfairly

c Complete the sentences with the correct form of the words and phrases in 'Exercise b'.

- 1 There are many animals in the streets and animal shelters. If you _____ these animals, you'll get unconditional love in return.
- 2 Old people are physically and mentally much more _____ than other people.
- 3 She was angry with her friend because of a misunderstanding, then she learned the truth and she offered her apologies to _____.
- 4 In Shakespearean period, there was a plague in London which used to _____ theatres with closure.
- 5 If we want to raise environmental _____, we must take action as a community.
- 6 We shouldn't _____ natural sources if we want to provide a better world for future generations.
- 7 Being exposed to violent scenes, especially at a young age, have a(n) _____ effect on human psychology.

d Answer the questions according to the text.

- 1 How do we know about many extinct species in the past?

- 2 What is the main reason for the rising rate of extinction?

- 3 Which shocking fact was revealed by the 'Living Planet Report'?

- 4 What can we do to save the animals and biodiversity in the world?

- 5 What will happen on the Earth if the loss of biodiversity goes on?

e Underline the conditional sentences in the text. Write them in the table as in the example.

Condition	Event/Result
e.g. <i>Unless people take some precautions</i>	<i>biologists estimate that 20 per cent of all living species will be extinct by 2028.</i>



KEEP IN MIND!

* To express conditional situations, we use **if** or **if not (also unless)**.

e.g. **If** you want to join in the group, you will sign this contract.

If you **don't** want to put the meeting off, you will talk to the manager.

Unless you want to put the meeting off, you will talk to the manager.

* We can also use **should** in formal situations.

e.g. **Should** you want to put the meeting off, you will call the manager.

* **As long as, so long as, on condition that, providing (that), supposing (that), only if** are other expressions which we use to talk about conditions. We can also see **or, otherwise, in case (of)** in conditional meanings.

e.g. **As long as** you keep quiet, you can play in the garden. (*so long as, more formal*)
I will be happy **only if** they arrive on time.
Get ready, **otherwise** you will miss the last bus to Bristol.



Lead in

Discuss the following questions with your friends.

- 1 Have you ever heard of garbage art?
- 2 Do you throw away the things you don't need any more? Do you find creative ways to repurpose these items?



Listening

a Read the following dialogue and listen to the audio to fill in the blanks with the missing words and phrases. Track 16

- Andy:** Hi, Rose!
- Rose:** Hi!
- Andy:** Wow! What's that?
- Rose:** My new artwork.
- Andy:** Wait a second. Aren't they trash?
- Rose:** Yes, they are. So... What do you think?
- Andy:** Err... _____ (1) it will be more aesthetic when you finish it.
- Rose:** Ha ha... I hope so. I need some more trash. _____ (2) go jogging with a plastic bag tomorrow morning. Whenever I run, I pick up litter in the streets. Then, I clean and use them for my artwork.
- Andy:** Interesting. Why don't you work with regular materials?
- Rose:** _____ (3) raise awareness and draw attention to environmental pollution. By doing this, I clean the environment and repurpose the items which people don't need.
- Andy:** Good point. But what makes you do this now?

Rose: I've just heard the news about the dramatic level of water pollution. They say water wars are _____ (4) to happen in the near future. Also, _____ (5) many parts of the world will submerge with the result of melting ice caps in fifteen years.

Andy: You are right. _____ (6) humankind will ruin the world sooner or later.

Rose: That's why _____ (7) fight against pollution.

Andy: Maybe I have things to do. You know what? _____ (8) do something to raise consumer awareness on eco-friendly products.

Rose: Great! _____ (9) we will promote green life, conserve energy and support the well-being of the world and it's half the battle.

b Classify the future time words and phrases expressing plans, intentions and predictions in 'Exercise a' in the correct column as in the example.

Plans and Intentions	Predictions
<i>I'd like to...</i>	<i>It's unlikely...</i>

c Write three sentences about yourself for each title below. You can use the words and phrases in the chart above.

Plans/Intentions:

- 1 _____
- 2 _____
- 3 _____

Predictions:

- 1 _____
- 2 _____
- 3 _____



Reading

a Discuss the following questions with your partner.

- 1 What projects can we do to protect environment?
- 2 Do you have an environment club in your school? Do you support their campaigns?

b Look at the photos. What do you think the following conversations are about? Read the conversations and match them to the photos.



1



3



2

Conversation 1

Mary: Hi, friends. It's been a week since we decided to work on pollution. Have you thought about it? What are we doing for the World Environment Day?

Simon: I have pictures of garbage art here. I'm going to hang these on the bulletin board so that we will **draw** our friends' **attention** to the pollution problem. Besides, I'm planning to talk to our Art teacher and ask for help.

Sue: Wait, I've already talked to him. He is quite into it. He is planning to **hold a competition** on garbage art next week. He is going to announce it tomorrow.

Suzan: I want to talk to the headmaster. Maybe, he will also **support** us.

Sue: I'm sure he will.

Mary: Then, we are ready. I'm looking forward to seeing the results.

Conversation 2

Bob: Hi, friends. Here we are. As we decided before, I found some documents reporting the results of forest **depletion**. I've categorised them as reasons and results. Here it is.

Bill: Wow! This is a great job, Bob. We can **hand out** the copies to the members of the environment club and they will read them aloud to their classmates.

Tina: By the way, I'm going to create a poster about the planting event today. As soon as I finish it, we can hang the posters, too. I'm trying to design it now.

Sam: Let me have a look at it. Hmm... Are we planting next Tuesday?

Tina: Yes. The headmaster is arranging the bus that will take us there.

Sam: Here it says the bus leaves the school at 10 a.m. and comes back at 2 p.m.

Tina: Right. The headmaster also asked for the help of 'Get Green' community. One of the community members is going to take us to the planting location and teach us how to plant trees at the beginning of the event. We expect at least 100 students to **take part** in the event.

Sam: I'm counting the days till that day. What's the weather like? I hope it won't be rainy on Tuesday.

Tina: No. I checked the weather forecast. It's going to be warm and shiny.

Sam: Great!

Conversation 3

Mina: Is everybody here? Well... Do you have any idea or plans for the recycling project we are expected to do?

Sarah: Yes, I called the cleaning department of municipality. They told that they had an ongoing 'Clean Neighbourhood' project. They promised to bring recycling bins to our school in a week.

John: What are we going to recycle? I don't know much about it.

Tim: Well, as far as I know, there are three kinds of recycling bins; black for plastics, green for paper and cartoons, and blue bins for glass materials and cans. I will **inform** my classmates just in case they don't know about it.

Mina: Maybe we can also make a presentation about environmental pollution and waste management. We can do it at lunchtime tomorrow.

Sarah: That's a great idea. I can't wait to see the interest and turnout.

c Look at the highlighted words in the conversations. Try to guess their meanings in the context. Then, match them to their definitions below.

- 1 _____ : to give someone facts or information
- 2 _____ : to join in
- 3 _____ : to take notice
- 4 _____ : to give out; to distribute
- 5 _____ : to encourage; to back up
- 6 _____ : exhaustion
- 7 _____ : to arrange a contest

d Read the conversations again. Underline the future tense forms and write an example for each function below.

plan/intention: _____

predictions: _____

fixed arrangement: _____

scheduled action: _____

e Answer the following questions according to the conversations.

- 1 Which environmental problem are the students concerned about in 'Conversation 1'?

- 2 What is the Art teacher planning to do to help the students?

- 3 What are the students in 'Conversation 2' talking about?

- 4 What is the headmaster going to do?

5 What will the cleaning department do to help the students in 'Conversation 3'?

Speaking

Choose one of the topics below and share your ideas with your classmates.

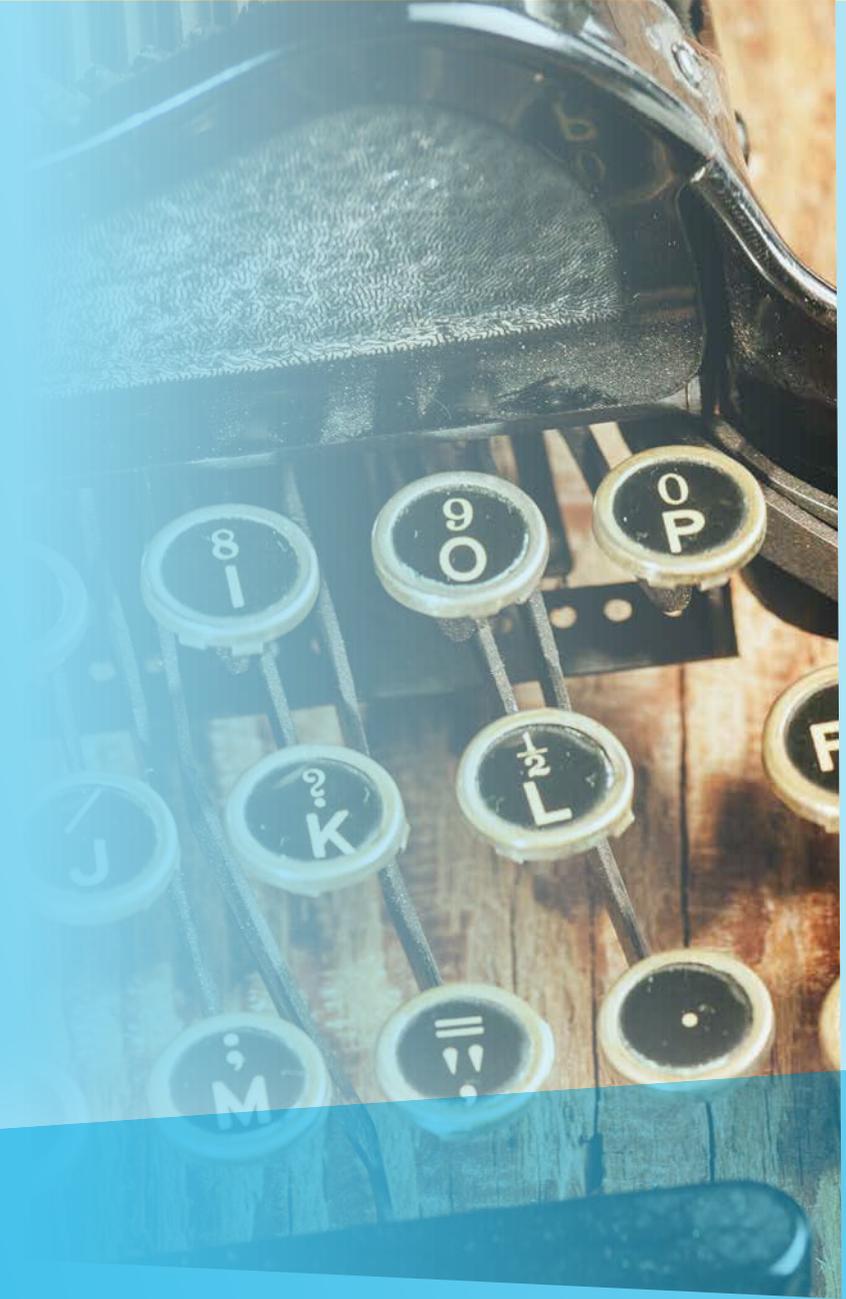
- 1 What can we do to protect the environment? Talk about your plans for a better environment.

e.g. I'm going to turn off the lights when I don't need.

- 2 What do you think the environmental groups do? Have you ever participated in an environmental group or event? What did you do?
- 3 What do you think the benefits of using eco-friendly products are. Do you use these products in your daily life?

Project

- a Create an environmentalist act, or start a campaign in your class/school/neighbourhood. In the first hand, write a slogan and create an action plan to solve the problem. If you want, you can use your poster, too. Then, share it with your teacher and classmates.
- b Make a survey about one of the environmental problems. Ask ten students whether they are a part of the problem or solution in your school. You can ask other questions about environmental issues, as well. While doing the survey, record yourself with a camera or mobile phone and share it with your classmates.



THEME **4**

LEARN FROM YESTERDAY- LIVE FOR TODAY

4A TECHNOLOGY IN CLASSROOM

4B FROM SMOKE SIGNALS TO SMARTPHONES

4C TECHNOLOGY REVOLUTION



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

- compare completed events in the past and events connected with present.
- talk about experiences.
- give and receive news.
- modify actions.
- compare things, people and events.





Lead in

Discuss the following questions with your partner.

- 1 What kinds of technology tools are there in your classroom?
- 2 What benefits do you think technology has for your class?



Listening

a Work in groups. Do you agree with the following statements? Why/Why not?

- 1 Using Information Technology in class draws students' attention and increases their motivation.
- 2 Only teachers should transfer knowledge to students in classroom.
- 3 You can learn a language on your own, using technology.

b Listen to the audio and answer the questions.

Track 17

- 1 What did Carol do to improve her English?

- 2 How long did it take for Carol to be at intermediate level in English?

- 3 Where did Wang study English?

- 4 Why did Victoria get bored of her previous language school?

c Discuss with your partner. What do you usually do to improve your English language skills?



Reading



a Work in pairs and answer the following questions.

- 1 Look at the photo. What are they doing?
- 2 Would you rather work in groups or on your own? Give reasons.

FLIPPED LEARNING

Antony Arch is an English Language teacher at a university in the USA.

I started teaching English fifteen years ago in a high school. At the beginning of my teaching career, I used PowerPoint presentations and recordings in my classes to draw students' attention. Over the last thirteen years, I have always tried to apply the latest methods in my classrooms by **taking** my students' needs and interests **into account**. However, everything has changed recently because of the intense use of information technologies in our daily life.

Educators who would like to make a difference in students' lives have **integrated** technology into their instruction to **engage** students actively in learning process. Students usually prefer digital tools such as tablets, smart boards, computers and digital cameras in class because they believe that these kinds of materials make learning more interesting, enjoyable and fun. Therefore, I decided to change my traditional teaching ways to enhance students'

active participation in classroom activities such as discussions, debates and **cooperative** learning activities. I searched a lot for what teaching methods would be the best for my students. I came across an article that emphasised the latest teaching method called 'Flipped Learning'.

At the beginning, I didn't believe that the method would work for my classes. However, as a **tech-savvy** person, I searched this new method on the Net and read all comments about how people applied it in their classes and what benefits they had. I was convinced of the benefits of Flipped Learning. Since then, I have been using this method in my classes.

In Flipped Learning, students watch lecture videos, read texts and study other required materials at anytime and anywhere they like before class. In other words, students are first exposed to new materials and **content** outside the class. Since all students have different learning styles, in the traditional classroom, I cannot reach all my students. Thus, I prefer using this method that enables students to learn at their own pace and take responsibility for their own learning. Students take notes and prepare questions on the topics that they couldn't understand from the videos or reading texts in order to ask me or their classmates in the group form. Accordingly, the first steps of learning, which are regarded as acquiring knowledge and understanding, have been fulfilled before class. In the classroom, students work in groups and answer the questions I **sorted out**. Students discuss the subject content in their groups, I just guide and help them if they have some questions related to the content. Consequently, integrating technology into class draws students' attention and makes learning more interesting, enjoyable and fun.

b Read the text and answer the questions.

- 1 When did Antony start teaching English?

- 2 How long has he followed the latest methods in teaching?

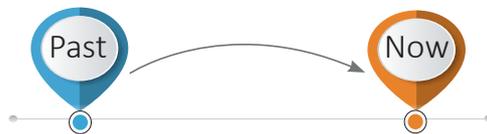
- 3 Why have educators started to integrate technology into their instruction?

- 4 Why do students prefer digital materials in classroom?

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

- 1 _____ : well informed about or proficient in the use of modern technology, especially computers
- 2 _____ : involving doing something together or working together with others towards a shared aim
- 3 _____ : to take part in something; to make somebody take part in something
- 4 _____ : to combine two or more things so that they work together; to combine with something else in this way
- 5 _____ : the subject matter of a book, speech, programme, etc.
- 6 _____ : to organise the contents of something; to tidy something
- 7 _____ : to consider particular facts, circumstances, etc. when making a decision about something

d Write the completed events in the past and events connected with present in the text as in the example.



Completed events in the past **Events connected with present**

- e.g. *I started teaching fifteen years ago.* e.g. *Everything has changed recently.*
- _____
- _____
- _____
- _____

e Scan the text and find the linking words that express cause and effect. Write them in the table below.

Cause	<i>because,</i> _____
Effect	<i>therefore,</i> _____



KEEP IN MIND!

Linking words

- * **Cause:** **Because, due to the fact that, owing to the fact that, since, as** are used with a clause.
e.g. **Due to the fact that** the weather was cold, we stayed in./We stayed in **due to the fact that** the weather was cold.
- * **because of, due to, owing to** are used with noun phrases or verb + ing.
e.g. **Owing to** the cold weather, we stayed in./We stayed in **owing to** the cold weather.
- * **Effect:** **Therefore, consequently, so, thus, hence, as a result, as a consequence, accordingly** are used with a clause.
e.g. She studied hard; **therefore**, she passed the exam./She studied hard. **Therefore**, she passed the exam.
- * **as a result of, as a consequence of** are used with noun phrases or verb + ing.
e.g. **As a result of** studying hard, she passed the exam./She passed the exam **as a result of** studying hard.



Pronunciation

a Listen to the infinitive and past participle form of the verbs below and repeat the sounds.

Track 18

/ɔ:t/	buy → bought catch → caught teach → taught
/t(d)/	feel → felt keep → kept meet → met
/n/	throw → thrown show → shown blow → blown
/ɪt(d)n/	write → written ride → ridden bite → bitten

b Listen to the past participle form of the verbs below. Put them in the correct column. Track 19

driven hidden left
taught taken
grown thought fed

/ɔ:t/	
/t(d)/	
/n/	
/ɪt(d)n/	

c Listen to the past participle form of the verbs below and underline what the speaker says.

Track 20

- | | |
|----------|-------|
| 1 fought | found |
| 2 sent | spent |
| 3 left | lent |
| 4 fed | felt |
| 5 rung | run |

d Listen again and repeat the past participle form of the verbs.



Speaking

- a Work in pairs. When do we use the following hesitation sounds or expressions in our speech? Match the titles below to the expressions.

Make a point
Gap fillers
Need some time to think

1 _____

Well...
Hmm...
Um...
Err ...

You know...
I mean...
You see...
The thing is...

2 _____

Let me see...
Hang on...
Now, let me think...
That's an interesting question...
Just a minute...

3 _____

- b Listen to the audio. Write the hesitation expressions used in the audio. *Track 21*

- c Work in pairs and take turns to answer the questions below. Use the hesitation expressions in 'Exercise a'.

- 1 Do you believe technology affects learning positively all the time?
- 2 What do you usually use your computer and mobile phone for?
- 3 How long have you been learning English? Have you ever made some special efforts to be fluent in English?
- 4 How has the technology changed our lives?



Writing

- a Complete the sentences using the linking words below.

owing to

therefore

as

as a consequence

- 1 _____ he hasn't completed his school project yet, he will probably get a bad mark.
- 2 I practise English online at least thirty minutes every day. _____, I am fluent in English.
- 3 _____ her illness, she will not attend the meeting tomorrow.
- 4 _____ of overwork, she became ill.

- b Think of positive effects of using technology in education. Write a paragraph of 100-120 words. Use the linking words and give answers to the questions below in your paragraph.

- 1 Why do we need technology in education?
- 2 How do digital materials make learning more interesting and fun?
- 3 What are the results of intense use of digital materials in education?

- c Share the ideas you have written about with your classmates.



Lead in



a **Work in pairs. Discuss the following questions.**

- 1 What methods of communication have people developed through the ages?
- 2 Have you ever heard about people who communicate with each other using a birdlike language? Why do you think these people needed it in the first place?

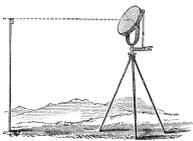
b **Put the means of communication into chronological order. Write the numbers in the boxes.**



Human Messengers



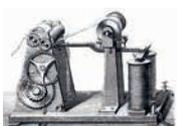
Carrier Pigeons



Heliographs



Cave Paintings



Morse Code



TV Broadcast



The Internet



Daily Newspaper

Reading

a **Discuss the following questions with class.**

- 1 Do you think you can live in a place without a quality Internet connection? Why/Why not?
- 2 Do you think the Internet should cover the whole world? Why/Why not?

b **Read the article and underline the phrases related to the Internet.**

BLACK SPOTS ON EARTH

Can you remember what life was like before the Internet? If you are in your mid-thirties, your answer will be positive, but younger generations were born into the World Wide Web. It is estimated that 1.3 billion people didn't experience the world without the Internet.

Of course there are various reasons that prevent people accessing to the Internet. Poverty is the main problem that stops world's poorest people logging on. **Censorship** is also a well-known reason especially in countries such as North Korea. Experts say that they don't get much traffic from there. Similarly, during the Syrian War, they saw a drop in traffic in the region.

Anyway, these social and political factors are the subject of another article. We are searching for an



answer to our question in the beginning: Are there any spots on Earth where the web of wireless signals cannot reach?

As you may well know, the basic requirements for getting online are wired connections, mobile networks and **satellites**. The labyrinth of fibre-optic cables crossing oceans and land connects all continents, but Antarctica and many small island nations except a few. For mobile connections, on the other hand, we depend on cell phone towers which cover a vast area. Even in the Sahara Desert, you can have **access** although it is **patchy** and slow.

When it comes to satellites, they are the slowest **means** of getting online, but for those living in remote places, they are the only option. It is slow because data needs to travel between satellite and the user, and considering the Equator, the distance is about 35.000 km.

Internet service providers are working to improve satellites. A satellite which **orbits** around four times closer to Earth than regular satellites has been recently launched. The Cook Islands in the Pacific are the first customers and they will soon be joined by Somalia and inland Peru. Other technologies also try to cover the small or temporary **black spots** such as underground tunnels and city subways.

Are we done then? Not quite. There are still places left where any of the signals cannot reach. Deep caves, deep underwater are deprived of access. So, if you think you can avoid the Internet, moving to the remotest wilderness, you will be disappointed. The best way to get offline is simply turning your devices off.



c Match the highlighted words and phrases in the article to the definitions below.

- 1 _____ : an instrument or method which enables something to be done
- 2 _____ : a device that orbits the earth, used in transmitting and receiving signals
- 3 _____ : to revolve around a heavenly body
- 4 _____ : a place where there is no access to the Internet
- 5 _____ : the right or opportunity to use something
- 6 _____ : not constant or continuous, uneven in quality
- 7 _____ : the use of state or group power to restrict freedom of expression

d Answer the questions according to the article.

- 1 Which information in the article is interesting/surprising/worrying/disappointing to you?

- 2 Which information in the article did you know?



IDIOM OF THE DAY

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

Kylie: Have you uploaded the photos yet?

Tim: No, not yet. I've been waiting for Granny to finish with the computer. She spends more time than I do using the Internet.

Kylie: Oh, I see. She's a **silver surfer**, then.

Tim: She is, for sure.





Listening

a Listen to the conversations and match them to the photos, writing the letters (a-b-c) in the boxes.

Track 22



1



2



3

b Listen to the conversations again and complete the sentences.

- 1 Aidan wants to install a firewall on his laptop because _____
- 2 Claire has had a speed problem with her Internet, so _____
- 3 Jolene has registered for an online course about _____
- 4 Lydia saw Jolene while she _____
- 5 Mehmet's Science project is about _____

c Work in pairs and write a conversation related to the photo below. Start the conversation as in the example and talk about something you have recently done.

e.g. A: *Hi, Zoe! What's up? What's in that box?*
 B: *Oh, hello! I've been to the flea market this afternoon and I've bought this.*

A: _____
 B: _____
 A: _____
 B: _____



Do you know?



'Submarine' is also a kind of sandwich made with a long loaf of bread. So, you can say, "I'm very hungry. Can I have a submarine, please?"



Speaking

- a Look at the photo below and answer the questions.
- 1 What is the problem with the mobile phone in the photo? What do you think the reason is for this problem?
 - 2 Have you ever had any trouble because of the same problem? Tell your friends what happened.



- b Work in pairs. Ask questions using the prompts as in the examples below. Give detailed answers and share your experiences with your classmates.

e.g.

write a blog

Have you ever written a blog?

Yes, I have. I have been writing a blog since I started high school.

have an e-mail address

How long have you had an e-mail address?

For six years. I got it when our IT teacher told us to sign up for an e-mail account.

1 send/receive a telegram

6 use a pay phone

2 have your smartphone

7 forget the password of your social media account

3 ask for permission to use a stranger's phone

8 spend a day without watching TV

4 forget your mobile phone at home

9 make a prank call

5 have a social media account

10 design a web page



Pronunciation

- a Listen and repeat the words below. Pay attention to the pronunciation of the words. Add one more word to the chart for each sound.

Track 23

/h/	/j/	/dʒ/
hot /hɒt/	yet /jet/	jam /dʒæm/
hello /'hæləʊ/	useful /'ju:sfəl/	judge /dʒʌdʒ/
hear /hɪə/	beauty /'bju:ti/	bridge /brɪdʒ/
height /hæɪt/	cute /kju:t/	vegetable /vedʒtəbl/
ahead /ə'hed/	few /'fju:/	lodger /lɒdʒə/
_____	_____	_____

NOTE: You never hear the sound /h/ at the end of syllables or words. You only hear it at the beginning of syllables or words.

- b Listen and put a tick (✓) the sounds you hear. You can tick more than one sound. Track 24

	/h/	/j/	/dʒ/
1 hedgehog			
2 duty			
3 badge			
4 accuse			
5 union			
6 hinge			
7 yellow			
8 consume			



Writing

- Do you agree that life was better before smartphones? Why/Why not? Explain your ideas and give examples.
- Look at the photos. What problems do you see in them? Discuss.
- Read the essay and find out in which paragraphs the problems in the photos are mentioned.

REMEMBER, WE ARE SMARTER THAN SMARTPHONES

Everyone has got a smartphone nowadays, maybe not an expensive one or the latest model available, but smart enough to do many tasks for us. Smartphones have become the centre of our lives and they affect our lives negatively.

Recently, many celebrities and business executives have left their smartphones and adopted old-fashioned phones which are not so 'smart'. The first reason for this is to get the time back that we lose. According to a survey, 50% of employees admitted that they spent at least an hour a day on personal emails, texts and personal calls. Also, there is the problem of distraction for students. At school or while studying at home, students check their phones every ten minutes and chat or text to their friends who are also at school.

Another point is that human relationships have been badly affected by the increasing use of smartphones. For example, it's a common scene that a parent gives her little one a smartphone to play and goes back to their occupation or the other way round, a parent looks at the screen and the child sits across the table, expecting a word from the parent. Gordon Dale, professor in the Department of Cognitive Science at the University of Toronto, stated that in many cultures parents have been raising up their children without eye contact which is vital to their development. That kind of parent behaviour



1



2



3

causes children to feel neglected, insecure and worthless. Consequently, they have problems with their relationships in the future.

In conclusion, spending too much time using smartphones and isolating ourselves from the world, even from our family is not a good way of living. People should learn to put their smartphones away for some time and educate themselves on not using them while working, studying or spending time with their families. Otherwise, we will lose the most important qualities that make us humans.

d Complete the sentences in your own words, according to the essay.

e.g. Celebrities and business executives have left their smartphones to get back the time they lose because of the smartphones.

1 Students are distracted because they _____ while studying.

2 _____ causes children to feel neglected, insecure and worthless.

3 Our brains have become lazy because _____

4 Scientists found out that excessive use of smartphones causes _____



KEEP IN MIND!

To write a coherent essay, you need to make an outline. Outline is a good way to organise your thoughts. To make an essay outline, follow these steps:

1 Introduction:

- a Get the attention of your readers.
- b Present your thesis statement.

2 Body:

- a State your topic sentences in each paragraph
- b Support your ideas with examples, facts, quotes or opinions of authorities.
- c Use linking words to introduce or sequence your ideas.

3 Conclusion:

- a Summarise your thesis statement.
- b Write an inspiring sentence or propose a solution to end your essay.

e Read the essay again and complete the chart.

1 Introduction:

- a Getting the attention: _____
- b Thesis statement: _____

2 Body:

Paragraph I

- a Topic sentence: _____
- b Examples, facts, quotes or opinions of authorities: _____

Paragraph II

- a Topic sentence: _____
- b Examples, facts, quotes or opinions of authorities: _____

3 Conclusion:

- a Summary: _____
- b Inspiring sentence or proposition: _____

f Make an outline to write an essay on one of the topics below.

- Children under 16 shouldn't use social networking sites.
- 3D printed tissues and organs will be very helpful to humanity.
- Technology should be involved in education more.

Lead in

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

- 1 Is technology a basic human need? Why/Why not?
- 2 What do you think the major innovation of the twentieth century was?
- 3 How do you think that the advances and innovations in technology have affected our lives?

Reading

a Scan the article. Find and write the names of the traditional manufacturing processes in the blanks.



1



2



3



THE ERA OF INNOVATION

Life is prone to change. Also, the needs of humans change; as a result of this, innovation is inevitable. "The only thing that is constant is change" said Heraclitus. Let's have a brief look at the innovations that have been made in production process in recent years and try to find the answers to these questions: Has the innovation made a progress on the relevant subject? Do the advantages outweigh the disadvantages?

Innovation in Industrial Production

Cutting, carving and shaping/moulding have been the traditional production process for many years. Cutting technique can be defined as removing a piece from an entire block by using a special knife, scissors, or a machine. In the 20th century, laser cutting machines took the place of the traditional cutting machines rapidly. Laser cutters are the computer driven tools that use a laser to cut a given material perfectly and cleanly. Laser cutters are far more reliable and faster than the traditional cutting machines. They are much more capable of cutting different materials in desirable thickness. However, they have difficulty in cutting reflective metals like copper and brass. Laser cutters have been widely used in textile industry in recent years as well due to their ability to cut stretchy and easily distorted materials.

The most convenient example to define carving can be sculpturing. In order to make the definition clear, an artist works on a block of stone and gives a shape of his/her sculpture by carving it with a carving knife. It has been one of the first processing techniques applied by humans in ancient times. With the invention of the CNC (Computer Numerical Control) machines, hand carving tradition is facing extinction due to the fact that it demands a lot more effort and time. CNC machines are computer driven tools that interpret the designs as instructions for cutting and



carving to the desired materials. The advantages of a CNC machine over hand carving technique are saving time and money since CNC machines can be used 24 hours continuously with the help of the design software. The designer can simulate and see the output before manufacturing the product. Thus, it is much more economical than hand carving.

The last production **process** is shaping. Pottery is the first sample of shaping process dating back about 9,000 years. Cups, plates and pots were shaped by handwork technique in primitive times. Roller-head machines (shaping machines for pottery) have taken over the commercial **manufacture** of clay based products since 1949. Shaping is also named as moulding in industry, since the desired form is given by injecting or pouring the molten material (plastic polymer granules, silicone, steel or stone) into a mould. Slip casting is the latest and almost a universally used technique for mass production. It ideally suits shapes that cannot be made with other methods. First, liquid material is poured into a mould and then, the formed object is removed from the mould. Less time and effort is needed in slip casting method.

It is difficult to predict the innovations that might occur in the future. However, it seems that the need for human factor in the production process is decreasing day by day.

b Look at the highlighted words in the article. Find the synonyms of the words below.

- 1 deformed: _____
- 2 changeless: _____
- 3 trustable: _____
- 4 procedure: _____
- 5 unavoidable: _____
- 6 produce: _____
- 7 invention: _____

c Read the article and answer the following questions.

1 What are the advantages of laser cutters over the traditional cutting methods?

2 What are the disadvantages of laser cutters?

3 Why is hand carving tradition facing extinction?

4 Which technique did people use to shape their pots and cups in ancient times?

5 Which shaping technique is preferred for mass production?

d The sentences below are taken from the article. Pay attention to the bold words and phrases. Circle the correct options which give the meaning of the sentences correctly.

- 1 CNC machines can be used 24 hours **continuously**.
 - a There is no need to stop production.
 - b CNC machines can be used for a limited time.
- 2 Laser cutting machines took the place of the traditional cutting machines **rapidly**.
 - a Traditional cutting machines are becoming more and more popular.
 - b Laser cutting machines are now more popular than the traditional cutting machines.
- 3 Laser cutters have been **widely** used in textile industry in recent years.
 - a Some of the textile companies have been using laser cutters.
 - b Nearly most of the textile companies have been using laser cutters.
- 4 Laser cutters are the computer driven tools that use a laser to cut a given material **perfectly and cleanly**.
 - a Laser cutters can be used if the material is perfect and clean.
 - b Laser cutters cut the material in a perfect and clean way.



Speaking

Discuss the following questions with your partner. Use some of the adverbs in the box below as in the example. Share your ideas with your classmates.

easily fast slowly quickly perfectly properly
terribly completely definitely continuously
accidentally suddenly hardly

Have you ever bought a new device to replace an old one? If yes, in what ways are they different? If no, in what ways is your current device good enough to satisfy you?

e.g. Yes, I have just bought a new smartphone because the old one wasn't working **properly** and it was charging very **slowly**. I was **completely** fed up with the 'low battery' warnings on the screen.



KEEP IN MIND!

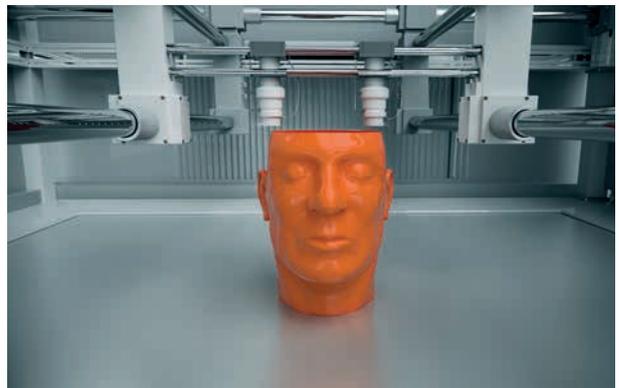
- * An adverb modifies a verb.
e.g. Paul has finished the project **immediately**.
My mother drives more **carefully** than my father.
- * Most adverbs are formed by adding **-ly** to adjectives.
e.g. **quiet-quietly, peaceful-peacefully**
- * Irregular adverbs have the same form as adjectives and adverbs.
e.g. **fast/hard/late/early**
- * We usually use adverbs at the end of the clause.
e.g. The little boy ate the chocolate **quickly**.
- * We may use the adverbs before the verbs to emphasise the action.
e.g. The little boy **quickly** ate the chocolate.



Listening

a Discuss the following questions with your partner.

- 1 What technology do you think is shown in the photo?
- 2 In which fields do you think this technology can be used?



b Listen to the radio programme and complete the sentences below. *Track 25*

- 1 3D printers can produce three-dimensional solid objects from a _____ file.
- 2 It creates solid things out of many micro-thin layers of various substances such as _____, resin, plastic, metal, ceramics, powders, liquids, or even living _____.
- 3 We have been using additive manufacturing technology since _____.
- 4 Actual and _____ uses of 3D printings for _____ applications including tissue and _____ fabrication, creation of customised prosthetics, implants and anatomical models.

c Listen to the audio again and circle the correct option.

- 1 Working principles of them are _____ the same as the other common printers.
 - a more or less
 - b as



Speaking

- 2 3D printers are _____ than the 2D printers in terms of their mechanical structure.
- a a lot more complicated
b a bit more complicated
- 3 The additive manufacturing is not a new process. However, _____ sophisticated 3D printers have been developed since 2000.
- a more and more
b much more
- 4 Maybe within 10 or 20 years, production process will not be as _____ as it is today.
- a expensive
b difficult



KEEP IN MIND!

- * We use **much, a lot, far + comparatives** to show that there is a **big difference** between things.
e.g. The leather bag is **a lot** more expensive than this one.
- * We use **slightly, a little, a bit, not much + comparatives** to show that there is a **small difference** between things.
e.g. This house is **slightly** smaller than the one we bought.
- * We use **exactly** and **more or less** to show that there is **no difference**.
e.g. The price at this restaurant is **more or less** the same as the others.
- * Double comparatives express that two things vary together.
e.g. **The more** you study, **the more** you learn.
The less you think about the problem, **the more** relaxed you feel.

- a Discuss with your partner. Compare the innovations in transportation, communication and education in the photos below as in the example.



1 Regular cars



Self-driving cars



2 Maps



GPS navigation devices



3 Blackboards



Interactive whiteboards

e.g.

The way we communicate and travel has changed a lot with the new technology. Technological devices make our lives **easier**. It was hard to believe that we would see self-driving cars on streets ten years ago. It sounds a little bit strange, but they are **far safer** and **more comfortable** than the regular ones.

- b Write three sentences about the innovations you have compared in 'Exercise a'.

- 1 _____
2 _____
3 _____



Writing

a Write an essay of 250 words on lifestyles comparing past and today. Use the linking words and phrases you have learned in this theme.

b Swap your essay with a friend. Consider the following questions while reading your friend's essay and take notes.

- 1 What is the topic?
- 2 What is the thesis statement?
- 3 Are there enough supporting sentences?
- 4 Is the conclusion good?
- 5 Does the essay include comparing sentences and transition words?
- 6 What is the most interesting idea in the essay?

c Compare the notes that you have taken while reading the essay and share your ideas with class.



Listening

- a Look at the title of the song. What do you think it means?
- b Listen to the song, 'Everyday Robots' by 'Damon Albarn'. Complete the lyrics while listening.

Track 26



Everyday Robots

"They-they-they-they didn't know where they was going, but they knew where they was, wasn't it?"

We are everyday robots on _____ (1)
 In the _____ (2) of getting home
 Looking like standing stones
 Out there on our own

We're everyday robots _____ (3)
 Or in the process of being sold
 Driving in adjacent cars
 'Til you press _____ (4)

"They-they-they-they didn't know where they was going, but they knew where they was, wasn't it?"

Everyday robots just touch _____ (5)
 Swimmin' in lingo they become
 Stricken in a status _____ (6)
 One more vacancy

For everyday robots getting old
When _____ (7) are cold
Lookin' like standing stones
Out there on our own

Little robots in _____ (8) tones
In the process of getting home

Writer: Damon Albarn



c Answer the following questions about the song.

- 1 What does 'thumb' stand for in the line "Everyday Robots just touch thumbs"?
- 2 What does the writer of the song criticise the society for? Do you agree with him? Why/Why not?

Project

Search the Net and find out the actual and potential uses of 3D printings in various fields (in the field of medicine, education, manufacturing, etc.). You may support your research by using visuals. Present your project to your classmates.



Quote of the day!



"The real problem is not whether machines think but whether men do."

B. F. Skinner

GAME TIME

Play the game in pairs or groups. Make a full sentence. Then, your friend will combine your sentence with a new one using the linking words such as because, therefore, so, as a result, etc. Take turns. Each player has 20 seconds to think. The player who makes an incorrect or irrelevant sentence, loses a point, or vice versa. At the end of the game, the player with the most points wins.



THEME

5

BE HEALTHY, LIVE HAPPY!

5A HEALTH IS WEALTH

5B WHAT COULD HAVE HAPPENED?

5C LET FOOD BE YOUR MEDICINE



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

- talk about events that began in the past and is still in progress.
- express degrees of certainty, deduction and criticism for the events in the past.
- talk about healthy food.
- talk about health threats.





Lead in

Discuss the following questions with your friends.

- 1 How do you think health affects a person's happiness?
- 2 What are the best ways to keep fit and healthy at the same time?



Listening

a Choose the best option for each question.

WHAT DO YOU KNOW ABOUT
YOUR BODY AND HEALTH?

1 Tubes in the body that carry blood are called ----.

- a veins
- b lungs
- c ankles

2 ---- is the length of time that a person is likely to live.

- a The right to life
- b Life expectancy
- c The prime of life

3 The ---- provides the body with protection against illnesses.

- a immune system
- b visual system
- c nervous system

4 ---- is a kind of treatment where the patient's body is cut open by a doctor.

- a Artery
- b Recovery
- c Surgery

b Listen to the audio and write its main idea in one or two sentences. Track 27

c Write three discussion questions about the topic of the audio you have listened to.

- 1 _____
- 2 _____
- 3 _____

d Work in groups. Discuss the questions with your friends.



Reading

- a Discuss the following questions with your partner.
- 1 What kind of precautions do you take to protect your health?
 - 2 What does 'eating healthy' mean to you? How important is eating healthy for you?

CHANGE FOR THE BETTER

1 Being healthy is not only about what you eat, but what you do, as well. That is a thing I have learned the hard way. When I was at high school, I used to **starve** myself to keep fit. I would drink a lot of herbal teas that I thought to be helpful to burn calories. However, I didn't know they were harming my body and its functions. One day, I felt dizzy and I was **hospitalised** by my parents as I fainted. When I came round, I saw a doctor standing by me; she was talking to my parents, who were extremely worried.

2 When I came to, I was **discharged** from the hospital. Before leaving there, I was informed that my doctor wanted to see me. I went to her office and she told me it was very wrong of me to treat my own body like that. She advised me to eat a healthy and balanced diet providing all essential **nutrients** and to do regular, but not heavy exercise. That was the turning point of my life and things would never be the same again.

3 That happened to me ten years ago. Almost for a decade, I have been living on a good diet. I have been paying special attention to what I eat and their dietary content. I take food and drinks that contain low calories, but those with high nutritional value. I know that going hungry for hours is really bad and it doesn't help you to have a slim body at all. By doing so, you just make your body **susceptible** to diseases because this leaves the body without essential minerals and vitamins.

4 Since then, I have never consumed **excessive** amounts of herbal tea as I did before. I have been



drinking just one cup a day ever since I learned that it can be really dangerous for my organs. Drinking mixed herbal teas for a prolonged period of time may damage the liver despite their major health benefits. That is quite understandable as we all know what they say: "Enough is as good as a feast."

5 Now, I'm aware of the fact that it is the quality of the exercises you do that keeps you fit and healthy, not the quantity. Since I talked to the doctor, I have been doing light exercises on a regular basis instead of exhausting myself. I have been going swimming and performing Tai chi, which is a Chinese martial art combining movement and relaxation. By doing this, I can keep my body in shape without putting it under a great deal of pressure.

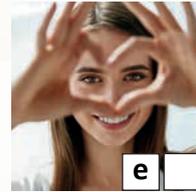
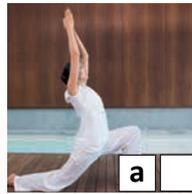
6 After what I have experienced so far, I'm conscious about the fact that one's lifestyle has a powerful effect on his/her physical and mental well-being. I have read many articles about being healthy, which helps you having a better mood, positive outlook on life and increased energy levels. Since I started to eat healthy food and do regular exercise, the quality of my life has improved a lot; I have been happier and feeling healthier.

b Scan the text and write four sentences, the actions of which started in the past and still continue.

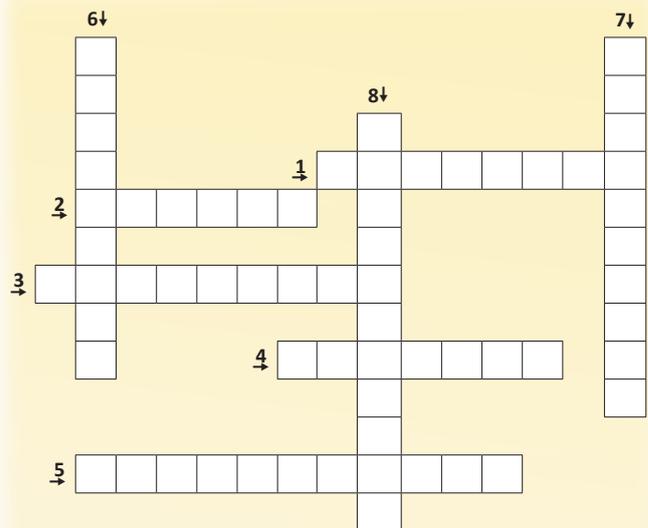
e.g. *Almost for a decade, I have been living on a good diet.*

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

c Look at the photos. Each photo is related to one of the paragraphs. Write the numbers (1-6) of the paragraphs in the boxes.



d Complete the crossword using the clues. All the answers are the base forms of the highlighted words or phrases in the text.



ACROSS →

- 1 a substance or ingredient you need to live and grow
- 2 to become ill because you don't have enough food
- 3 to allow someone to leave somewhere
- 4 a person's point of view or attitude
- 5 to place someone in a hospital as a patient for treatment

DOWN ↓

- 6 more than necessary, normal, or desirable
- 7 traditional Asian skills of fighting, done as a sport in western countries
- 8 open to attack or damage

e According to the text on pages 84 and 85, prepare a list of dos and don'ts for yourself.

DOs

DON'Ts



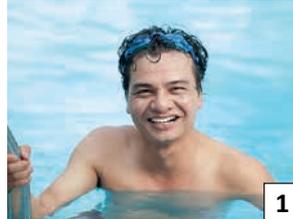
KEEP IN MIND!

- * We use the Present Perfect Tense for situations that started in the past and still continue.
e.g. Mr Harrison **has been** the headmaster of our school since 2000.
- * We use the Present Perfect Tense for completed actions at an indefinite time in the past.
e.g. We **have** already **completed** our project.
- * We use the Present Perfect Progressive Tense for actions that continue up till now, or just before now.
e.g. I can write an essay in Chinese because I **have been learning** it for over three years.
- * The Present Perfect Tense emphasises the result of an action while the Present Perfect Progressive Tense emphasises the time spent while doing an action.
e.g. The students **have done** the exercise. (They have completed it.)
The students **have been doing** the exercise. (They started doing it, but they haven't completed it yet.)



Speaking

a Look at the photos below. Have you ever done any of the following activities?



1



2



3



4

b Think of at least five things that can be done to stay healthy and make a list below.

e.g. *eat whole-grain foods*

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

c Work in groups. Ask and answer questions about the lists you have prepared as in the examples below.

e.g. Have you ever eaten whole-grain foods?

Yes, I have. / No, I haven't.

How many times have you eaten whole-grain foods?

I have eaten whole-grain foods **many/lots of/ several times/once in my lifetime.**

I have **never** eaten whole-grain foods.

How long have you been eating whole-grain foods?

I have been eating whole-grain foods **for five months/since last year.**



Pronunciation

a Discuss the following questions.

- 1 What do you know about suffixes?
- 2 Can you give any examples of words with suffixes?

When suffixes are added to a word, they create unstressed syllables which generally comprise of /i/, /ə/, or /ɪ/ sounds.

b Listen and repeat the sounds and suffixes in the tables. Track 28

/i/	/ə/	/ɪ/
-cy	-able/-ible	-age
-ly	-al	-tive
-ty	-ance/-ence	-ic
-y	-ful	
	-ous	
	-ment	

c Listen and repeat the words below. Track 29

/i/
private / privacy
happy / happily
difficult / difficulty
sand / sandy
/ə/
count / countable
nature / natural
absent / absence
thank / thankful
ambition / ambitious
move / movement
/ɪ/
pass / passage
effect / effective
history / historic

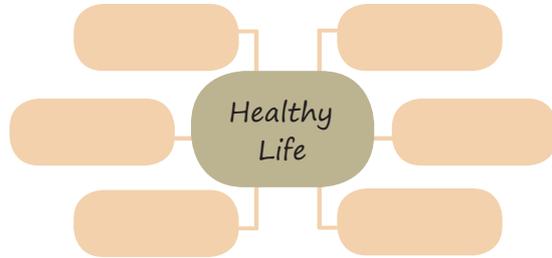
d Work in pairs. Practise the pronunciation of the words below with your partner. Then, listen and check. Track 30

snowy	beneficial	descriptive
agency	improvement	dynamic
imaginary	lawful	marriage
excessively	dangerous	shortage
cloudy	violence	passive
majority	accountable	terrific



Writing

a Make a list of the elements of healthy life. Just write words or phrases in the mind map below.



b Write a topic sentence, making use of the elements you have written above.

c After writing your topic sentence, follow the steps below to write an essay.

- 1 Write an introduction paragraph in five sentences including your topic sentence.
- 2 Form the body of your essay in which the topic is explained and described. First, write an opening sentence and then, give a few details about the topic in at least ten sentences.
- 3 Write a conclusion paragraph with five sentences. Don't forget that one of them must be a final sentence that sums up your ideas.

d After you have finished writing the essay, swap your papers with your partner. Check it using the rubric given to you by your teacher.



PROVERB OF THE DAY

Read the dialogue below. Do you remember the meaning of the proverb? Do you have a similar expression in your own language?

Darren: There are a number of delicious desserts on the menu. I think I'll have a mixed dish containing all of them.

Pamela: Well, I think you shouldn't. You have put on a lot of weight recently and **enough is as good as a feast.**





Lead in

Discuss the following questions with your friends.

- 1 Do you think you lead a healthy life? Why/Why not?
- 2 Have you ever thought that you must change your eating habits? Why/Why not?



Reading

a Discuss the following questions with your partner.

- 1 Have you ever visited a patient at a hospital? Why was he/she there?
- 2 What can you do to maintain your health?



Doctor: What happened to you, Mrs Bren?

Mrs Bren: Oh dear, while I was riding my bike to the marketplace, I hit a tree on my way and fell down. Neighbours helped me get home. It was a terrible accident.

Doctor: Oh, so sorry to hear that. Are you injured?

Mrs Bren: No, but I feel a bit terrified.

Doctor: You could have broken your leg or arm, that's too hazardous for you. You should have been more careful.

Mrs Bren: You're right, doctor. No more riding from now on!



Doctor: What's wrong with you little man?

Anthony: I have a stomach ache, doctor. It really hurts.

Doctor: Let me check. Have you had your breakfast?

Anthony: Yes, I've already had it. I ate a box of chocolate.

Doctor: A box of chocolate? That's not breakfast! You should have eaten something healthy. Such as cheese, greenery and eggs. Did you throw up?

Anthony: Yes! Twice.

Doctor: Poor you. From now on, avoid eating junk food and snacks as much as you can. Go and rest for a while. You'll be okay.

Anthony: Thank you, doctor!



Jane: Oh, doctor! My arm is killing me!

Doctor: What's wrong? What happened?

Jane: I was at the gym, doing sports. Suddenly, my arm began to hurt so badly. Ouch! It still hurts!

Doctor: You must have forced your arm. Have you injured it before?

Jane: No, but I broke it when I was a child.

Doctor: That's too bad. You might have done something wrong. Next time do more warm-up exercises. After the MRI, I'll bandage it.

Jane: Alright, thanks.



Medical Technician: Did you eat something salty this morning, Mr Andrews?

Mr Andrews: Well, I don't remember. I may have eaten. I fell down while I was washing the dishes.

Medical Technician: Did you take your pills this morning?

Mr Andrews: Oh, I totally forgot about them!

Medical Technician: You shouldn't have forgotten your pills, sir. Let me measure your blood pressure.

Mr Andrews: I have a severe headache, too.

Medical Technician: Oh! It's 170/90! Take your pills immediately. We must take you to the hospital.

b Scan the dialogues and answer the questions.

- 1 What happened to Mrs Bren?

- 2 What did Anthony have for breakfast?

- 3 Has Jane injured her arm before?

- 4 What did the doctor advise Jane?

- 5 Has Mr Andrews eaten something salty this morning?

- 6 Did Mr Andrews take his pills?

c Match the words to the definitions and write them in the blanks.

- a hazardous
- b avoid
- c bandage
- d fall down
- e measure

- 1 _____ : a piece of cloth that is tied around an injury
- 2 _____ : to suddenly go down onto the ground
- 3 _____ : to keep away from something
- 4 _____ : something dangerous or risky
- 5 _____ : to discover the exact size or amount of something

d Focus on the highlighted sentences in the dialogues. Do they refer to deduction, prediction or criticism in the past? Write them under the correct titles.

deduction

prediction

criticism



KEEP IN MIND!

Deduction in the past:	Prediction in the past:	Criticism in the past:
You must have exercised a lot. <i>(I'm almost sure you did.)</i>	Sally could have got/ might have got injured. <i>(but I know she didn't.)</i>	You should have consulted a doctor. <i>(but you didn't. I criticise you.)</i>
You can't have missed such an opportunity. <i>(I'm almost sure you didn't.)</i>	Sally may have got/ might have got injured. <i>(I don't know whether she was injured or not. Both situations are possible.)</i>	You shouldn't have eaten that much junk food. <i>(but you did. I criticise you.)</i>

Do you know?

Hygienic tests that were conducted by specialists have revealed that ATM machines are as dirty as public toilets! Specialists worked on the swabs taken from the keyboards of cash machines and from toilets. They found that both have the same bacterium which is known to lead a number of illnesses.



Listening

a Discuss the following questions with your friends.

- 1 Look at the man in the photo. Try to guess what his occupation is.
- 2 Do you think he is healthy? Why/Why not?



b Listen to Kevin Parker's interview. Put a tick (✓) to the sentences you hear. Track 31

- "How long have you been doing this job?"
- "I used to play in a soccer team when I was a kid."
- "I've never been here before."
- "Since then, I've been studying dietetics."
- "I've learned how to deal with obstacles."
- "Have you ever worked for a team?"
- "That's a good life lesson."



Lead in

HEALTH



a Discuss the following questions with your friends.

- 1 Do you know the importance of 'proteins', 'vitamins', 'carbohydrates', 'fats' and 'minerals'? From which food can you get them?
- 2 How do you think our diet affects our overall well-being?

b Look at the healthy eating pyramid below, match the words to their categories and write their numbers.

- a Whole Grains
- b Fruit
- c Dairy
- d Vegetables
- e Fats and Sugar
- f Fish, Poultry and Meat



Reading

a Discuss the following questions with your partner.

- 1 Talk about your eating habits. What do you usually have for breakfast/lunch/dinner?
- 2 Do you think you have a healthy eating habit? Why/Why not?



Different Eating Habits around the World

It is a known fact that countries' cuisines change according to their cultures, climates, and geographies. Eating habits may cause serious health problems and diseases. For instance, consuming too much coffee can result in insomnia, or cuisines with too much carbohydrates lead to various illnesses. Let's have a closer look into the eating habits of different countries and common diseases resulting from their cuisines. Do you know which countries have common health problems resulting from their eating habits?

Recent studies have revealed that Greeks' Mediterranean diet, which includes low-fat food, organic fruits and vegetables, seafood rich in Omega 3, meat and olive oil, makes you live longer and healthier. However, Greeks have already changed their eating habits due to their modern way of life. They don't have breakfast early any more. Rather than that, they habitually have coffee and spinach pie or cheese pie while they are on their way to work or school. Nowadays, teenagers love eating hamburgers and sandwiches, so they have been taking lots of carbohydrates, which causes obesity, instead of Greek food.



We all know that Italy is really famous for its tasty food such as pizza, spaghetti, lasagne and meat. Italian cuisine offers many health benefits thanks to cheese used in almost all the **dishes**. Though it is a natural source of calcium, excessive consumption of cheese can be unhealthy. It can damage the heart because it contains saturated fats. When cheese is used in **moderation**, there will be no harm, though.



Britain is famous for its traditional fish and chips, which they usually eat for lunch, or dinner. The British usually eat unhealthy snacks with too much fat and sugar for other meals, too. Unfortunately, these kinds of dishes increase the health problems such as obesity, **diabetes** and heart diseases in the country.

c Read the text again and complete the chart.

Cuisine	Preference for breakfast/lunch or dinner	Health advantages or disadvantages	Reasons for being unhealthy	Medical problems resulting from eating habits
Greek				
Italian				
British				
Korean				



Koreans usually prefer sweet egg sandwich and tea for breakfast. They eat a bowl of rice with vegetables and fish for other meals. It is well-known that rice is an indispensable food for them. Consuming that much rice, however, makes people **gain weight** and it leads to serious blood vessel problems.

All in all, different countries have different diets that result in different kinds of health problems. Yet, don't forget that health problems are not only caused by what we eat, but the amount we consume.

b Match the highlighted words and phrases in the text to the definitions.

- _____ : the quality of doing something within reasonable limits
- _____ : a condition of having higher blood sugar level
- _____ : style of cooking
- _____ : food prepared in a particular way
- _____ : to become heavier
- _____ : a substance in food such as sugar that gives your body energy
- _____ : sleeplessness



Listening



a Discuss the following questions with your partner.

- 1 What do you think 'threat' means?
- 2 Do you know any health threats?
- 3 What kinds of food can be harmful to our health?

b Listen to the text about health threats of food and answer the questions. *Track 32*

- 1 Which diseases do GMOs (genetically modified organisms) cause?

- 2 What is the name of the dangerous chemical that can be found in canned foods?

- 3 How does Bisphenol A (BPA) affect our health?

- 4 What kinds of health problems can artificial sweeteners cause?

- 5 How can we protect ourselves from diseases?

c Listen again and summarise the main idea of the text you have listened in a few sentences.



Speaking

a Discuss the following questions with class.

- 1 What do we need to consider for a healthy life?
- 2 What are the public health threats in the 21st century?
- 3 What kinds of consequences can lack of health security lead to?

b Match the diseases/illnesses to their causes.

More than one answer is possible.

1 hypertension

2 respiratory diseases

3 food-borne diseases

4 anorexia

5 high blood cholesterol

6 heart attack

- chemical toxins in edible materials
- lack of routine physical activity
- too much salt in the diet
- food restriction and odd eating habits
- polluted air
- excessive consumption of junk food

c Work in groups. Talk about the causes of the diseases/illnesses in 'Exercise b'. Give and receive advice to keep away from them as in the example.

e.g.

Chemical toxins in edible materials lead to many food-borne diseases. What should we do to avoid them?

We ought to consume organic food.

We had better not eat fruit and vegetables if they aren't cleaned off pesticides.



Writing

a Underline the conjunctions in the text on pages 92 and 93. Then, make sentences with them as shown in the example below.

e.g. *BUT - They know that fresh fruit is healthier, but they like eating hamburgers.*

b Write an essay about health which includes answers to the following questions. Use the appropriate conjunctions and expressions related to health.

- What are the most important things for your health?
- Which food is healthy or unhealthy?
- What should be eaten in a balanced diet?
- What else should you do to stay healthy?
- What do you and your parents do for being healthy?

GAME TIME

Play the game in two groups. One student from each group sits with his/her back to the board. Write one word related to health on the board. Then, each group must help their teammate sitting at the front to guess the word. The team with the most points is the winner.

Quote of the day!



“The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition.”

Thomas Edison

Project



Bring labels of what you usually eat. Then, check the ingredients of these products. Discuss whether you have healthy eating habits or not with your friends. Then, in pairs, write a paragraph for each other, giving advice on your friend's eating habits.

THEME

6

AN IDEAL WORLD

6A THE WORLD WE LIVE IN

6B THE EQUAL WORLD

6C IT'S OUR WORLD





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

- express desires and imaginary situations.
- ask for confirmation.
- talk about an ideal world.
- discuss about the most basic human values.



 Lead in


1



2



3

Discuss the following questions with your partner.

- 1 What do you think the impacts of modern life on people's social relations are?
- 2 What do you want to change in your school, family and environment? Why?



Listening

a Discuss the following questions with your partner.

- 1 What do you think the problems of people in the world today are?
- 2 What do you think people should do to avoid loneliness?

b Listen to the interview on TV. Circle the correct option below for the main point of the interview.

Track 33

- 1 It is about the reasons why people don't respect each other in the world.
- 2 It is about the reasons why people have felt isolated and lonely over the last years and suggestions about how to overcome this problem.
- 3 It is about the reasons why people spend too much time playing virtual games and don't read more.

c Listen to the audio again. Answer the following questions.

- 1 Why has the number of people who feel lonely increased recently?

- 2 According to the psychologist, what can we do to overcome depression?

- 3 How do social networks affect people's psychology?

- 4 What does the psychologist advise people to avoid loneliness?

d Discuss with your partner. What do you usually do to feel better when you have a problem?



Reading



a Discuss the following questions with your partner.

- 1 How would you describe the world we live in?
- 2 What do you think people in the photos above are doing?

b Read the blog posts and write the problems of the world that people are talking about on the mind map below.



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IS THE WORLD WE LIVE IN CHANGING?

This week's topic is describing the world we live in. We ask people what they would do if they had a chance to change the world.

Tom Brown: The technology has numerous positive impacts, which make life better and more comfortable, on every aspect of human life such as education, health, security, business and transportation. It also helps us to acquire knowledge through the Internet, entertain ourselves with songs, films, games, and communicate with anybody with just a click of the mouse. We, on the other hand, are aware of the fact that the extensive use of social media, texting, mailing, watching TV for long hours, namely **sticking** to the screen of our electronic devices has reduced the quality time we spend with our beloved ones. For instance, when we come together with our family members or friends to talk about something important related to our lives, we can't concentrate on whatever has been discussed at that moment because of not keeping our eyes away from these expensive toys. I wish electronic devices didn't **invade** our lives too much. If I had a chance to stop this madness, I would remove all electronic devices that keep my friends away from me. Sometimes I really miss talking to them.

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Amanda Levis: Living in big cities, which is the dream of many people, offers us lots of great modern facilities, many social services like education, health care, shopping, eating, drinking and last but not least, transportation. Although people can go from place to place easily through different ways of travelling, **commuting** takes an hour or more in heavy traffic, which causes people to feel more stressful and tired. In addition, parents who work long hours for a living because of the high cost of living in the cities spend less time with their children. Therefore, in today's world it can be said that social interactions and family ties have been weakened. Another thing is environmental problems. The polluted air, water, environment described as **invisible** and dangerous enemies can cause people to have serious health problems. If I could change the world, I would remove all diseases from human life.

Yun Wang: Today's world is really worth living, but intolerance and the endless conflicts among the demands of groups and people cause violence against each other and even a war between countries. Growing up with the images of **violence** and wars around the world affect not only children's emotions negatively, but also ours. Expecting people to live in peace is not a dream if we succeed in building the unity among people. Education is a strong tool to create love, respect and friendship among people and help them to feel empathy for others. I wish all people got on well with each other. If I had a chance to change the world, I would educate all people to show respect for each other not to argue for even a tiny thing. We all **deserve** to live in a peaceful world.

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

- 1 _____ : to enter a place in large numbers, especially in a way that causes damage or confusion
- 2 _____ : that cannot be seen
- 3 _____ : to be worthy, fit, or suitable for some reward
- 4 _____ : behaviour that is intended to hurt somebody
- 5 _____ : not moving or digressing from (a path or a subject)
- 6 _____ : travelling regularly by bus, train, car, etc. between your place of work and your home

d Scan the texts to find answers to the questions below.

- 1 What kind of positive impacts does the technology have on human life?

- 2 Why don't we concentrate on whatever has been discussed when we come together with our friends?

- 3 What does Amanda complain about?

- 4 Who is more optimistic about the world? Why?

- 5 What would Yun do if she had a chance to change the world?

e Find the sentences related to the imaginary situations in the texts and write them below.

e.g. *We ask people what they would do if they had a chance.*

- 1 _____
- 2 _____
- 3 _____

f Discuss with your partner. Which blog post do you agree with? Why? Do you think they feel pessimistic or optimistic about the world?



KEEP IN MIND!

- * **'Wish' and 'if only'** are both used to talk about regrets and things that we would like to change either about the past or the present.
e.g. I **wish/if only** I **knew** her address. (I don't know her address.)
I **wish/if only** I **hadn't sold** the house. (I sold the house.)
- * **Wish/if only + simple past** is used to make wishes about states.
e.g. I **wish/if only** we **had** a big house. (We don't have a big house now, but I would like to.)
- * **Wish/if only + past continuous** is used to make wishes about actions happening now.
e.g. I **wish/if only** it **weren't raining**. (It is raining now.)
- * **Wish/if only + could** is used to make wishes about abilities and possibilities.
e.g. I **wish/if only** she **could speak** English fluently. (She can't speak English fluently.)
- * **If + simple past tense, main clause (would/could/might + infinitive)**
We often use the second conditional to give reasons for wishes.
e.g. I **wish/if only** I **had** a computer.
If I had a computer, I **would do** some research on my project.
- * We usually use **were** for all pronouns.



Speaking

- a What would you do if you were in the following situations? Complete the sentences as in the examples.

e.g.



- If I could speak English perfectly, _____
- If I became the President, _____
- If I travelled to anywhere in the world, _____
- If it weren't raining/snowing/cold/hot, _____
- If I were at the university, _____

- b Work in pairs. Make questions about the situations above. Take turns to ask and answer the questions as in the example.

e.g. A: What would you do if you graduated from high school?

B: If I graduated from high school, I would go to London.

- c Work in pairs. Create at least five different imaginary situations as in 'Exercise a'. Then, take turns to complete your partner's sentences as in the example.

e.g.

A:

If I flew to anywhere in the world, ...

B:

If I flew to anywhere in the world, I would fly to the Philippines.



Pronunciation

- a Complete the sentences with the correct question tags.

■ were there ■ shall we ■ hasn't it

■ aren't I ■ didn't she

- Something has changed recently, _____?
- Let's go to the cinema, _____?
- I think she passed the exam, _____?
- There weren't any parks in the city, _____?
- I'm excited, _____?

- b Listen to the sentences below and pay attention to the tag questions. In which tag questions does the voice of speaker rise (↗) or fall (↘)? Track 34

1 A: I got a high mark in maths exam.

B: You are very happy, aren't you?

A: Yes. And we go to the café after school, don't we?

B: I would love to, but I have to go home after school. Maybe, another time.

2 A: Sorry, you have been working here, haven't you?

B: No, I think you confused me with somebody, didn't you?

A: I guess. Sorry to interrupt you.

B: No problem.

- c Work in pairs. Make dialogues as in 'Exercise b'. Then, act out the dialogues you have written.



KEEP IN MIND!

- * **In falling intonation**, the speaker doesn't really ask a question, just uses tag questions to keep the conversation going and asks the listener to confirm/agree with what he/she says.
e.g. The film is very good, **isn't it?**
- * **In rising intonation**, the speaker really doesn't know the answer to the question and asks the listener to answer his/her question.
e.g. He didn't do his homework, **did he?**

GAME TIME

Make a circle in the classroom. The teacher begins with a sentence, for example, 'If I had more money, I would buy a car'. The next student in the circle must use the end of the previous sentence, for example, 'If I bought a car, I would drive to school' etc.



Writing

- a Write an essay of 200-250 words to describe the world we live in. Choose one of the topics; social life, education, family or friendship.

In your essay,

- 1 write your feelings about the topic.
- 2 support each point with specific reasons and examples.
- 3 consider the criteria in the table below.

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

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



Lead in

Discuss the following questions with your partner.

- Which of the photos below represent the world where you would like to live? Why?
- Do you think people are respectful enough of the nature? Why/Why not?



1



2



3



Reading

a Work in pairs and answer the following questions.

- Have you ever imagined of an ideal world? What would it be like to live there?
- If you had the opportunity to change something to make the world a better place to live in, what would you change?

UTOPIA



The definition of the 'Ideal' varies from person to person. It literally means perfect or the best possible. Ideal world can also be called as 'Utopia' that is an imagined place or state of things in which everything is perfect. Although utopia has been another name for unreal or impossible, some of us believe that an ideal world can exist, despite all the negativities the world has. Perhaps we should focus on how we have created these negativities and how we can overcome them. We need to be willing to make an initial effort to live a peaceful life together, and make our world a more liveable place.

1 Respect for nature:

We could have lived in harmony with nature. However, we, as humans, have devastated jungles and forests, and converted agricultural land into construction sites. We seem to have forgotten that we are part of nature. As a result, we have polluted the water, air and soil by releasing chemicals or other substances. Will it be possible to survive in the disaster that we have caused? Planting a few trees, growing delicious vegetables and gorgeous flowers in our garden houses can be an alternative way of living with nature. However, that little artificial world will not compensate for the real world and take over our responsibilities for protecting it. According to Chief Seattle of the Suquamish Indians, "Earth does not belong to us; we belong to Earth." Are we shooting ourselves in the foot? We share this planet with all the living things, and the existence of humankind and many species depends on the survival of others. We should let the animals live, we shouldn't trap, hunt or kill them.



2 Respect and caring for others:

Every single person in this world is unique, and deserves respect. Respect the feelings, needs, thoughts and behaviours of others. Do not **judge** them because of their colour, religion, **race**, **ancestry**, ethnic origin, gender or disability. We should consider that **diversity** is our strength, not our weakness. People who are different from one another in race, gender and other dimensions bring different opinions and perspectives to us.



3 Support equality:

How to support equality in society is a crucial issue that we all have to concern about. Equal access to opportunities should be enabled by the government. Also, an equal pay for equal work should be provided for each person in society, regardless of their age, **gender** or disability. All members of community must be treated equally and fairly.

d Read the text and underline all the gerunds and infinitives. Then, identify the use of them and write one sentence into the table below.

GERUND (V+ing)	After prepositions	e.g. ...take over our responsibilities <u>for protecting it.</u>
	As the subject of a sentence	e.g. <u>Planting</u> a few trees...
INFINITIVE (to+verb)	To express a reason or a purpose	
	After adjectives	
	After some verbs	e.g. We need <u>to be</u> ...
	After Wh- words	
BARE INFINITIVE (without to)	After some verbs	

b Read the text and answer the questions.

1 What does 'Utopia' mean?

2 Why did humans devastate forests and agricultural land?

3 What do you understand by the quote of the Chief Seattle?

4 Why is diversity seen as a strength?

5 How can equality be supported?

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

1 _____ : the physical and/or social condition of being male or female

2 _____ : to allow a substance to enter the air, water, soil, etc.

3 _____ : to have or develop an opinion about something or someone.

4 _____ : the origin of your family

5 _____ : a range of different things or people

6 _____ : a group of people, with particular similar physical characteristics, who are considered as belonging to the same type

7 _____ : to provide something good or useful in place of something

- e Write down three sentences about the value of equality by using the verbs in 'KEEP IN MIND!' box.

e.g. *I feel like being discriminated against when someone asks me where I am from.*

- 1 _____
2 _____
3 _____



KEEP IN MIND!

We use the GERUND (Verb+ing)

- * **After some verbs:** *avoid, can't help, admit, love, enjoy, consider, deny, finish, keep, don't mind, practise, prefer, spend time, suggest*

e.g. I can't help **thinking** of my wedding ceremony.

Mary is considering not **selling** her car.

We use the INFINITIVE (to+Verb)

- * **After some verbs:** *want, ask, manage, would like, agree, need, offer, decide, hope, (can't) afford, expect, help, plan, seem, allow*

e.g. He refused **to join** the event.
I decided not **to buy** that car.

- * The verbs **make** and **let** are followed by the **infinitive without to**

e.g. **Let** me go.
Just **make** it happen.

We use both the INFINITIVE and the GERUND with difference in meaning.

- * **After some verbs:** *try, regret, stop, forget, remember, mean, learn*

e.g. We stopped **to eat** something at a restaurant.
(*We had a pause and ate something at a restaurant.*)
I stopped **eating** chocolate. (*I don't eat chocolate any more.*)



Listening



- a Discuss the following sentences and questions with your partner.

1 Two-thirds of the world's illiterate adults are women.

Do you know women's literacy rate in your country?

2 Gender equality helps ending discrimination against women.

What do you think of being discriminated against because of your race, gender, beliefs or physical appearance?

3 Hundreds of millions of people suffer from discrimination in the world.

Have you ever been discriminated against?

- b Listen to the audio and fill in the blanks with a gerund or an infinitive. Track 35

- 1 Women still have difficulties in _____ to education.
- 2 Women have been expected _____ on the jobs in both paid and unpaid domestic and care work such as childcare.
- 3 _____ where _____ is one of the matters that women cannot act on their own initiative.
- 4 What are the responsibilities of the states and citizens _____ domestic violence?
- 5 Also, citizens can be sensitive _____ the authorities in order to take necessary precautions to create policies.
- 6 Thank you for _____ our programme.

c Listen to the conversation again. Write true (T), false (F) or not mentioned (NM) for the sentences given below. If the statement is false, correct it.

- 1 Women are more literate than men. _____
- 2 Women still earn 23 per cent less than men around the world. _____
- 3 Gender inequality is seen only in underdeveloped countries. _____
- 4 Men and women both have responsibilities for childcare. _____
- 5 In some countries, women cannot get a job without permission. _____
- 6 Public Service Announcements are an effective way to draw attention to domestic violence. _____



Writing

a Write an essay of 150 words. Describe how your 'Ideal World' would be like. In your essay, you may describe the things such as your ideal school, family, country or friendship.

b Swap your essay with your partner's. After you read it, discuss the questions below.

- 1 What are the differences and the similarities between your friend's description of the ideal world and yours?
- 2 What do you find most interesting about your friend's ideal world?

c Share your ideas with your classmates.



Speaking

- a Prepare a poster showing the ideal world that you have described in 'Writing' part. Present your poster to your classmates.
- b What would you like to add to your friend's poster to make it better?
- c Which of the posters do you think are the most creative? Why?

Quote of the day!



"Only when the last tree has died and the last river has been poisoned and the last fish has been caught, will we realise that we cannot eat money."

Chief Seattle



PROVERB OF THE DAY

"A nice fig is often full of worms" means

- a physical appearance is important.
- b don't judge things by how they look on the outside.





Lead in



Discuss the following questions with your partner.

- 1 Make a list of human values. Which one do you think is the most important? Why?
- 2 What do you think about Atatürk's "Peace at Home, Peace in the World" quote?



Reading

a Discuss the following question with your partner.

Look at the title and photos in the text. What do you think the text is about?

b Read the text and answer the question. In what fields are the Nobel Prizes awarded?

THE NOBEL PEACE PRIZE

The Nobel Prize is an international prize awarded annually to people who have done outstanding achievements in chemistry, physics, literature, medicine, economic sciences and peace. Peace, which includes empathy, love, caring and sharing, tolerance, respect and kindness, is known as the core value of living together in the world. There are many people around the world who make a great deal of efforts and contributions to people to live in harmony. We will get to know the three of them and the reasons why they received the Nobel Peace Prize.



Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. King received the Nobel Peace Prize in 1964 and several other honours. He was a civil-rights activist who played a significant role in ending

the legal segregation of African-American citizens in the USA, through non-violent demonstrations and his inspirational speeches. Martin Luther King and his supporters **set up** a massive peaceful demonstration in order to **ask for** peaceful change and justice in African-American people's rights. On August 28, 1963, the historic March in Washington drew more than 200,000 people and King made his famous "I Have A Dream" speech that caught attention of the entire world, expressing that someday all men could be brothers. He has been remembered as not only one of the most influential and inspirational African-American leaders in history but also a world figure.



Wangari Maathai

was born on April 1, 1940 in Nyeri, Kenya. She was the first African woman to be awarded the Nobel Peace Prize in 2004 for her contribution to sustainable democracy and peace. She was also the first female professor in her own country. She **embarked**

upon a campaign in 1977, especially encouraged women to plant trees in their local environment, to think ecologically and to stop deforestation in African countries. Through her campaign, over thirty million trees had been planted across African countries. Although it **looked like** just a tree-planting, that movement included democracy, human rights, and international solidarity. The Nobel committee stated that "She thinks globally and acts locally."



Malala Yousafzai was born on July 12, 1997 in the Swat Valley, Pakistan. In 2014, Malala, and Indian children’s rights activist Kailash Satyarthi shared the Nobel Peace Prize. At the age of seventeen, she became the youngest person to receive this prize. When

she was 11, she wrote a diary to an international television so as to describe the reasons why she didn’t attend to school. With the help of the media, she became the voice of many children and women around the world who were forced out of school. She is of the opinion that all girls have the right of education as a human being and education is the best way to fight against violence around the world. She **carries on** leading a campaign for girls’ education and equality that has been supported by many people around the world. She **pointed out** in her Prize speech “This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.”

c Read the sentences with the highlighted phrasal verbs in the text. Circle the correct definition for each phrasal verb according to its meaning in the text.

1 set up:

- a** to prepare something so that it is ready for use or in position
- b** to arrange for something to happen

2 ask for:

- a** to tell somebody that you would like them to do something or that you would like something to happen
- b** to say or write something in the form of a question, in order to get information

3 embark upon:

- a** to start to do something new or difficult
- b** to get onto a ship; to put something onto a ship

4 look like:

- a** to turn your eyes in a particular direction
- b** to seem; to appear

5 carry on:

- a** to take somebody/something from one place to another
- b** to continue doing something

6 point out:

- a** to mention something in order to give somebody information about it or make them notice it
- b** to stretch your finger out towards somebody/something in order to show somebody which person or thing you are referring to

d Write down the sentences expressing purpose in the text.

e.g. People should empathise with each other to build the unity in the world.

e Read the text again and write below why each person received the Nobel Peace Prize.

Martin Luther King: _____

Wangari Muta Maathai: _____

Malala Yousafzai: _____

f Write the purpose of the text in a few sentences.

g Do you know any other people or organisations that received the Nobel Peace Prize? If yes, share them with your friends.



KEEP IN MIND!

- * **To, in order to** and **so as to** are used to express purpose and answer the question why something is done.
- e.g. I am studying hard **to** get a high mark in the exam.
- * **So that** is followed by a sentence with a modal verb such as can, will, could or would.
- e.g. I am studying hard **so that** I can get a high mark in the exam.
I was studying hard **so that** I could get a high mark in the exam.



Listening

a Choose the synonyms of the highlighted words below.

- Tolerance** is respecting different beliefs.
A open-mindedness B narrow-mindedness
- Think of the risks we'd all be **exposed** to.
A protected B open
- All forms of **discrimination** against women must be eliminated.
A confusion B separation

b Discuss the meanings of the values below with your partner. Put a tick (✓) to the ones that are the signs of tolerance as a value.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> love | <input type="checkbox"/> respect |
| <input type="checkbox"/> trustworthiness | <input type="checkbox"/> patience |
| <input type="checkbox"/> honesty | <input type="checkbox"/> cooperation |
| <input type="checkbox"/> peace | <input type="checkbox"/> friendship |



c Listen to the conversation carefully. Write true (T), false (F) or not mentioned (NM). If it's false, correct it. Track 36

- Discrimination no longer exists in the globalised world. _____
- Changing thoughts and beliefs is not so easy for everyone. _____
- Some people have been discriminated because of their age at workplaces. _____
- Adults are more adaptable to the new situations than children. _____

d Listen to the conversation again and answer the questions. If necessary, take notes while listening.

- What is the definition of tolerance as a value?

- Who may have difficulties in changing thoughts and beliefs according to Martin Blossom?

- What could be done to increase tolerance in children?

Do you know?

- Ninety-eight Nobel Peace Prizes were awarded between 1901 and 2017.
- Sixteen women have been awarded the Nobel Peace Prize up till now.



Speaking

a Match the following quotes to the human values below.

tolerance

gender equality

love

unity and solidarity



1 "Mankind is a single body and each nation is a part of that body. We must never say "What does it matter to me if some part of the world is ailing?" If there is such an illness, we must concern ourselves with it as though we were having that illness."

Mustafa Kemal ATATÜRK



2 "Come, come, whoever you are, wanderer, worshipper, lover of leaving, it doesn't matter. Ours is not a caravan of despair. Come, even if you have broken your vow a hundred times. Come, come again and come."

Mevlana Celaleddin Rumi



3 "In the language of friendly conversation, you can't discriminate between man and woman."

Hacı Bektaş Veli



4 "Come let us be friends for once. Let us make life easy on us. Let us be loved ones and lovers. The earth shall be left to no one."

Yunus Emre

b Work in pairs and take turns to express your opinion about the given quotes in 'Exercise a'.

c Which quote is the best for you? Why?



Writing

a Work in pairs. Take turns to ask and answer the questions below using 'to', 'so as to', 'in order to' and 'so that'.

e.g. - Why should we treat each other equally?

-In order to live together in harmony.

1 Why do people have to learn to live together?

2 Why do we need to show respect for each other?

3 Why do you think we should stop gender inequality?

b Think of basic human values. Write a paragraph of 100-120 words about why we really need human values. Use the linking words such as 'to', 'so as to', 'in order to' and 'so that'.

c Share the ideas you have written about with your classmates.



Project

Search the Net and find out three quotes on universal values or ethics. Share them in the classroom. Puzzle out the core values of each quote with your classmates.



THEME

7

GENERATION Z

7A CHANGING THE WORLD FOR THE BETTER

7B MEET THE NEW GENERATION

7C TEENS SPEAK OUT



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

- talk about an event earlier than the main event in the past.
- describe people, places and things.
- give additional information about people, places and things.
- express contrast.
- discuss about the most basic human values.





Lead in

Gen X

Gen Y

Gen Z

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

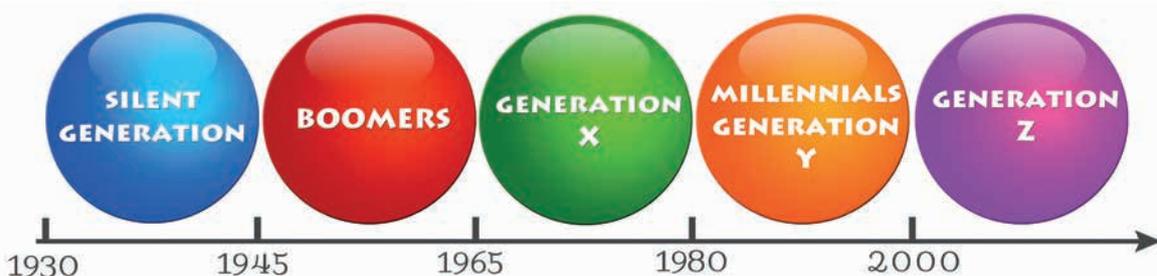
- 1 What are the tasks you do better than your parents?
- 2 In what qualities do you differ from your parents?
- 3 What do your parents criticise about you most?



Listening

a Work in groups. Answer the following questions.

- 1 Look at the time line below. Which generation do your parents belong to?
- 2 Why do you think generations are named?



b Read the sentences about Generation Z below. Then, listen to three students talking about themselves. Write their names next to the related sentences. You can write more than one name.

Track 37

Gen Z...

- 1 embrace multiculturalism. _____
- 2 want to make a difference in the world. _____
- 3 prefer visual materials. _____
- 4 are concerned about social problems. _____
- 5 are realistic. _____
- 6 are conscious of environmental issues. _____
- 7 have a career plan. _____
- 8 like to share their knowledge. _____
- 9 value equality. _____
- 10 have a short attention span. _____

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

- 1 What do Landon's parents complain about him?

- 2 What does Landon like about infographics?

- 3 Why does Anshu want to join a volunteer organisation?

- 4 What kind of a job will Anshu prefer in the future?

- 5 What does Dalia like about her school best?

- 6 What does Dalia think the people who insult others should do?



Speaking

a Discuss the following question with class.

Do you think the people who belong to the same generation have much in common? Why/Why not?

b Read the conversation and write the words having similar meanings with the ones below. Choose from the highlighted words.

- 1 exact _____
- 2 classify _____
- 3 era _____
- 4 conditions _____
- 5 thing _____
- 6 group _____



Boy: What do you think about that generation **stuff**, Dad?

Dad: To be honest, I find it quite exaggerated. What I mean is that you can't **categorise** people like that just because they were born in the same **period**. It seems to me that labelling people leads to stereotypes. It's your family, personality, experiences what defines your **identity**, not a **bunch** of marketing people. And as far as I know, these definitions are based on the US history. What about the other people living all around the world?

Boy: So, don't you feel you belong to the Generation X?

Dad: Not really. I suppose that we have something in common as we have lived through the same **circumstances**, but I don't like to be defined.

Boy: But Dad, that's exactly the reason why your generation was named X. They don't like to be defined, just like you.

Dad: Well, I would say that you can have the same **characteristics** with the people of the same horoscope. That doesn't make horoscopes **accurate** or reliable.

Boy: OK Dad. You're a hopeless case!

c Answer the following questions about the conversation.

- 1 What does the boy mean by 'hopeless case'?
- 2 Which phrases does dad use to express his opinions? Write the phrases down.

e.g. *To be honest...*

d Work in pairs. Discuss the following questions. Use the opinion phrases above.

- 1 Do you agree with dad's ideas about naming generations? Why/Why not?
- 2 Do you feel you belong to Gen Z? Why/Why not?



KEEP IN MIND!

We use **opinion phrases** to express our ideas. Some of the phrases often used are:

I suppose that...

I would say that...

It seems to me that...

In my opinion, ...

As far as I'm concerned, ...

If you ask me, ...

Personally, ...

To be honest, ...

What I mean is...

e.g. **If you ask me**, Generation Y has changed the world of the Internet a great deal.

I would say that Generation Z will make a bigger impact.



Reading



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

- 1 If you could start a campaign, what purpose would it be for?
- 2 What would you do to develop your campaign?

BE THE CHANGE YOU WISH TO SEE

When I founded this organisation three years ago, I was an angry, frustrated, 14-year-old girl. I had lived all my life in a secure environment and attended to good schools. I had never realised that there were children who didn't have the same opportunities as I had until I met Salif, the new student in my class.

After the war had broken out, Salif and his family left their home and moved in here to be able to go on their lives safely. They were sharing a small flat with two other families from their hometown. It was shocking news to me. I mean, of course I was aware of what was happening around the world, but perhaps I did not expect to face it directly.

They shouldn't have been living like that. When I arrived home after school, I had already planned everything. That night, I created a page on social

media to raise **awareness** about the **intolerable** living conditions of refugee children in our country. The next day, I took a table out of our garage; put it on the street; and on the table, I attached the posters I had prepared the night before; I handed out the **petitions** I had written. Before starting the campaign, I hadn't thought that people would be so **enthusiastic** and responsive. On the second day, a little girl gave me a teddy bear and a story book, a group of teenagers brought some T-shirts, some adults **donated** money although I hadn't asked for any of these.

All these made me think about the possibility of raising a fund for refugee children. Before I took the first step, I had turned to my parents and my teachers. I have to say they were not encouraging at all. After I had talked to my classmates, I found the courage I needed. That's the way we, Gen Z, are! So, we started our campaign online and on the streets at the same time. We had collected a large sum of money, lots of clothes, toys and books by the end of the year.

I still have the feelings that activated me then. I believe in a better world and I believe that it's in our hands to make it better. Do not **despair**. Go and find a volunteer organisation which you can fit in. If you can't, be one.

b Complete the sentences using the highlighted words in the text. Change the form if necessary.

- 1 We sent the _____ to the legislators after all the residents had signed it.
- 2 In a class full of _____ students, every teacher will be satisfied.
- 3 Raising public _____ about consumption of excessive amounts of sugar must be our top priority for a healthier generation.
- 4 If you'd like to _____ these clothes, make sure that they are not too old to wear.
- 5 Sometimes I _____ for the future of our planet, but I know being negative doesn't help.
- 6 Allowing the inexperienced staff to use the equipment was a(n) _____ mistake.

c Answer the questions about the text.

- 1 How old was she when she founded this organisation?

- 2 Why did Salif and his family leave their country?

- 3 What was the first thing she did to raise awareness about refugee children?

- 4 How was people's attitude towards her campaign?

- 5 What inspired her to raise a fund for refugee children?

- 6 Who encouraged her to raise the fund?

d Read the text again. Find the past events which happened before another past event and underline the verbs.

e.g. After the war had broken out, Salif and his family left their home...

e Look at the verbs you have underlined in the text. Find the first events and the second events in the sentences. Write them in the table as in the example.

First event	Second event
e.g. <i>The war had broken out.</i>	e.g. <i>Salif and his family left their home.</i>





KEEP IN MIND!

* We use the **past perfect** to describe an event that happened before another event in the past or before a stated past time.

e.g. He threw a party that night because he **had got** the job.

She **had finished** all the work by the end of the day.

* When we use time words such as **after**, **before**, **by the time**, **until** and **when** to describe two events in the past, we use the **past perfect** to describe the event that occurred in an earlier time period and we use the **simple past** to describe the later event.

e.g. **After I had locked** the front door, I **heard** footsteps inside.

OR

I **heard** footsteps inside **after I had locked** the front door.

When I noticed I was on the wrong bus, we **had** already **passed** four stops.

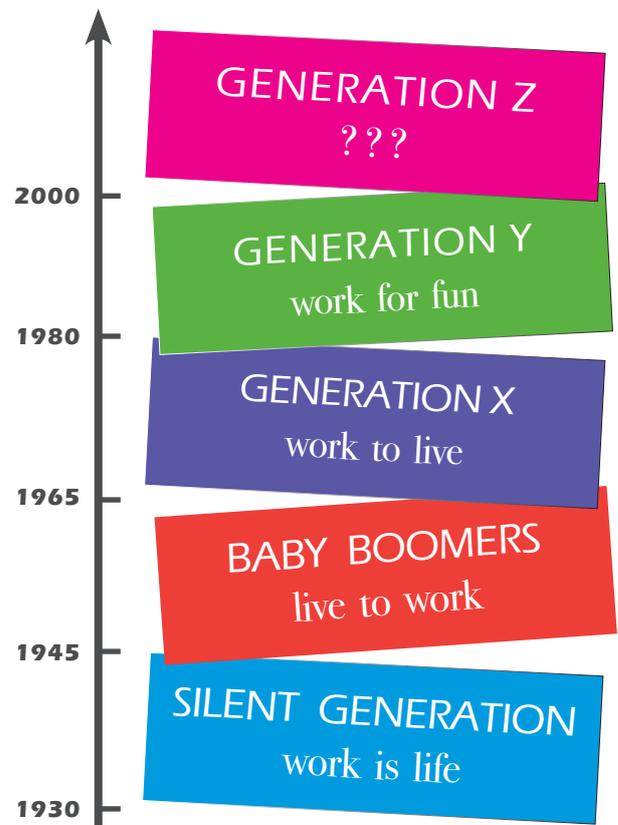
OR

We **had** already **passed** four stops **when I noticed** I was on the wrong bus.



Writing

Look at the diagram below, showing different generations' attitudes to work. Think of one for Generation Z and write a paragraph explaining your ideas. Use the opinion phrases.





IDIOM OF THE DAY

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

Ray: Look at the phone dad uses! You can't even take photos with it.

Luke: Ha ha! He's definitely **behind the times**.

Ray: Yes, he is. He says he's fine with it, though.





Pronunciation

a Listen and repeat the sounds and the words in the table. Pay attention to the different pronunciations of the same digraphs. *Track 38*

digraphs*	sounds	words
ch	/tʃ/	chair, chicken
	/ʃ/	machine, chef
	/k/	chemist, orchestra
gh	/f/	rough, cough
ph	/f/	phone, elephant
sh	/ʃ/	shoe, brush
th	/ð/	then, smooth
	/θ/	thumb, earth
wh	/w/	whale, white
	/h/	who, whole
dg	/dʒ/	edge, fridge
ng	/ŋ/	song, hanger
ck	/k/	black, lucky
kn	/n/	knee, knock
wr	/r/	write, wrong

* A digraph is a combination of two letters representing one sound.

b Listen to the words and put a tick (✓) the sounds you hear. *Track 39*

- | | | |
|---|-------------------------------|-------------------------------|
| 1 | <input type="checkbox"/> /n/ | <input type="checkbox"/> /ŋ/ |
| 2 | <input type="checkbox"/> /r/ | <input type="checkbox"/> /w/ |
| 3 | <input type="checkbox"/> /dʒ/ | <input type="checkbox"/> /tʃ/ |
| 4 | <input type="checkbox"/> /ð/ | <input type="checkbox"/> /f/ |
| 5 | <input type="checkbox"/> /f/ | <input type="checkbox"/> /θ/ |
| 6 | <input type="checkbox"/> /k/ | <input type="checkbox"/> /n/ |

c Listen to the words and write them in the correct places in the table. Practise the sounds in the words. *Track 40*

sounds	words
/tʃ/	
/ʃ/	
/k/	
/f/	
/ð/	
/θ/	
/w/	
/h/	

d Work in pairs. Find one word for each sound in 'Exercise c' and write them in the table.

Quote of the day!



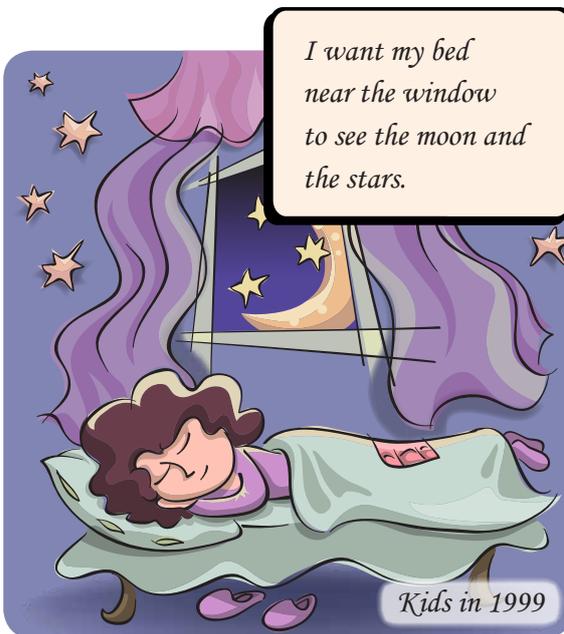
"Be the change
that you wish to see
in the world."

Mahatma Gandhi

Lead in

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

- 1 Look at the comics below and talk about the main differences.
- 2 What experiences or events do you think shape generations? How?



Reading

a Discuss the following question in pairs.

Do you think young people are more skillful than the old generation?

b Read the text and put the sentences below in the correct places in the text.

- A Another characteristics of them is the ability to learn complex things like how to upgrade their computer's operating systems.
- B They prefer to be on five screens at once, not two screens like Millennials.
- C Therefore, many of them would rather have a volunteer job or a job which they make a huge impact in some way.
- D These factors may be the result of socio-economic or environmental influencers, which shape the points of view of the individuals.
- E While interacting with young people, it may be useful to remember that Z'ers prefer their communication short.

GET READY; HERE COMES GEN

Z

Common values and life experiences **interconnect** one generation with the other. There are differences and similarities between generations because the members make their decisions based on some factors. _____ (1) Generation Z have very strong information technology and social media skills due to developments of digital technology.

The Generation Z, whose members are still largely kids and adolescents, will soon run our world. Since they were born in a highly **sophisticated** media and computer environment, they will **make** significant **inroads** in every fields and they will design a new medium of instruction which provides new achievement opportunities for students. Besides, the new generation is **adept at** web-based research, so



they are able to educate themselves with online video sources or sharing platforms.

_____ (2) It explains why they are good at pinpointing solutions for their problems. Still, they follow traditional research methods, but they focus on how fast they can find the things they need. Thus, most of them have a **digital footprint**.

Thirdly, it is believed that many members of the generation are very innovative and **self-reliant**. They are aware of their capability of learning things by themselves and have more diverse features than their Millennial **predecessors**, who are older siblings of theirs. These kids will take multi-task to a new level. _____ (3) While taking notes on a notebook, they will type their document on their computer, do research on tablet or phone. You should get ready to communicate with them while they look around, not into your eyes. _____ (4)

Finally, the kids of this generation are described as goal-oriented and eco-conscious and they would like to make a difference in the world. _____ (5) Also, most of them have a dream of working from home in future where they have flexible hours and do their sport. However, there are still many unknown things about this generation. It is clear that a large amount of them are very concerned about their environment and the problems of the humanity.

c Choose the best summary of the text.

- It is difficult to define a generation as each individual has many different behaviours.
- It gives some information about certain characteristics about the generation.
- Millenials are more capable of learning things on their own than Generation Z.

d Match the highlighted words or phrases in the text to the definitions below.

- 1 _____ : having a lot of experience of the world and knowing about many things
- 2 _____ : to be connected with similar things
- 3 _____ : to make some progress towards achieving something
- 4 _____ : a person who had a position before somebody else
- 5 _____ : being good at doing something that is quite difficult
- 6 _____ : the information about a particular person that exists on the Internet as a result of their online activity
- 7 _____ : having confidence in one's own powers or judgment

e Read the text again and write the information to complete sentences below using which, who or where as in the example.

e.g. The socio-economic and environmental factors *which shape the points of view of individuals* may differ in time.

- 1 This is the generation _____
- 2 The new generation will find a new instruction model _____
- 3 Gen Z uses some websites _____
- 4 Most of the kids of this generation are eco-conscious _____
- 5 The young people dream of working at places _____



KEEP IN MIND!

- * To provide vital information about a noun, defining relative clauses are used. They tell us which person, thing or place we are talking about.

e.g. There are a lot of computers in the ICT room most of **which** are old generation.

The student **whose** English isn't quite good wants to enrol this course.

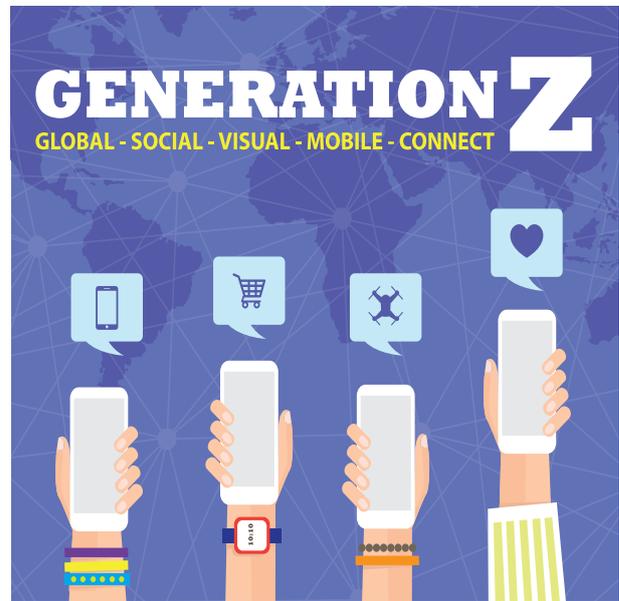
- * To provide additional/descriptive detail about a noun, non-defining relative clauses are used. They are separated from the main clause by commas.

e.g. Generation Z, **who** were born between the mid-1990s and the early 2000s, have grown up with the Internet and social media since they were children.

The ICT room, **where** we study, was established a few years ago.



Listening



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

- 1 Do you think people are dependent on their smart phones? How dependent are you?
- 2 Do you like keeping up with the latest app trends or social media?
- 3 How many social media accounts do you have?

b Listen to the radio programme and complete the sentences. Track 41

- 1 _____ of the members prefer running their own business.
- 2 Sejal Makheja sets up an organisation which is called _____.
- 3 They receive over _____ messages a month.
- 4 _____ of them spend two hours watching online videos per day.
- 5 They like short videos because their attention span is _____.



PROVERB OF THE DAY

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

Alex: Is something wrong? You've seemed so sad recently.

Ben: Um, I wouldn't bother you with it.

Alex: Don't mind it. **A trouble shared is a trouble halved**, remember.





Speaking

a Work in pairs. Read the prompts and make a full sentence to describe the things, people and places with your own words as in the example.

- 1 Find the name of application which is user-friendly.

Google Maps is an application which is user-friendly.

- 2 Find the name of the place where most of the famous technology companies are located.

- 3 Find the name of the person who is the founder of Microsoft.

- 4 Find the name of the person who invented the light bulb.

- 5 Find the name of the most famous website which is used for watching videos.

- 6 Find the name of the youngest person whose social network is popular among the people.

- 7 Find the name of the place where most people would like to visit.

- 8 Find the name of the device which you can store data.

b Look at the photos and describe things, places and people by giving additional information as in the example.

e.g. *Many of the young people prefer going Thorpe Park Resort for their holiday, where they can enjoy all day.*



Thorpe Park



Babadağ



Naim Süleymanoğlu



Smart Watch



ICT Room



Shoemaker



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

Do you agree with the quotation, “Generation Z consists of community-driven individuals who find creative ways to solve their problems”? Why/Why not?

- b Read the essay and write the main idea of it.**

TECHNOLOGY AND THE NEW GENERATION

1 Do you know how Gen Z cope with technology? They have grown up with constant information on a fully mobile Internet, which shapes their personal life in many ways. The experts still make researches about them, but we can observe both positive and negative impacts in their daily lives. I think they have become very skillful and connected individuals by the help of it.

2 First of all, Generation Z is native to the Internet. They navigate it with ease in a mobile way mostly. They can access educational Internet content such as online learning portals, which has provided free resources for many young people all around the world. They have improved their research skills. For example, young people who cannot afford to learn new things can use online encyclopedia and libraries.

Also, many well-known universities offer open lectures for everybody. They educate themselves as well as they have fun activities through Internet by watching entertaining videos or programs.

3 On the other hand, the accessibility of the Internet has affected negatively the personal and social relationship of this generation. Some of them have lists full of friends on their social network accounts whom they don't really know well. That makes them feel isolated from real life.

What is more, their attention span is too short. There is a flow of new information continuously in their lives so they are not able to focus on things around them for a long time. For example, many of them may easily lose their interest in their tasks and start doing something else. That causes them not to feel commitment in an organisation and they would rather do activities individually than join communities.

4 In summary, Generation Z heavily relies on the Internet and other technologies in their daily lives. This makes its members more diverse personalities with knowledge in various disciplines, with unusual hobbies and interests, and with an ability to instantly find out information. On the contrary, they have alarmingly short attention spans and they have difficulty in taking part in activities with other people that leads them to work individually. In my opinion, we should know how to encourage them to use their positive traits while neutralising the negative ones.

- c Match the following sentences to the related paragraphs in the essay.**

- A** They can easily be informed about new trends and innovations. _____
- B** Playing online games prevent them from spending time together. _____
- C** They can follow websites related their hobbies and interests. _____

d Read the text again and complete the outline below.

1 INTRODUCTION

- Briefly introduce the topic.

- Say how you feel about it.

2 BODY (2 paragraphs)

- Choose two main aspects of the issue and write one paragraph for each.

- Support your ideas and give examples.

3 CONCLUSION

- Sum up by stating your opinion.

e Make an outline to write an essay on the topic below.

New generation has grand ambition to run their own business.



Project

a Read the survey about social media below. Write four more questions and ask five students as in the example.

e.g. *What are your favourite social media sites?*
My favourite social media sites are...

b Write a short report about the results and share it in the class as in the example.

e.g. *Many of the students use social media sites which are useful for following current news.*

SOCIAL MEDIA SURVEY

	Social media 1	Social media 2	Social media 3
Your favourite social media sites	<input type="text"/>	<input type="text"/>	<input type="text"/>
The number of social media accounts	Only one <input type="checkbox"/>	Two <input type="checkbox"/>	Three or more <input type="checkbox"/>
The frequency of usage	5 times a day <input type="checkbox"/>	10 times a day <input type="checkbox"/>	More than 10 times a day <input type="checkbox"/>
The purpose	Meet new friends <input type="checkbox"/>	Have leisure time <input type="checkbox"/>	Look for information <input type="checkbox"/>
Communicate with	Family <input type="checkbox"/>	Friends <input type="checkbox"/>	Other <input type="checkbox"/>



Lead in



Work in groups. Discuss the following questions with your partners.

- 1 What are the biggest problems with younger generation in your country today?
- 2 What could be some difficulties in finding job for the next generation?



Listening

a Look at the photos below. Which problems may the young people have?

1



2



b Listen to four different speakers talking about the problems of the new generation. Match each problem to the speakers. *Track 42*

- 1 Learning anxiety
- 2 Health problems
- 3 Friendship
- 4 Unemployment
- 5 Being unaware
- 6 Education

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

c Listen to the audio again and put a tick (✓) the speaker who talks about contrast situations/ ideas and write them in the table.

Speaker 1	✓	e.g. <i>Even though my son's generation is known as multi-tasker, older generation says they're very lazy.</i>
Speaker 2		
Speaker 3		
Speaker 4		

3





Speaking

a Discuss the topics below with your partner as in the examples. Justify your opinion and use contrast phrases.

e.g. being unaware

Older generations say young people are unaware about their environment. I don't believe they don't care, though.

If you ask me, although they seem to be less active in school communities, they are very active with issues on the social media.

- Education
- Unemployment
- Friendship
- Health problems
- Learning anxiety

b Discuss the questions related to the problems in 'Exercise a' with your partner.

- 1 Do you think you have any of these problems? If yes, which ones?
- 2 What do you think you will do to overcome these problems?

Do you know?

October is National Bullying Prevention Month in the USA.



KEEP IN MIND!

- * A concession phrase introduces an idea which seems opposite of the idea in the main clause.
- * When clause of concession comes before the main clause, a comma separates two clauses.

e.g. **Although** I slept for eight hours last night, I'm still tired.

He refused to eat **even though** he was hungry.

The pilot managed to land the plane safely **despite/in spite of** the heavy rain.

Despite/In spite of not feeling well, he came to school.

I like using live video sharing websites, **but/while/whereas** my brother doesn't.

GAME TIME

Play in two teams and tell one student from each team to come to the board. One student starts making a simple sentence about a famous person. For example, Lionel Messi is a footballer. The next student from other team must add a different information using relative clause about the same person. (For example, Lionel Messi is a footballer who plays in Barcelona.) The game continues and the team gets a point for the sentence they make. When any of the players can't find information about the person, the other team gets the score. The team which gets more scores wins the game.



a Work in groups. Discuss the following questions with your partners.

- 1 What kind of behaviour in social media disturbs you most? Do you think it is cyberbullying? Why/Why not?
- 2 What do you do when you come across that kind of behaviour?

DANGER BEHIND THE SCREEN

We know that precious Generation Z, which is so much into the Internet and social media, is a cautious group of teens. They avoid risky behaviours and incline to safety. That's why they prefer **peer-to-peer** social media and **instant messaging** apps, and they choose to have anonymous accounts so they can share their experiences freely.

Despite their guarded manner of using the Internet, they cannot **stay safe**. There is one big danger coming from their peers: cyberbullying. Cyberbullying is the act of harassment using technology to threaten, humiliate and belittle others. It includes repeated and hostile behaviours such as starting rumours about a person, posting embarrassing things on social media or sending unwanted text messages, all of which hurt feelings.

Bullies use any means, chat rooms, forums, YouTube channels, **online gaming**, social media sites, and they have numerous tactics leaving no safe place on the Net. Moreover, cyberbullies are not as easy to stop as traditional bullies because of the anonymous and instant nature of the Internet. Once they **hit** the enter **key**, online comments are posted and they can reach an unlimited

number of people.

The effects of cyberbullying can be devastating at the end, yet they may not be observable at first. Threatening messages cause significant distress and worries; posts which contain **sensitive information** makes children feel humiliated; starting cruel rumours, gossip and false assertions damage their reputation and friendships. All these may lead to a state where the child doesn't want to go to school, becomes introvert and loses self-esteem.

When we take a look at the numbers, they show how serious the situation is. Nearly 43% of the kids say they have been bullied online; 70% say they witness it frequently; 90% of teens who have seen bullying say they have ignored it and the worst of all, only 1 in 10 victims say they have informed a parent or a teacher.

Given these facts, adults should teach children how to protect themselves. The first step of self-protection is sharing no personal information online. Staying away from **fake accounts**, blocking and reporting the person doing cyberbullying are the next things to do. The most important part is communication, as always, explaining the situation to an adult. As for the parents and teachers, they should be aware of the changing behaviour of the child and when they recognise the symptoms, they should try to start a healthy dialogue with the child.

Being at the beginning of the Digital Era, we will surely face new issues arising from the excessive use of the Internet and social media. We should be prepared to them and never forget the fact that communication is the key to all our problems.

b Read the text and match the highlighted phrases to the definitions below.

- 1 _____ : playing video games through the Internet
- 2 _____ : to keep yourself safe from harm
- 3 _____ : data that must be protected from access to ensure privacy or security
- 4 _____ : online chat that offers real-time text exchanging over the Internet
- 5 _____ : a social media account whose owner pretends to be someone else or uses an unreal name
- 6 _____ : sharing between computers connected through a network, not by a central server
- 7 _____ : to press one of the buttons on a keyboard of a computer

c Complete the sentences in your own words according to the text.

- 1 In spite of being young and inexperienced about life, Generation Z _____

- 2 They cannot stay safe although they _____

- 3 Traditional bullies are easier to stop while cyberbullies _____

- 4 The effects of cyberbullying may not be observed at first, yet they _____

- 5 The number of teens who inform a parent about cyberbullying is very low whereas the number of _____

d Work in pairs. Prepare a word cloud using the words related to cyberbullying in the text.

cyberbullying



Speaking

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

- 1 Do you agree with the quotation "Bullies are not born that way. They are raised."? Why/Why not?
- 2 What are the most common reasons for bullying at school?
- 3 Why should we take a stand against bullying?
- 4 What would be the consequences if we didn't take an action against bullying?



Writing



Write a 150-200 word opinion essay about the characteristics of Generation Z. Use the cues given. Remember to make an outline first.

- They are concerned about social problems.
- They want to make a difference in the world.
- They value equality and multiculturalism.
- They prefer visual materials for learning.
- They lose interest easily.
- They are cautious and they avoid from risky behaviours.



THEME

8

FESTIVALS

8A GO FOR IT!

8B PUT THE FLAGS OUT!

8C LET'S WHOOP IT UP



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

- emphasize actions rather than doers.
- make oral presentations.
- use expressions that motivate people.
- talk about festivals.



 Lead in

Discuss the following questions with your friends.

- 1 Have you ever been to a festival? If yes, which festival was it?
- 2 Do you think celebrations are fun?

 Listening

a Discuss the following questions.

- 1 Look at the photos below. What are they for?
- 2 Which one would you like to attend? Why?



b Listen to the audios carefully. Predict the sounds you hear and write the number of the audios in the boxes. Track 43



c Read the sentences. Decide which celebration they belong to.

e.g. "Stay positive. Follow your dreams and work hard to make them come true. Life is a path; create your own path to climb the mountain of success." graduation ceremony

- 1 "I will take care of you and be loyal to you till death do us part."

- 2 "I like taking part in such events! Participants walk along the Fair Street wearing fancy dresses. The music never stops and people keep dancing till morning. What a fantastic organisation!"

- 3 "That was the most amazing event we have ever witnessed. It lasted for a week and people had fun watching the sky with colourful kites. Sometimes concerts and stage performances were given."

- 4 "Buying the tickets at the last moment was the worst decision of my life. I can't even see the stage! The crowd makes me crazy, too. I wouldn't bear this if it weren't my favourite band!"

- 5 “Every term, the day before the school starts, we get together with my classmates to have some fun. We order a big cake and drinks; wear cones and throw confetti. It has become a traditional activity to recharge our batteries.”



KEEP IN MIND!

If we want to encourage someone to do something, we should motivate them. To do this, we can use the sentences below.

- * When one is facing a problem:
“Stay strong.”
“Don’t give up.”
- * When one can’t decide whether to do something that looks difficult:
“What do you have to lose?”
“It’s worth a shot.”
- * When one is trying to reach a hard decision:
“I’m always behind you.”
“I support you all the way.”
- * When one is already doing well:
“I’m very proud of you!”
“Keep up the good work.”
- * When one seeks inspiration:
“Reach for the stars.”
“Follow your dreams.”
- * When one is having a difficult time:
“Look on the bright side.”
“Every cloud has a silver lining.”
“Tomorrow is another day.”



Speaking

a Discuss the following questions.

- 1 When and why do you think a person needs motivation?
- 2 What is your primary motivation to be successful?

b Read the situations given below and write motivational sentences for each. Use the sentences in ‘KEEP IN MIND!’ box.

- 1 Your brother has been thinking about running his own business after quitting his full-time job and you are of the opinion that he ought to do it soon. You say:

- 2 You are the coach of the National Volleyball Team. The team won a match and each player did a really great job. You say:

- 3 You are teaching your sister how to drive, but she keeps making the car stop and looks terribly disappointed. You say:

- 4 You are helping your mum shop for some new furniture. She finds a lounge suite that might go well with the curtains in the living room, but she can’t make up her mind whether it is a good choice. You say:

c Imagine a situation that you need some motivation to keep going and try hard. Work in pairs. Talk about your situations. Ask for and provide each other some motivational tips in turns.

e.g.

I’m thinking about dropping out of the competition. I don’t think I can make it and I feel emotionally exhausted.

No, you won’t. Practice makes perfect and you can do it! Now, cheer up!



Reading

a Discuss the following questions with your partner.

- 1 What do you think the people in the photo are doing?
- 2 Would you like to be there and attend this festival? Why/Why not?

LA TOMATINA

Being one of the most well-known festivals, 'La Tomatina' is held in the town of Buñol, Spain in August every year. Participants in the festival throw tomatoes at each other and **get into** this tomato fight for pure entertainment.

How It Started

The festival is believed to **date back** to 1945, but nobody has correct information on its origins. That's why; there are a lot of rumours about how it actually began. Some people say it started as a local food fight among friends while others claim that a market stall of vegetables fell victim to bystanders at a carnival parade. As a result of the chaos during the parade, those bystanders started to hit each other with tomatoes until the battle was **wound up** by the police forces. The second theory is accepted by many people to be the fact.

How It Became an Official Tradition

The following year, in 1946, a quarrel was picked by some young boys who brought their tomatoes from home. By doing so, those boys had made history having no idea about what they were starting. After that event, the tomato fight was repeated on the same day on a yearly basis. La Tomatina was banned by the local officials in the early 1950s and participants were arrested, but it was not a problem for them. They even seemed happy to **run into** such a difficulty. All these things couldn't stop people from speaking their minds, so it was allowed again. With this,



participants were given an atmosphere of festivity one more time. However, the festival was going to be **called off** again till 1957. To show that people were against its being cancelled, a protest was organised. They had a parade where people carried a coffin with an extremely large tomato inside. Funeral marches were played during that ceremony, which was a huge success. La Tomatina finally became official festivity and this **led to** its nationwide popularity. The number of the participants kept increasing year by year. In 2002, La Tomatina of Buñol was declared Festivity of International Tourist Interest due to its success.

What Happens at La Tomatina

Tomato trucks play an important role in La Tomatina; they arrive in the centre of the town nearly one hour before noon. The arrival of tomatoes isn't enough for the festival to be started because one of the participants has to climb to the top of a high greasy wooden pole and reach the prize. After that, water cannons are fired, and the chaos begins. The big tomato fight ends after an hour and when the fight ends, tomatoes cannot be thrown at others any more. The surroundings are cleaned by the fire trucks, which spray down the streets. The buildings nearly have no stain since they are covered with blue cloths.

When Is the Next La Tomatina?

Ever since its being official, La Tomatina has always been held on the last Wednesday of August and it has never been **put off**. That's why; one can easily say that it will be held at that time again this year. If you are interested in the festival, you should book your tickets beforehand and you are free to choose a tour that you can afford. There are both expensive and budget-friendly options.

b Match the highlighted words and phrases in the text to the definitions below.

- 1 _____ : to originate at a particular time and to have existed since then
- 2 _____ : to decide to do something at a later time; to postpone
- 3 _____ : to experience something unexpectedly
- 4 _____ : to end something
- 5 _____ : to cause something to happen
- 6 _____ : to involve in an activity
- 7 _____ : to decide that a planned event will not happen; to cancel

c Answer the following questions.

- 1 Where and how often is La Tomatina held?

- 2 How did the first tomato battle end?

- 3 How did the people react when the festival was cancelled the second time?

- 4 How are the streets cleaned after the festival?

d Scan the text about La Tomatina Festival. Find and underline five passive actions.



KEEP IN MIND!

* We use **active voice** to tell what a person or thing does. The emphasis is on the person/thing.

e.g. Darren **can donate** the whole money to the charity.

They **should have given** background information.

* We use **passive voice** to tell what is done to someone or something. The emphasis is on the action. If we think the person is important, we can mention it using the phrase **by + person**.

e.g. The whole money **can be donated** to the charity by Darren.

Background information **should have been given**.

* We can also passivise **gerund** and **infinitive** forms of the verbs.

e.g. **Informing** them about the festival was important.

Being informed about the festival was important.

To tell them what the problem is can be useful.

To be told what the problem is can be useful.



Writing

a Write a paragraph to describe a local festival in your hometown. Make sure you give answers to the questions below.

- Where is it held?
- When/How often is it celebrated?
- When does it date back?
- By whom is it organised?

- What kind of preparations do people make?
- Are the streets decorated?
- How long does it last?

b Swap your paragraphs with your partner. Read each other's paragraph carefully and check whether your friend gave answers to the questions in 'Exercise a'. Put a tick (✓) if they are mentioned.



Lead in

Discuss the following questions with your friends.

- 1 Do you like travelling? If yes, what kinds of trips do you like the most?
- 2 Are you interested in visiting historical places? Why/Why not?



Listening

- a Discuss the following questions.
 - 1 Do you read blogs? If yes, what kinds of blogs do you read regularly?
 - 2 What do you think about culture trips? Are they boring or interesting for you?
- b Listen to the first part of the text and find the missing words. Track 44

THE EDESSAN BEAUTY

① When you think about travelling, the first thing that comes to mind is going abroad. However, before travelling through your own country, overseas have nothing to give you. As a full-time traveller, I've always lived out of a suitcase and as an archaeologist I've visited the _____ (1) sites as much as I can.

Edessa, or the modern-day Şanlıurfa, is the one that I fell in love with the minute I arrived in. I made up a _____ (2) plan weeks before my departure. I have read many articles and watched movies about this marvellous city, but being there, sensing the atmosphere was far beyond my dreams.



First of all, I went to Göbeklitepe, which is an archaeological _____ (3) known as the birthplace of humankind. It started to be excavated in 1996 and even today, it still keeps its mystery. The archaeologists believe that it was a religious place, a sanctuary. I was so fascinated by the _____ (4) remains that I decided to apply to be a volunteer worker for the excavation.

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The next day, I visited the Mosaic Museum that is located in the city centre. More than a hundred mosaics were _____ (5) during the urban transformation and reconstruction works. Some of the mosaics are believed to be the most precious ones on Earth. 'The Edessan Beauty' for example, is announced as the most _____ (6) of all, because of the colour and the shape of the stones used. I was highly impressed by the amazing Amazon women mosaics, too.



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c Listen to the audio again and check the answers with your classmates.

d Read the whole text. Find the appropriate words from the text for each.

- 1 _____ : someone who works willingly without being paid
- 2 _____ : describing the period before there were written records
- 3 _____ : the act of leaving somewhere
- 4 _____ : sun-dried brick made of clay and straw

5 _____ : a sacred or religious place

6 _____ : a destroyed or decayed building

7 _____ : to dig or scoop out (earth, sand, etc.)

e Imagine that you are a blogger and writing about a culture trip. What details would you give other than the place? On which information would you put emphasis? Discuss with your classmates. Take notes if necessary.



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② Then, I walked about a couple of metres to reach the Pool of Halil-ür Rahman, which is also known as 'Balıklıgöl'. That place dates back to the times of Prophet Abraham. It is believed that the King Nimrod threw him to the fire and wanted to watch him burning. However, the fire turned into water and the woods turned into fish. That's why it is forbidden to catch or kill any of them. I fed the fish and walked along the lake for a while and I felt the exact peace there. Those moments cannot be described, but can only be experienced.

On the last day of my trip, I took a bus to Harran which was one of the major cities in Mesopotamia. It's famous for its beehive adobe houses constructed in early ages. They were designed in that shape to keep the interior cool. When you enter one of them, you can feel the cool weather in a minute. I even asked whether the air conditioner was on :). Some people are still living in those houses. There are also many ancient remains in Harran, too.



The most remarkable one is, no doubt, the ruins of the University of Harran, which was built by Ayyubids. Full of history and peace, I turned back home and after sleeping for a few hours, I decided to write about this fantastic trip.

Don't forget to add Şanlıurfa to your travel list. You won't regret it, believe me. Hope you like it, take care!



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 Reading

a Discuss the following questions with your friends.

- 1 What benefits can a city get from festivals?
- 2 How does cultural exchange affect people?

b Skim the magazine article and try to guess what the best title for it can be. Write it in the box below.

2,700 years ago, Akçaabat was an important town of eastern Black Sea region. Though it was attacked by many nations, none of them was successful at capturing the town **except** Sultan Mehmet the Conqueror; he added it to his territories in 1461.

In our day, this beautiful town hosts a great international festival, Akçaabat International Culture, Art and Folk Dance Festival. It is **accepted** by many people to be one of the greatest ones in the region. Apart from its contributions to the tourism sector, it has a strong **effect** on making folk dances of other countries widely known by Turkish people. It also plays a key role in introducing the history and cultural values of the city to foreigners.

The festival begins with art, cartoon and photographic exhibitions. A painting contest for kids and a street basketball tournament are held. On the second day, folk dance groups coming from other countries and cities go on a parade along with visitors. It continues until they reach the beach and people form a huge 'horon' circle there. As this can **affect** the traffic in the town, local people generally prefer using public transport. On the third day of the festival, which is also the last, both national and foreign folk dance groups perform.



Urla is a rural tourism spot which has improved a lot recently. It has many antique remains and villages which are untouched by tourism or urbanism. The residents of these villages still keep the centuries-old tradition of growing olives and grapes alive. They are of the opinion that they **bear** a great responsibility of not letting the region turn into a **desert**. That's why they keep their lands cultivated.

Urla's Traditional Grape Harvest Festival dates from 600 BC and it acts as a bridge between past and present. Approximately 2,600 years ago, people used to have festivals in the name of Dionysus, the Ancient Greek god of the grape harvest and theatre. They would squash the grapes under their **bare** feet to extract their juice and then, they would drink it or use it as a sweetener for their **desserts**. In present day, of course, the festival has nothing to do with religious rituals, but it is celebrated as a time of festivity. Urla hosts the festival on 15 August, when olives get oilier and grapes sweeter.

Throughout the festival, several local products such as grapes are offered to the guests. Well-known chefs run workshops and people can watch folk dance groups perform while children are offered fun and educational activities. A local delicacies championship is held where 'keşkek' is prepared and handed out to the guests. It is one of UNESCO's cultural heritage traditional ceremonies.



International Anatolian Days, Culture and Art Festival is organised by Etimesgut Municipality in Ankara and it presents Turkish art and culture. Before the festival, the Mayor meets with the municipal **council** and each member gives **counsel** on all aspects of the fest. Then, the Mayor arranges a meeting with participant associations and representatives of Turkish Republics.

During the ten-day festival, famous singers give concerts every day. Ottoman Military Band, known as Mehteran, also performs in the festival. Each night is dedicated to a different Turkish Republic or a Turkish community living in other countries like the Eastern Turkmens, Iraqi Turkmens, Balkan Turks or Tatars. This organisation is a great opportunity to introduce Turkish culture, to live and to convey it to the future generations.



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

- 1 _____ : to agree to receive or do
- 2 _____ : a group of people who manage or advise
- 3 _____ : to carry
- 4 _____ : result
- 5 _____ : a waterless, empty area
- 6 _____ : not including
- 7 _____ : naked
- 8 _____ : advice
- 9 _____ : to cause a change
- 10 _____ : the sweet course of a meal

d Answer the following questions.

- 1 What was the early form of harvest festivals like?

- 2 What concerns do the villagers of Urla have about environment?

- 3 What makes Akçaabat Festival special?

- 4 How long does the Akçaabat Festival last?

e Make an inference from the passage and write down three Turkish Republics that may attend the festival in Etimesgut.



Pronunciation

/eɪ/

/eɪ/ is a long sound and when you pronounce /eɪ/, you actually say the letter 'A'. There are six different spellings of this sound.

a Listen and repeat the words below. Track 45

a	page	blame
ai	main	maid
ay	pay	clay
ea	steak	break
eigh	weigh	neighbour
ey	survey	grey

b Listen and say the sentences below. Track 46

- 1 They **ma**de **wa**y for the teacher.
- 2 **Eigh**t children were born on the first **Mon**day of **Ma**y.
- 3 There were **gre**y clouds over the **tra**in **sta**tion.

/aɪ/

/aɪ/ is also a long sound and when you pronounce /aɪ/, you say the letter 'I'. There are five different spellings of this sound.

c Listen and repeat the words below. Track 47

i	slice	drive
ie	tie	pie
igh	knight	bright
uy	guy	buy
y	shy	cry

d Listen and say the sentences below. Track 48

- 1 Why don't you **bu**y a kite for him?
- 2 The **blin**d man **li**ed to them last **nigh**t.
- 3 They **migh**t **wri**te a **pric**e tag for it.

e Put the words in the correct column. Then, listen and check your answers. Track 49

- gain
- fight
- die
- prey
- buy
- say
- great
- inside
- dry
- ~~bite~~
- name
- right
- weight

/eɪ/

/aɪ/

bite

IDIOM OF THE DAY

Read the dialogue below. Do you remember the meaning of the idiom? Do you have a similar expression in your own language?

Pat: Where is Tom? I've never seen him since last week.

Dan: Oh, he quit his job and went on a trip. He's going to visit a couple of countries in a short time.

Pat: So, he's going to **live out of a suitcase**, ha?

Dan: Yes, fantastic!



Lead in

Discuss the following questions with your friends.

- 1 What can be the meaning of the idiom 'whoop it up'?
- 2 What makes a festival unusual?
- 3 If you were organising a festival, how would you want it to be?



Reading

a Discuss the following questions with your friends.

- 1 What makes people go miles away to attend a festival in a different country?
- 2 Look at the photos. Would you have fun if you could attend one? Why/Why not?

b Scan the paragraphs and give short answers to the questions below.

- 1 Which festival is based on a legend?

- 2 Which festival is the most colourful?

- 3 Which festival is celebrated on the beach?

c Read the paragraphs and match them to the photos.

Holi Festival

1 Holi Festival is the spring festival of India. It is celebrated at the end of winter, on the last full moon. As there is inequality among the people in India, this festival aims to create social equality. People, without their family names, join the celebrations all together and have a whale of a time. Besides being a cultural event, it has religious sides as well. People celebrate the beginning of spring, pray for fertile land for harvests and reset relationships in a



good way. The night before Holi, people get together and make bonfires in a ceremony. They sing and dance; eat and drink. On the day of Holi, youngsters and children spray coloured powder to each other on the streets and adults join them, too. They laugh and celebrate this fantastic festival till the evening. After cleaning up and putting on new clothes, they visit their families and relatives. They have dinner together and end the conflicts if there are any.

Although it has always been celebrated as a traditional festival for many years, people from all over the world have begun to come and join the celebrations as a touristic event in recent years.

Boryeong Mud Festival

2 Boryeong Mud Festival has been celebrated as an annual festival since 1998 in Boryeong, South Korea. It lasts about two weeks and the last week is famous for its final weekend. Actually, it began as a promotion of cosmetics companies using mud in their products. It turned into a festival afterwards. People get together on the Daechon beach full of mud, which is trucked the day before the festival starts. Mud pools, mud slides, mud prisons, mud skiing competitions... There are many events for people who want to lose themselves in mud. There is also coloured mud for body painting. Besides having fun, companies also want people to learn the benefits of mud when it is used in skincare products. However, some people have allergies after the festival because of their sensitive skin.

Though it is a local festival, it also attracts visitors from all over the world. Last year, more than two million people joined it, which means double of the Boryeong's own population.

Giant Omelette Festival

3 Giant Omelette Festival is a traditional celebration in Bessieres, France. According to the legend, Napoleon was travelling through the South of France with his army and decided to stay for the night in Bessieres. He was served an omelette and he got delighted with the taste of it. He told the cook to collect all the eggs in the village and prepare a huge omelette for his army the next day. The soldiers and the people of the village ate that huge omelette altogether. Since that day, it has turned into a traditional celebration to feed the poor of the village. Every year at Easter, very famous cooks who come from various countries around the world, scramble approximately five thousand eggs in a huge pan. The giant omelette is served to the people and the children of Bessieres. Besides being a festival, it has also become the symbol of a worldwide friendship and cultural exchange.

d Answer the questions according to the paragraphs.

1 What does Holi Festival aim to create?

2 What are the religious sides of Holi Festival?

3 What is Boryeong Mud Festival famous for?

4 What do the cosmetic companies want people to learn?

5 Why did Napoleon tell the cook to collect all the eggs in the village?

6 What does Giant Omelette Festival symbolise?

e Match the words to their definitions below.

1 inequality

2 conflict

3 benefit

4 attract

5 scramble

- a serious disagreement or argument
- to mix together
- an advantage or profit gained from something
- lack of equality
- to cause someone to have a liking for or interest in something



Listening

a Discuss the following questions.

- 1 What is the strangest festival that takes place in your country?
- 2 Do you know any unusual festivals that are held in other countries? If yes, what are they?

b Listen to the audios carefully. Match the texts you hear to the photos below and write the number of the festivals in the boxes. Track 50



a Festival #



b Festival #



c Festival #



d Festival #



e Festival # © Drew Leavy/Flickr



f Festival #

c Listen to the audios again and take brief notes on festivals.

Doll Festival

FESTIMA

The Cooper's Hill Cheese-Rolling Festival

Floating Lanterns Festival

The Monkey Buffet Festival

Night of the Radishes

d Think about the festivals you have listened. Choose one of them that you would like to visit. Then, work in groups. Talk with your group members about the festival you want to attend most. Ask for and give reasons for one another's choices. You can make use of the notes you have taken and the expressions given below.

- What are your reasons for _____?
- Why do you _____?
- What makes you think that _____?
- What is your purpose of _____?

- _____ that's why I _____.
- I want to _____ because _____.
- The reason for my _____ is _____.
- Due to _____, I would like to _____.



Writing

- a Imagine that you are organising an unusual festival in your hometown. Where would it be held? When is it celebrated? Create your own festival by filling in the diagram below.



- b Write a paragraph describing your unusual festival. Use new vocabulary related to the festivals that you have learned throughout this theme such as 'attract', 'celebrate', 'date back', 'attend', etc.

- c Read your paragraph to your classmates and discuss whose festival is the most unusual one. Vote if necessary.

Do you know?



Although April 23 National Sovereignty and Children's Day had been celebrated since 1923, it was officially declared as a national festival by Mustafa Kemal Atatürk in 1929. Furthermore, it is recognised as International Children's Day by UNICEF.



Project

Prepare a poster of your own unusual festival. Be sure that all the necessary information is written on it. Try to use interesting visuals and design it as colourfully as possible. Bring it to the class, stick all the posters on the wall with your classmates. Vote for the best one.



IDIOM OF THE DAY

Read the dialogue below. Do you remember the meaning of the idiom? Do you have a similar expression in your own language?

Kevin: I wasn't able to join Clark's birthday party last night. How was it? Was it boring?

Tony: Boring? Oh, you missed all the fun, believe me! We had a whale of a time.





THEME

9

REVIEWS

9A CINEPHILIA

9B STEP BY STEP

9C READING BETWEEN THE LINES



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

- talk about impossible conditions and imaginary results in the past.
- express criticism or regrets.
- report imperatives and requests.
- talk about movies/books.





Lead in

Discuss the following questions with your partner.

- 1 Do you enjoy watching films? How often do you watch films?
- 2 What does the expression 'cinephilia' mean?



Listening

a Work in pairs. Discuss the following questions.

- 1 Look at the poster of the film *The Martian*. Guess the genre of the film.
- 2 What do you think about the sentence "Bring him home" in the poster?



b Listen to two friends talking about *The Martian*. Choose the correct information. Track 51

- 1 The film *followed the book closely / was independent from the book*.
- 2 As a real *fantasy book / science fiction* lover, of course, I'm going to read the novel, too.
- 3 The film had a *thrilling and fast-paced / a boring and slow-paced* plot.
- 4 Mark was a *botanist / scientist*.
- 5 He might have solved the *sleep / food* problem.
- 6 He was a *problem-solver / pessimist* throughout the film.

c Listen to the dialogue again. Match the beginnings of the sentences in A to the endings in B.

A

- 1 If I had known the film was based on Andy Weir's novel of the same name,
- 2 If the film had been independent from the novel,
- 3 If the accident hadn't happened,
- 4 If he had panicked,
- 5 If he hadn't been a cool-headed man,

B

- a we wouldn't have watched such an awesome struggle against the inhospitable planet.
- b he would have grown different crops and he might have solved the food problem.
- c I would have read the novel before watching the film.
- d it might have been ruined by the scriptwriter and the director.
- e he would have got desperate and he wouldn't have struggled to survive.

d Listen again. For the situations (1-4), put a tick (✓) fact or imaginary as in the examples.

	Fact	Imaginary
e.g. If I had known the film was an adaptation, I would have read its novel.		✓
e.g. The film followed the book closely.	✓	
1 If the film had been independent from the novel, it might have been ruined by the scriptwriter and the director.		
2 The film had a thrilling and fast-paced plot.		
3 Mark was a botanist and he planted potatoes.		
4 If he hadn't begun to record the video diary, he might not have maintained his mental health.		

e.g.

Titanic is my favourite film and I certainly watch it once a year. Every time I watch this film, I cannot help thinking the events and the characters' choices in different aspects. For example, if the lifeboats on the board of the Titanic had been enough, more people would have survived...



KEEP IN MIND!

* We use the third conditional to talk about imaginary situations in the past:

e.g. If you **had invited** me to the fancy-dress party, I **would/might/could have participated** as a superhero. (But, you didn't invite me so I didn't participate in the party.)

* We use **wish/If only + past perfect** to express regret about something which happened or didn't happen in the past:

e.g. I **wish/If only I had read** her latest novel before watching the adaptation on TV. (But, I didn't read.)



Speaking

a Discuss the following questions.

- 1 What genres of films do you prefer?
- 2 What was the last film you watched? Did you like it? Why/Why not?

b Work in pairs. Think about your favourite films. What would have happened if the events in the film you chose had developed differently? Share your ideas with your classmates as in the example.



Reading

a Discuss the following questions with your partner.

- 1 Do you like watching films at home or at the cinema?
- 2 Can you name any films that you regret watching? If yes, what is its name?

LION

The film *Lion* was adapted from the memory book *A Long Way Home* written by Saroo Brierly. It is based on the true story of the author himself who took 25 years to find his home.



The film begins with 5-year-old Saroo's and his 9-year-old brother Guddu's stealing coal from a train because of poverty. In one of these days, Saroo falls asleep inside an empty train at the local railway station. When he awakes, he finds himself in a locomotive speeding him away from everything he knows and loves. The panic **sets in**. He just cries and cries and calls out his brother, but he is nowhere. Saroo wishes he hadn't followed his brother and instead he had stayed with his sister, Shekila at home. He is lost now and his life will never be the same again.

Saroo spends several terrifying weeks surviving on the streets of Calcutta before he is eventually placed in an orphanage and adopted by an Australian couple. He is **brought up** with love and joy by his new family from then on.

Twenty years later, he becomes a typical Australian youth. Yet the desire to find his family is always with him. When he discovers a computer app that shows

aerial photos of the entire planet, he sees a chance to **track down** his birth family.

As a result of five-year search, Saroo finally finds his family. However, there is a tragedy amid his joy. Because he is told Guddu died the same night falling from a train while searching for him. Saroo also learns that throughout all these years he has been mispronouncing his own name, which is actually Sheru, meaning 'Lion'.

THE PRESTIGE

The Prestige is a 2006 film directed by Christopher Nolan. It is based on an award-winning book of the same name by Christopher Priest.

The story is about two magicians, Robert Angier and Alfred Borden, who **get along** well and work together at



the start of a great performance, in London of the late 19th century. In one trick, Borden ties Angier's wife Julia's hands with a riskier knot. She is unable to slip the knot and drowns on stage in front of his husband.

This event becomes the turning point of their lives, **falling** them **apart**. From then on, they start to work their own solo magic careers. At first, Borden feels deeply sorry and wishes he hadn't taken that risk and led to such a big tragedy. However, he understands that Angier will never **leave behind** his wife's tragic death and will surely take revenge on Borden. In the following scenes, they both sabotage each other's acts again and again. They become gradually obsessed with creating the ultimate stage illusion and each tries to hurt even kill the other through their own tricks.

To outwit each other and gain prestige, Angier and Borden do numerous tricks sacrificing everything they have in their lives; however, in the end Nolan shows that there is no winner except for the reality.

b Match the highlighted phrasal verbs in the texts to the definitions below.

- 1 _____ : to look after a child until he or she becomes an adult
- 2 _____ : to have a friendly relationship with someone
- 3 _____ : to find someone or something after looking for them in a lot of different places
- 4 _____ : to continue no longer (*such as organisation, relationship or agreement*)
- 5 _____ : not to think about something (*especially an unpleasant experience*)
- 6 _____ : to begin and seem likely to continue (*something unpleasant*)

c Answer the following questions.

- 1 Where and when does *The Prestige* take place?

- 2 Which event ends friendship between Angier and Borden?

- 3 How does Saroo become separated from his family?

- 4 Who raises Saroo?

d Scan the texts and underline the regrets of Alfred Borden and Saroo Brierly.



Writing

Read the situations below and write sentences expressing regret for each situation as in the example.

e.g. You went to the cinema with your friends. You wanted to watch a historical film, but they insisted on a sci-fi film. You went to the sci-fi one, but you got very bored.

I wish/If only I hadn't accepted to watch a sci-fi film. If I had watched a historical film, I'd have had more fun.

1 You gave your best friend one of your favourite books. A few months passed, but she didn't give it back. You learned that she lost your book.

2 You and your sister wanted to watch a film. You offered to watch at home, but your sister insisted on watching at the cinema. You were caught in the rain and stuck in the traffic.

3 Your friends asked you to go to the book fair. However, you didn't accept because you were exhausted. You learned that your favourite author gave autographs to the fans.



Speaking

a Think of something you did that was bad or wrong. Share it with your partner. Express your wishes and regrets as in the example.

e.g.

I argued with my friend because of a misunderstanding. I thought he lied to me, but I was wrong. I wish I hadn't argued with him. I should have listened to him.

b Read the situations below and make sentences with them.

- Why on earth did I accept to watch this film? I was planning to read its book before.
- What a pity I learned the end of the film before starting to watch it. It would be a waste of a time to see it.
- I didn't read the books assigned by the teacher before the final exam and failed the course.



Lead in

Discuss the question below with your classmates.

Have you ever met an author or a film star? If yes, who was he/she? If not, who would you like to meet?



Listening

- a Look at the photo. Why do you think these people may have come together?



- b Who do you think the most important person in film-making process is? Share your ideas with your classmates.
- c Listen to the audio carefully and write the missing words. Track 52

“... Everybody just appreciates the _____ (1) actor and actress for a successful film. However, there is a huge team behind this success.

_____ (2) is doubtlessly one of the greatest contributors to a film. As Alfred Hitchcock said, “To make a great film you



need three things- the script, the script and the script.” Sometimes this can be an original one written for the film or it can be a true story. It can be based on a novel, too. When the script is ready, _____ (3) is engaged to the process. They secure funds to actually make a film the highest standard possible. After that, it is time for _____ (4) to come on the stage as playing a key role in stages of film-making. They are responsible for every step of the process such as ensuring the coordination among the scriptwriter, film stars, technical team and art department. Since the director knows that cinema is an art form that relies on teamwork, they enable everyone to work with the same devotion and cooperation to produce a good film. They guide the technical crew and actors in the fulfilment of visualising the script. For that reason, film stars have to bring the scripted characters to life entirely. Also, _____ (5) have to understand the characters and choose the most suitable costumes for them. To reflect the atmosphere of the film accurately, the director asks _____ (6) to work very carefully .

Not only these people but also many other ones participate in film-making like hair stylists, set designers, sound engineers etc. As you see, in order for the great success of a film, the whole _____ (7) must work in perfect harmony as an orchestra...”

d Read the definitions below. Find the appropriate words from the text for each.

- 1 _____ : a person who writes the texts for films or radio or television broadcasts
- 2 _____ : a group of people who are involved in the practical and technical business of shooting a film
- 3 _____ : a person who designs costumes for plays and films
- 4 _____ : a person who controls the making of a film and supervises actors and technical crew
- 5 _____ : a person who sets up and controls lighting equipment on sets
- 6 _____ : a male or female actor who plays the main part in a film, play, etc.
- 7 _____ : a person who is responsible for the financial aspects of the making of a film or staging a play etc.

e If you took part in a film-making process, what job would you like to do? Would you like to be a film star, the director, the producer, set designer, or cameraman etc.? Why?

- 4 I love to learn new words in English. **In addition to / Furthermore**, I am interested in the origin of words.
- 5 Reading books enriches your vocabulary. It helps to make your writing and speaking fluent **as well / moreover**.
- 6 The film was not interesting for me to watch. **In addition to / What's more**, it was too long and boring.

b Write a blog post about one of the latest films in the cinemas. Use the linking words and phrases you have learned. Give detailed information about:

- its genre
- its director, leading actor and actress
- its plot
- its visual effects, soundtrack, set etc.
- your comments on the film

c Read your blog post to your classmates and discuss whose film is the most interesting. Why?

Writing

a Circle the correct linking words.

- 1 Nancy likes not only horror films **and / but** also thriller novels.
- 2 When I choose a film, I definitely look at the scriptwriter **in addition to / as well** the director.
- 3 Hemingway's novels **and / moreover** short stories have an important place in American literature.



KEEP IN MIND!

* Linking words of addition: To give more information, you can use the following conjunctions:

and, also, in addition (to), furthermore, besides, too, moreover, what's more, not only... but also, as well (as)

e.g. He is an excellent actor. **Furthermore**, he has a beautiful singing voice.

Yavuz Turgul is **not only** a successful film director **but also** a scriptwriter.



Reading

a Discuss the following question below with your partner.

Have you ever tried to write a piece of work like a poem, an article, a review, a script or a story? If not, would you like to be able to write?



HOME

PROFILE



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INTERVIEWS

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**GREAT
WRITING
TIPS FROM
J. K. ROWLING**



“Just because it didn’t find an audience, that doesn’t mean it’s bad work.”

Hello, dear readers! Those who want to be writers will really love this week’s post. For a long time, they asked us to interview with an author about how to write a piece of work. Here is the expected one! The world-famous writer J. K. Rowling was our guest in last week’s writing workshop. We asked her to come and give some writing tips to those who want to be authors. It was a very pleasant evening.

In case you haven’t heard anything about her (I think it is impossible if you don’t live on a distant planet for about 25 years!) I will introduce her to you: J. K. Rowling is the successful author of Harry Potter series. She achieved great success all around the world after her first book, *Harry Potter and the Philosopher’s Stone*, was published in 1997. Before that, she was an aspiring writer like so many others. She had financial problems and got feelings of depression. To top it all, she had to struggle with too many rejection letters. Despite all the negativity in her life, she did not stop writing and eventually became the winner. We chose some important points from this sincere interview:

Firstly, she advised the future writers to complete whatever they write even if this work doesn’t find an audience. The perseverance and discipline in finishing a work is something that they should be proud of themselves. So, she told aspiring writers not to stop and not to be afraid to be rejected.

She told aspiring writers to look at their inner worlds when they start writing. They should take inspiration from themselves: personal interests, feelings, beliefs, friends and family. She thinks the best and easiest way to write is to focus on the ideas coming from real life and their own experiences.

Rowling’s other advice is to the future writers was to make sure that they love what they write. She told them to give their whole heart and to have passion for the work. It is significant to be excited and willing, even eager, to perform writing skills.

Finally, according to her, failure is inevitable, but handling with it gives strength. She advised aspiring writers not to give up working in a disciplined and organised way despite the fear of failure. Maybe their third, fourth or fifth work would be appreciated by readers. But this is the path that will lead writers to success.

Here are some incredibly important advices from J. K. Rowling to aspiring writers. Because she is one of the best-selling authors of all time, her intuition and common sense are, no doubt, the most trustable. All in all, if the future writers ever feel bad about their work, they just remember twelve publishers rejected her, but she never gave up and she succeeded at last!

b Read the blog and answer the following questions.

1 Who is J. K. Rowling?

2 What difficulties did she have before she became a writer?

3 How are aspiring writers affected by their inner worlds?

4 How can failure make aspiring writers stronger?

5 "Just because it didn't find an audience, that doesn't mean it's bad work."
What do you think this quote means?

c Look at the sentences from the text. Write (RR) for Reported Requests and (RI) Reported Imperatives into the boxes.

- 1 They asked us to interview with an author about how to write a piece of work.
- 2 We asked her to come and give some writing tips to aspiring writers.
- 3 She told aspiring writers not to stop and not to be afraid to be rejected.
- 4 She told aspiring writers to look at their inner worlds.
- 5 She told them to give their whole heart and have passion for the work.



KEEP IN MIND!

- * To report imperatives, we use:
tell + object + (not) + infinitive
e.g. "Turn the music down," John said.
John **told us to turn** the music down.
"Don't watch violent films," the psychologist said.
The psychologist **told the children not to watch** violent films.
- * To report requests, we use:
ask + object + (not) + infinitive
e.g. "Could you please be quiet while watching the film?" she said.
She **asked me to be** quiet while watching the film.
"Please, don't smoke," he said.
He **asked him not to smoke**.
- * Other verbs which are used for these structure:
beg/order/warn + object + (not) + infinitive
e.g. "Don't move," the policeman told them.
The policeman **ordered them not to move**.

Do you know?

Computer-generated imagery (CGI) is the usage of digital graphics in visual media often in the form of 3D animation. Thanks to this technology, death is not an excuse to keep an actor out of a film. For example, although Peter Cushing passed on in 1994, he was involved in *Rogue One: A Star Wars Story* in 2016.



Speaking

a Read the conversation below and put the following sentences in the correct place. Then, act out the conversation.

- A could you prepare them?
- B buy a bunch of flowers
- C will you find the DVD of the film?
- D deliver them to the teachers, please.
- E can you hang the posters on the boards?
- F don't worry.
- G deal with the invitations

Catherine: Hi, friends. Is everybody here?

Ryan: Yes, except for Jason. He is absent from school because of his terrible stomach ache. But, _____ (1) I'm going to report him everything spoken here.

Catherine: OK. You know we are having Nuri Bilge Ceylan as the cinema club of the school. Everyone will have to work hard throughout next month. Let's start to assign the tasks. Firstly, we have to prepare posters to announce the interview to our all friends. Robert, _____ (2) I think you can handle this.

Robert: Sure. I'll do my best.

Catherine: Thank you, Robert. Well, Eva, _____ (3)

Eva: Yes, of course. I'll do it as soon as Robert prepares the posters.

Catherine: Great. By the way, it would be nice to make invitations for teachers. Hmm, Mike, you, _____ (4) and Leo, you, _____ (5)

Mike: Certainly.

Catherine: That's good. We are also going to watch his film named *Once Upon a Time in Anatolia* and then, we are going to have an interview with him. Bob, _____ (6)

Bob: OK. I can do all the computer work.

Catherine: Thank you so much. Ryan, you and Jason, _____ (7) for showing our gratitude.

Ryan: OK. We'll buy it that day of the interview.

Catherine: Good. I guess, that will be all for today. Thank you for your time. We'll meet again next Wednesday. See you later, friends.

b Work with your partner. One of you is Ryan and the other is Jason. You are talking later that day. Report the sentences which you have filled in the blanks as in the example.

e.g. **Ryan:** I told Catherine not to worry about reporting the speech to you.



Quote of the day!



"Some books leave us free and some books make us free."

Ralph Waldo Emerson



Pronunciation

Prefixes are a group of letters that are added to the beginning of root words to create a new word. We often use the prefixes **dis-**, **in-**, **im-**, **ir-**, **il-**, **un-** to make opposites of words. E.g. happy-unhappy. 'im-' is usually used before the words starting with 'b, m, p' sounds. 'ir-' is usually used before the words starting with 'r' sound.

- a Listen to the pronunciation of the words below. Pay attention to the words with prefixes. *Track 53*

Prefix	Word	Prefix + Word
un-	conscious	un conscious
dis-	organised	dis organised
ir-	relevant	ir relevant
il-	literate	il literate
im-	possible	im possible
in-	visible	in visible

- b Listen to the audio again and practise the words you hear. Do you think the prefix changes the pronunciation of the word itself or not?
- c Work in pairs. Write the opposites of the following words. Then, practise the pronunciation of the words with your partner. *Track 54*

tidy	
believable	
legal	
honest	
polite	
regular	
patient	
correct	

- d Listen to the audio again and check your answers.



Project



Choose your favourite film and talk about it. While talking, record yourself with the help of a camera or mobile phone. Then, present it to your classmates. You can use the following questions to improve your video.

- What is the title of the film?
- What is its genre?
- Who stars in it?
- What is the story about?
- How does it end?
- Why do you like it?
- Would you recommend it? Why?

GAME TIME

Write the name of a film or a book on slips of paper. Then, fold up the papers so that the words are not visible. Put the papers into the basket. Make two groups. One selected player from the first team chooses a paper from the basket and acts out the word in front of his/her teammates. The player must use non-verbal motions to try to get his/her team to successfully guess the clue. Use a stopwatch giving maximum of two or three minutes for each turn. The first team to guess the word within the given time gets one point. The one with the more points at the end of the game wins.



Lead in

a Discuss the following questions with your partner.

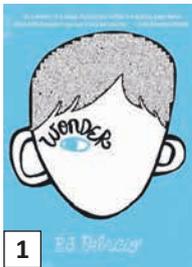
Do you read many books? What genre of book do you enjoy most?

b Look at the book covers below. Match the genres in the box to the book covers.

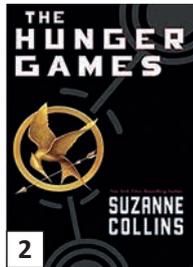
 dystopian novel

 historical novel

 fantastic novella

 young adult fiction


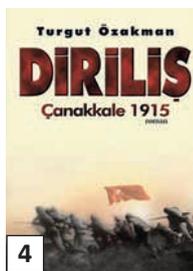
1



2



3



4

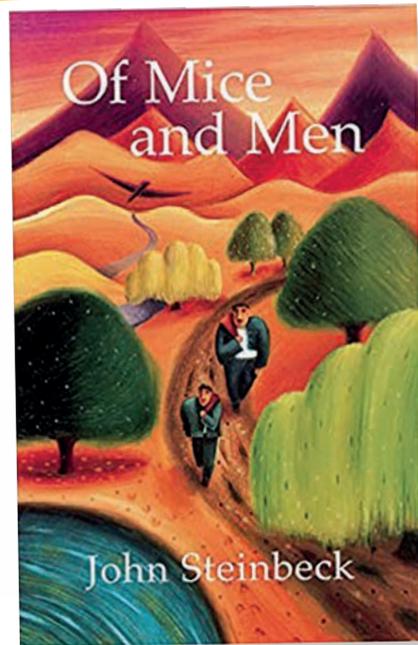


Reading

a Discuss the following question with your partner.

What do you usually do before you make a choice to read a book? Do you...

- 1 look at who the writer is?
- 2 look at the front cover?
- 3 read a review?
- 4 look at the genre of the book?
- 5 take your friends' advice?



OF MICE AND MEN

- A** *Of Mice And Men* is a well-known novella written by John Steinbeck whose all books received glowing reviews all over the world. It was published in 1937 and since that time, it has been one of the most known examples of tragic realistic fiction.
- B** The story opens with two men, George Milton and his childlike friend Lennie Small, crossing the country on foot to find work. They have to escape from the last town as Lennie gets them in deep trouble. After a short while, they begin to work on a farm. Because of Lennie's mental illness and love of soft things, he gets in trouble again on their new farm.
- C** What I love about the book is the touching story of the friendship between George and Lennie. The main characters are so well-developed and believable that you feel their real fellowship from the beginning.
- D** All in all, *Of Mice And Men* is well worth reading. If you like gripping plots and flowing styles, you can not put it down and you will read over and over.

b Read the review and fill in the chart.

Title of the book:

Author of the book:

Type of work:

Date of the first publication:



AGANTA BURİNA BURİNATA

A *Aganta Burina Burinata* is the most impressive novel which touches on a strong and fiery passion for the sea written by The Fisherman of Halicarnassus in 1946. It tells the story of Mahmut who is a great lover of the sea.

B The story begins with the childhood of Mahmut. All men in Mahmut's family are sailors and he grows up with the dream of being one of them. However, his family, who knows the difficulties and the danger of the sea, doesn't want him to be a sailor. Mahmut doesn't listen to them and he, somehow, manages to sail. When he returns to his village, nothing is the same as he has left. He feels great disappointment. His passion for the sea turns into hate and he gives himself up to land. However, does it go on like this? Will he return to sea?

C The author succeeds in creating a magical atmosphere. The story is certainly a page-turner. It gives a realistic description of two types of people: people of the sea and people of land. The only criticism about the book is that the author uses too many terms relevant to the sea. But I don't think this will spoil your enjoyment.

D The book is beautifully written, so I wholeheartedly recommend this book to anybody who enjoys reading realistic and sincere stories about the sea. Don't miss it!

c Read the review and fill in the chart.

Title of the book:

Author of the book:

Type of work:

Date of the first publication:

d Read the reviews again and write the letters of the paragraphs which contain:

- 1 general comments about the book ____
- 2 recommendation with the reasons ____
- 3 basic information about the book ____
- 4 summary of the plot ____

e Complete the sentences below with the phrases taken from the reviews.

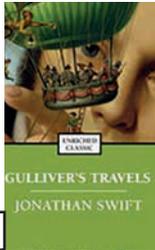
read over and over	well worth reading
beautifully written	create the atmosphere
glowing reviews	touching story
wholeheartedly recommend	

- 1 I read the _____ of four sisters in *Little Women*, in which their father is away in the army and they don't have much money. They deal with the hardships of daily life.
- 2 I _____ all my students to read *Odyssey* by Homer. It is one of two major ancient Greek epic poems.
- 3 The book unfortunately failed to _____ of Poland in the 1930s.
- 4 *The Little Prince* is such a heart-warming story that you can _____. There is always something new to discover in the book.
- 5 *The Lord of the Rings* is so _____ that it awakened my interest in Middle Earth.
- 6 Her latest novel has recieved _____.
- 7 Hüseyin Rahmi Gürpınar's books are _____. His books completely engross readers from the first page.

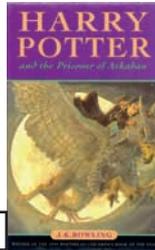


Listening

- a Work in pairs. Look at the book covers and titles. Ask your partner if he/she has read any of them before. Then, ask him/her what he/she remembers about their plots, main characters and endings.
- b Listen to the audio carefully. Match the texts you hear to the book covers below and write the number of the reviews in the boxes. Track 55



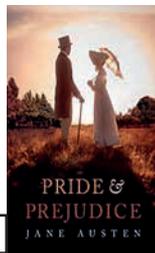
a review



b review



c review



d review

- c Listen to the audio again. Complete the table with the correct information.

	Type of Work	Main Character	Recommendation
H. P. and the Prisoner of Azkaban	a fantasy novel		
The Old Man and the Sea			You won't regret.
Pride and Prejudice			It's a fun read.
Gulliver's Travels		Lemuel Gulliver	



KEEP IN MIND!

A review consists of:

- * **an introduction:** giving basic information about the book or film (*title, type, author/director*).
- * **a body:** consisting of two paragraphs, one summarising the story in time sequence and another including general comments about it.
- * **a conclusion:** in which you recommend or not recommend the book or film by giving reasons.

When you write a review of a book or film, you can use these phrases for each paragraph:

Paragraph 1:

- The book was written by...
- The film was directed by...
- It is a love/comedy/tragic story.
- The book/film tells the story of...

Paragraph 2:

- The story begins/opens with...
- The plot is boring/exciting, etc.

Paragraph 3:

- The main characters are engaging/well-developed/likeable, etc.
- What I love about the book/film is...
- The beginning/ending is amazing/disappointing/exciting, etc.

Paragraph 4:

- I thoroughly/definitely recommend this book because...
- I wouldn't recommend it because...
- You won't regret it.
- Don't miss it!
- It is well worth reading/seeing because...



THEME

10

NEVER GIVE UP!

10A HIGH-FLYERS

10B MAKE IT HAPPEN!

10C READY, SET, GOAL!



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

- report statements.
- report questions.
- express certain results.
- talk about goals in life.





Lead in

Discuss the following questions with your partner.

- 1 As far as you are concerned, how important is pursuing one's goals?
- 2 What is your biggest ambition in life that you want to realise?
- 3 What can you do to achieve your aims?



Listening

- a Listen to the conversation between two old schoolmates, Richard and Jane. What has changed in Jane's life lately? Track 56
-
- b Listen to the conversation again and fill in the blanks in Jane's sentences.



- 1 I've been _____ to the University of Oxford for a degree in Economics.
- 2 I've been looking _____ to this for two years.
- 3 I wanted to save money to _____ the expenses.
- 4 I'm planning to move into a low-rent _____ if I can find one.
- 5 I will talk to some real estate agents in the _____.

- c Richard told his roommate, Robert, about the conversation he had with Jane the other day. Listen and circle the correct words or phrases. Note that the sentences are scrambled. Track 57



- a She told me that she **wanted / had wanted** to save money to meet the expenses.
 - b She told me that she **has / had been** accepted to the University of Oxford for a degree in Economics.
 - c She said she **has / had** been looking forward to that for two years.
 - d She also told me that she **will / would** talk to some real estate agents in the neighbourhood.
 - e She said that she **is / was** planning to move into a low-rent house if she could find one.
- d Match Jane's sentences in 'Exercise b' (1-5) to their reported forms in 'Exercise c' (a-e).

- 1 2 3
4 5

Do you know?

A great number of studies have shown that highly successful people have developed good habits that lead to, or sometimes ensure, their success. The following are some of the habits that characterise those people:

- They communicate clearly.
- They read a lot.
- They work smarter, not harder.
- They manage their emotions.
- They listen to others.
- They believe they can achieve their goals.
- They practise meditation.



KEEP IN MIND!

- * In order to report a statement, we need to change the verb tenses or modals as well as the pronouns, places and time expressions. We mainly use the verbs **tell** and **say** while reporting.
- * You should note that **say** never has an object while **tell** always has an object. After both verbs, using **that** is optional.

Direct Speech	Indirect Speech
" We live in London," he said.	He said (that) they lived in London.
" I am cooking dinner now ," Clara said.	Clara told me (that) she was cooking dinner then .
" I haven't called/hadn't called the office," she said.	She said (that) she hadn't called the office.
" We have been living here for a year," Daniel said.	Daniel told me (that) they had been living there for a year.
" I sold my house last month ," she said.	She said (that) she had sold her house the previous month .
" We were playing cards," the boys said.	The boys told us (that) they had been playing cards.
" I am going to visit them next week ," Jamie said.	Jamie said (that) he was going to visit them the following week .
"They will talk/would talk to you ," we said.	We said (that) they would talk to him/her .
" We can solve/could solve the problem," they said.	They told me (that) they could solve the problem.
" You should see/might see/must see my dentist," Clara said.	Clara said (that) I should see/might see/had to see her dentist.



Speaking

- a Read the following quotation and its reported form. Examine the changes in the second sentence.

"Life has no limitations, except the ones you make."

— Les BROWN

Les Brown said that life had no limitations, except the ones we made.

- b Work in pairs. Read the following quotes by famous people and report them to your partner in turns.

"The only source of knowledge is experience."

— Albert EINSTEIN

"Life is trying things to see if they work."

— Ray BRADBURY

"The biggest adventure you can take is to live the life of your dreams."

— Oprah WINFREY

"No man's knowledge can go beyond his experience."

— John LOCKE

"He who is not courageous enough to take risks will accomplish nothing in life."

— Muhammad Ali CLAY

"In order to rise from its own ashes, a Phoenix first must burn."

— Octavia E. BUTLER

"Education is not preparation for life; education is life itself."

— John DEWEY

- c Write three sentences about life and the importance of experience like the ones in 'Exercise b'. Then, in groups of four, report your sentences to one another.

1 _____

2 _____

3 _____



Reading

a Discuss the following questions with your partner.

- 1 Are you sometimes afraid of failure? If yes, what makes you feel so?
- 2 Do success stories inspire you? Why/Why not?

b Read the text and answer the following questions.



BREAK

THE BARRIERS

In 2017, Turkish National Amputee Football Team succeeded to be the champion of Europe, among twelve participants including England, France, Germany, Italy, Russia and Spain.

The team was not invested millions of Euros; furthermore, they did not have supporters filling the tribunes. What was the secret behind that success? What made the footballers win the cup?

The captain of the team and the scorer of the winning goal, Osman Çakmak, who lost his left foot after stepping on a landmine during an anti-terror operation in the south-eastern district of Şırnak, said: "I wish there were no amputees. I do not want anyone to be an injured war veteran, but we wanted to show what we are capable of to the rest of the world. We believed in ourselves and played so ambitiously that we were able to be the champion."

Another player, Barış Telli, who lost his foot in his childhood when a car hit him while chasing a ball, said: "I've never given up on my dream of becoming a footballer, and now I live my dream."

The final match was such a tense

decider that thousands of people came to the stadium to support the team. By doing this, they also broke the record of the highest number of fans who came to an Amputee football match.

Each player has his own story of discouragement, but they all have something in common: the power to overcome the obstacles! They burst into tears after the final game; they all showed us that there could be no barrier to success. The team has become the apple of Turkish people's eyes because they struggled in the name of their country and nation.

As the citizens of this nation, there are lessons in history for us. Our ancestors were strugglers; they have always been so patriotic and ambitious that we can see peaceful days on our land now.

We should work hard to do our best, to reach success. Let's believe in ourselves, not in barriers.



1 Did the Turkish National Amputee Football Team have sponsors before their championship?

2 What did the players want to show to the rest of the world?

3 What is the childhood dream of Barış Telli?

4 Which record was broken at the final match?

5 What did the players have in common?

6 What should we do to reach success?

c Study the examples and find three sentences from the text which refer to the certain results of the actions.

e.g. "She asked **so** politely **that** I couldn't reject."

"It is **such** a beautiful song **that** I can't help listening to it again and again."

1 _____

2 _____

3 _____



KEEP IN MIND!

* 'So' and 'such' often have the same meaning of 'very' or 'to this degree'. We use **so + adjective/adverb + that** and **such + noun phrase + that** to express causes and effects/results.

e.g. The jacket is **so expensive that** I can't afford it.

It was **such an expensive jacket that** I couldn't afford it.

* **because** is also used to express cause and effects/results.

e.g. I passed the exam **because** I studied hard.



b Write a paragraph about July 15, Democracy and National Unity Day by using 'so ... that' and 'such ... that'. You can make use of the following words while writing your paragraph.

- | | |
|------------------------|----------------------|
| the attempted coup | courage |
| brave | national sovereignty |
| struggle for democracy | defend |
| martyrs | commitment |
| solidarity | grateful |

c What do May 19 and July 15 have in common? Share your opinions with class.

Quote of the day!



“The man who moves a mountain begins by carrying away small stones.”

Confucius

GAME TIME

Make two groups. Each group will write ten sentences on small pieces of paper. Then, they will fold the papers. Group members will put their papers in a plastic bag or a pencil case. One member of each group will come to the board in turns and pick a piece of paper from the other group's bag. The one who is in turn will try to tell the sentence in indirect speech. If he/she can do it without any mistakes, that group will get one point. The game will continue till the last piece of paper. The group that has more points wins the game.

Project



- a Work in pairs and imagine a scenario. One of you will pretend as if you succeeded in life despite the difficulties you faced and the other one will be the interviewer. You can ask following questions in the interview:
- What happened to you?
 - How did you overcome these difficulties?
 - Who helped you to deal with your problems?
- b Record it with a camera or cell phone and present it to your friends in class.



Lead in

Discuss the following questions with class.

- 1 What is the definition of success for you? Who is the most successful person you know?
- 2 What do you think we should/shouldn't do to be successful?
- 3 Look at the following quotes. Which of them is the most inspirational one for you?



Reading

a Look at the photo and discuss the following questions.

- 1 What do you know about the man in the photo?
- 2 Do you know any other world-famous Turkish sports people?

After being the CEO of Turkish National Basketball Association, Hidayet Türkoğlu is the guest of *Beyond the Game* by Samantha Johnson, the journalist and presenter of TRT World.

Reporter: Hello, Hidayet! Welcome to our studio. How are you?

H. Türkoğlu: Thank you. I'm doing quite well.

Reporter: Well... Firstly, you've just become the president of Turkish Basketball Federation. Congratulations!

H. Türkoğlu: Thanks a lot.

Reporter: You are the first Turkish-born basketballer to play in the National Basketball Association and you played for fifteen seasons for the NBA. There are a lot of fans that have many questions about your personal life and career. If you are ready, I would like to start my questions.

H. Türkoğlu: Sure.

Reporter: First, when and where were you born? Can you tell us about yourself?

H. Türkoğlu: Of course. I was born in Bayrampaşa, İstanbul in 1979. I started basketball at the age of ten thanks to my elder brother's interest in basketball. You know, he was playing and I looked up to him. I got a scholarship in a talent test at high school and there I chose my path.

Reporter: Great. You played for Anadolu Efes for four seasons and went to America. There you played for Sacramento Kings, San Antonio Spurs, Orlando Magic and Toronto Raptors. After all those years, how does it feel being retired?

H. Türkoğlu: I'm enjoying. Of course I miss the games. I mean playing. It was great fun to play, but I always



wanted to do more than that and prepared myself for this. You know, being a part of management will allow me do more things than coaching. When they offered me, I couldn't just turn it down.

Reporter: You have many fans. They admire and look up to you. I have their questions in front of me. One of them wonders and asks who your favourite basketball players are.

H. Türkoğlu: I can tell many, but the first three are Kobe Bryant, Scottie Pippen and Alan Houston.

Reporter: Well, there is no need to mention, but you're no worse than them. What do you think the reasons behind your success are? You said you owed your success to your family in an interview. Don't you think you achieved it by yourself? I don't know... Maybe with your passion?

H. Türkoğlu: Well... I believe that nothing occurs by chance or coincidence. Yes, I was passionate and hardworking, but one of my friend once said that everyone who had crossed his path had a share in his success. I also believe it with all my heart. My family, my wife and friends... I'm deeply grateful to all.

Reporter: Nothing happens by chance! You are right! Well, I'm looking at my notes again... One of your fans says you achieved great things, but didn't go to the

Olympics. He asks whether you regret it.

H. Türkoğlu: Well, as a player I could have been in the Olympics or the NBA champion, but you can't always get what you want. I was having fun as a player and I'm thankful to God for every second of my career. I'm happy to be who I am.

Reporter: That's great. Thanks for the time and opportunity you gave us. We wish you luck for your new position.

H. Türkoğlu: Thanks a lot.

b Read the interview and answer the following questions.

- 1 When and how did Hidayet Türkoğlu start basketball?

- 2 How does he feel after giving up playing basketball?

- 3 Who are his favourite basketball players?

- 4 What are the reasons for his success according to him?

- 5 Does he regret for not being in the Olympics?

c Scan the interview to find the reported sentences and write them below as in the example.

e.g. *One of them wonders and asks who your favourite basketball players are.*

- 1 _____
- 2 _____
- 3 _____



KEEP IN MIND!

- * When we report a question, we use the subject before the verb/auxiliary verb. We usually use **ask**, **wonder**, **inquire** or **want to know** to report a question and we don't use a question mark at the end of the sentence. To report a yes/no question we use **if** or **whether**.

Direct Speech	Indirect Speech
"Where do they go on holidays?" he asked.	He asked where they went on holidays.
"What are you doing there?" he said.	He asked what I was doing there.
"When did she finish ironing?" mum asked.	Mum asked when she had finished ironing.
"What can he do to help the patients?" she asked.	She asked what he could do to help the patients.
"Have you watched this film?" my friend asked.	My friend asked if/whether I had watched that film.
"Are we doing the puzzle now?" they asked.	They asked if/whether they were doing the puzzle then.

Quote of the day!



"Success does not consist in never making mistakes, but in never making the same one a second time."

George Bernard Shaw



Listening

a Discuss the following questions.

- 1 Have you ever lived a failure which made your life better?
- 2 Do you know any famous person who failed at something before he/she reached success?
- 3 Do you think there is a point we need to stop trying or should we never give up?

b Listen to the interview between a famous businessman and a radio announcer. Circle the main point of the interview. Track 59

- A It's about the difficulties in business life.
- B It aims to give information about the personal life of R. Branson.
- C It's mainly about what success means.
- D It's about the orbital space he announced he was going to launch.



Writing

a Make an interview with a person who has a remarkable success story or an imaginary interview with a successful celebrity. Follow the steps in the box below.

- Firstly, decide on whom you are interviewing to.
- Then, create five questions about the personal life and career of that person and write them in the blanks.
- Ask your questions and write the answers below. If you are making an imaginary interview with a famous person, search the most possible answers.

e.g. *Interviewer* : Who are your favourite basketball players?

H. Türkoğlu : My favourite basketball players are Kobe Bryant, Scottie Pippen...

1 _____?

2 _____?

3 _____?

4 _____?

5 _____?

b Rewrite the interview in 'Exercise a' using 'indirect speech' as in the example.

e.g. *We asked Türkoğlu who his favourite basketball players were. He said his favourite players were Kobe Bryant, Scottie Pippen...*

1 _____

2 _____

3 _____

4 _____

5 _____



Speaking

Present the interview you had with a successful person to your classmates. Follow the tips in the box. Conclude your presentation with one of the quotes below.

Presentation tips:

- Tell who you are going to talk about.
- Introduce the person you have interviewed.
- Tell what you've asked and what he/she has said one by one (between 3-6 questions).
- Tell the reasons why you've chosen that person.
- Conclude your presentation with an inspirational sentence.

"It's fine to celebrate success, but it's more important to heed the lessons of failure."

— Bill GATES

"Success is a science; if you have the conditions, you get the result."

— Oscar WILDE

"Success is no accident. It's hard work, perseverance, learning, studying, sacrifice and most of all love of what you are doing and learning to do."

— Pele



PROVERB OF THE DAY

When the going gets tough, the tough get going" means

strong people don't give up when they come across challenges.

challenges are the very things that make people successful.



 Lead in

a Discuss the following question with class.

What do you think your life will be like in ten years?

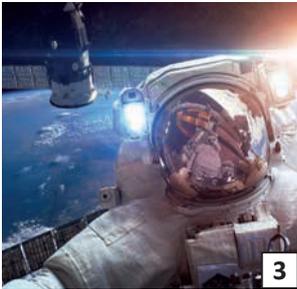
b Choose the photo describing your primary goal in life best or think of another image and describe it to class. Tell your friends the reason for your choice.



1



2



3



4



5



6



7



8

 Reading

a Discuss the following questions in pairs.

- 1 Do you think it's possible to predict if a person will be successful from a young age? If yes, how?
- 2 Have you ever met anyone who has never stopped trying to achieve his/her goal? If yes, who is he/she?

b Skim the text and choose the sentence which describes the main idea of the text best.

- 1 Overcoming your fears brings the success.
- 2 Being patient is a key for being successful.
- 3 Having an objective point of view helps you to see other opportunities.

c Read the text and guess the meaning of the highlighted phrasal verbs.

Different, But Not Less

Temple Grandin was born on August 29th, 1947 in Boston, Massachusetts. Her father was a real estate agent and her mother was a writer, singer and actress who dedicated her life to improve Grandin's life. Once she was four, she was diagnosed with autism, which is a developmental brain disorder. In those years, nobody believed that she could get proper education, but her mother didn't **give up** and tried hard. In her early years, she revealed the classic symptoms of the condition. She suffered from temper tantrums when someone touched or held her. She couldn't speak until she was three. She was lucky because her mother continued looking for the best care and instruction for her daughter. Even though her family sent her to the best schools, it was difficult for her to interact with her peers because she was bullied and made fun of her verbal tics during high school. However, this condition couldn't **let** Grandin **down**.

In the 1950s, autistic children were diagnosed as being developmentally disabled and brain damaged. Despite her parents being **suggested** medical operation for their daughter, they **kept up** to look for a therapist. The therapist recommended her a speech therapy and **came up with** such a dull program that she would enrol day and



night. Also, they hired a caregiver whose duty was to play with Grandin and keep her from receding into a corner. Besides, she found a school with sympathetic staff who wanted to work with a child with special needs.

All these efforts made a significant breakthrough in her life and it pulled her out of the isolationist shell of autism.

One day, she was incredibly stressed with the rotating objects and the noise among her peers, she ran to her aunt's cow barn. She found out the squeeze chute which is used to calm animals down. She loved it because this device helped her to get rid of her fears and attacks. Then, she built her own squeeze chute in her room. Her science teacher realised her interest in animal science and encouraged her to study in this field. She had a goal to become a scientist. Years later, she went after her dreams and made an important innovation. She developed a version of squeeze chute which would be used to make animals not to move.

In spite of all the difficulties, Grandin accomplished noticeable academic success. She got a degree in Psychology in 1970. And, she carried out her research in animal science at Arizona State University, earned a doctoral degree in animal science from the University of Illinois. Many largest fast-food corporations started to implement her handling equipment design and asked her consultancy for the meat industry.

Publicly, she has become famous after Oliver Sack's book that he wrote about her feelings in social environment. Since then, she has been invited to give speeches about autism at the foundation of the Autism Society of America.

In 2010, she was featured in a film that received five nominations in Emmy awards. Now, she lives in Colorado and is an associate professor at Colorado State University. She urges that the autism should be viewed in such a non-afflicted way that we could emphasise talent rather than the disability.

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

- 1 _____ : to stop being involved in something
- 2 _____ : to stop trying to do something
- 3 _____ : to do or complete a task
- 4 _____ : to continue to do something regularly
- 5 _____ : to find or produce an answer
- 6 _____ : to make somebody feel disappointed or less hopeful
- 7 _____ : to try to get something

e Answer the following questions according to the text.

- 1 What did her parents do for her to overcome the difficulties she had?

- 2 What were the difficulties that Grandin had during the school?

- 3 What was her main goal in her life?

- 4 Where did she realise the positive effects of squeeze chute on her feelings?

- 5 What is the squeeze chute used for?

Quote of the day!



"I am different, but not less."

Temple Grandin



Speaking

a Discuss the following questions with class.

- 1 Why do you think it is important for people to go after their dreams?
- 2 Is there a case in which you got hopeless sometimes, but succeeded in the end? What is it?

b Listen to the dialogue and write the missing words.

Track 60



Ruby: Hear this: In 1901, two years before their first _____ (1) flight, Wilbur Wright of the Wright brothers said that man would not be able to fly for fifty years.

Chad: Ha ha! Anyway, they _____ (2) it, didn't they? Perhaps it was just a _____ (3) moment for him, something went wrong with their work and he couldn't cope with it.

Ruby: Maybe. Who knows? But they kept at it and went after their dreams. If they had _____ (4), we couldn't have flown for many more years as he said.

Chad: They must have been ambitious people. I'm not sure if I could be so persistent.

Ruby: Why wouldn't you be? Think of the exams you have. Do you give up studying when you _____ (5) one?

Chad: Of course I don't, but it's not the same. It's a big deal you know, you _____ (6) to fly, but you can't, despite every _____ (7) you have made.

Ruby: I don't agree with you. There is no difference between an exam and an invention to me. You set a goal, big or small, and do your best to _____ (8) it. We wouldn't

learn and move forward without making mistakes. You should think failure as a part of the road to the goal and make _____ (9) with it.

Chad: I suppose you're right. Let's go and study for more failures!

c Guess the meanings of the phrasal verbs from the dialogue. Write definitions for each in your own words.

- 1 to cope with something: _____
- 2 to keep at something: _____
- 3 to make every effort: _____
- 4 to set a goal: _____
- 5 to make peace with something: _____

d Look at the series of photos. Discuss the following questions with class.



1



2



3



4



5



6

- 1 What happened in the beginning and what did the girl do?
- 2 What happened in the end?
- 3 What would have happened if she had given up?
- 4 What is the moral of this story?
- 5 What should we do when we face difficulties or when we fail? Why?



Listening

a Answer the following questions.

- 1 What is your favourite song you listen to when you feel defeated or desperate?
- 2 How does it affect your mood?

b Listen to the song and put the lyrics into the correct order. Track 61

Rise Up

- And I'll rise up
I'll rise like the day
I'll rise up
I'll rise unafraid
I'll rise up
And I'll do it a thousand times again
For you*
- The silence isn't quiet
And it feels like it's getting hard to breathe
And I know you feel like dying
But I promise we'll take the world to its feet
move mountains
We'll take it to its feet move mountains*
- I'll rise up
Rise like the day
I'll rise up
In spite of the ache
I will rise a thousands times again*
- You're broken down and tired
Of living life on a merry go round
And you can't find the fighter
But I see it in you so we gonna walk it out
Move mountains
We gonna walk it out
And move mountains*
- And I'll rise up
High like the waves
I'll rise up
In spite of the ache
I'll rise up
And I'll do it a thousands times again
For you*

- And we'll rise up
Rise like the waves
We'll rise up
In spite of the ache
We'll rise up
And we'll do it a thousands times again
For you*

- All we need, all we need is hope
And for that we have each other
And for that we have each other
And we will rise
We will rise*

- And I'll rise up
I'll rise like the day
I'll rise up
I'll rise unafraid
I'll rise up
And I'll do it a thousand times again*

Writers: Cassandra Monique Batie
Jennifer Decilveo

c Answer the questions about the song.

- 1 Who do you think the singer is addressing to in the song?
- 2 In which part does she express her faith in him/her?
- 3 Which parts of the lyrics show she is determined?
- 4 What does 'move mountains' mean?
- 5 Which part of the song inspires you best?



Writing

a Read the proverbs below and find the meaning they have in common.

- Rome wasn't built in a day.
- A smooth sea never made a skilled sailor.
- A stumble may prevent a fall.

b Choose one of the proverbs above and write a paragraph to explain it.

PHONEMIC CHART

CONSONANTS

Unvoiced Consonants

/p/

part
help

/tʃ/

chain
butcher

/t/

tell
later

/k/

dark
chemist

/f/

fact
half

/s/

sad
focus

/θ/

thank
month

/ʃ/

show
dish

Voiced Consonants

/b/

black
web

/dʒ/

jump
gene

/d/

deer
child

/g/

grey
flag

/v/

visit
five

/z/

freeze
cheese

/ð/

these
although

/ʒ/

usual
television

Other Consonants

/h/

heal
ahead

/m/

market
team

/n/

need
own

/ŋ/

spring
tongue

/r/

right
tour

/l/

leave
till

/w/

warn
what

/j/

young
yellow

PHONEMIC CHART

VOWELS

DIPHTHONGS

Short Vowels

/e/

event
health

/ɒ/

watch
body

/ʌ/

lunch
blood

/æ/

happen
match

/ə/

common
soldier

/ʊ/

look
bull

/ɪ/

give
system

Long Vowels

/i:/

free
meat

/u:/

loose
flu

/ɜ:/

firm
worth

/ɑ:/

father
heart

/ɔ:/

thought
autumn

/ɪə/

hear
peer

/eɪ/

pay
gate

/ɔɪ/

oil
toy

/əʊ/

stone
below

/eə/

stair
where

/aɪ/

size
shy

/aʊ/

about
brown

IRREGULAR VERBS

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
arise	arose	arisen	fall	fell	fallen
awake	awoke	awoken	feed	fed	fed
be	was/were	been	feel	felt	felt
bear	bore	born	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
bend	bent	bent	forgive	forgave	forgiven
bet	bet	bet	freeze	froze	frozen
bind	bound	bound	get	got	got
bite	bit	bitten	give	gave	given
bleed	bled	bled	go	went	gone
blow	blew	blown	grow	grew	grown
break	broke	broken	hang	hung	hung
bring	brought	brought	have	had	had
build	built	built	hear	heard	heard
burn	burnt	burnt	hide	hid	hidden
burst	burst	burst	hit	hit	hit
buy	bought	bought	hold	held	held
cast	cast	cast	hurt	hurt	hurt
catch	caught	caught	keep	kept	kept
choose	chose	chosen	know	knew	known
come	came	come	lay	laid	laid
cost	cost	cost	lead	led	led
cut	cut	cut	learn	learnt	learnt
deal	dealt	dealt	leave	left	left
dig	dug	dug	lend	lent	lent
do	did	done	let	let	let
draw	drew	drawn	lie	lay	lain
dream	dreamt	dreamt	lose	lost	lost
drink	drank	drunk	make	made	made
drive	drove	driven	mean	meant	meant
eat	ate	eaten	meet	met	met

IRREGULAR VERBS

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
pay	paid	paid	take	took	taken
put	put	put	teach	taught	taught
read	read	read	tear	tore	torn
ride	rode	ridden	tell	told	told
ring	rang	rung	think	thought	thought
rise	rose	risen	throw	threw	thrown
run	ran	run	understand	understood	understood
say	said	said	upset	upset	upset
see	saw	seen	wake	woke	woken
seek	sought	sought	wear	wore	worn
sell	sold	sold	win	won	won
send	sent	sent	wind	wound	wound
set	set	set	withdraw	withdrew	withdrawn
shake	shook	shaken	withstand	withstood	withstood
shine	shone	shone	write	wrote	written
show	showed	shown			
sing	sang	sung			
sink	sank	sunk			
sit	sat	sat			
sleep	slept	slept			
slide	slid	slid			
smell	smelt	smelt			
speak	spoke	spoken			
speed	sped	sped			
spend	spent	spent			
spoil	spoilt	spoilt			
spread	spread	spread			
stand	stood	stood			
steal	stole	stolen			
stick	stuck	stuck			
sweep	swept	swept			
swim	swam	swum			
swing	swang	swung			

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- 97 Stock Photo, ID: 252133927, DA: 03.12.2017, 22:40
- 98 Stock Photo, ID: 35571076, DA: 18.09.2017, 00:53
- 99 Stock Photo, ID: 377534515, DA: 18.09.2017, 00:53
- 100 Stock Photo, ID: 85497595, DA: 21.12.2017, 01:01
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- 103 Stock Photo, ID: 484772365, DA: 03.12.2017, 22:08
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- 105 Dreamstime, ID:7807070, DA: 21.12.2017, 01:01
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- 111 Dreamstime, ID: 37474117, DA: 21.12.2017, 01:01
- 112 Dreamstime, ID: 9818504, DA: 29.10.2017, 22:06
- 113 Dreamstime, ID: 84147612, DA: 29.10.2017, 22:05
- 114 Dreamstime, ID: 34192521, DA: 29.10.2017, 22:04
- 115 Dreamstime, ID: 61956855, DA: 28.10.2017, 00:41
- 116 Dreamstime, ID: 18001508, DA: 29.10.2017, 22:04
- 117 Dreamstime, ID: 49129132, DA: 29.10.2017, 22:04
- 118 Dreamstime, ID: 85291702, DA: 29.10.2017, 22:06
- 119 Dreamstime, ID: 3044234, DA: 29.10.2017, 22:05
- 120 Dreamstime, ID: 18974326, DA: 29.10.2017, 22:06
- 121 Dreamstime, ID: 1105449, DA: 29.10.2017, 22:06
- 122 Stock Photo, ID: 214102651, DA: 12.11.2017, 23:53
- 123 Stock Photo, ID: 222267343, DA: 05.12.2017, 12:22
- 124 Stock Photo, ID: 592642775, DA: 08.02.2018, 13:25
- 125 Stock Photo, ID: 271361342, DA: 08.02.2018, 13:45
- 126 Dreamstime, ID: 30910179, DA: 29.10.2017, 22:03
- 127 Stock Photo, ID: 292255814, DA: 29.10.2017, 22:29
- 128 Stock Photo, ID: 147942374, DA: 05.01.2018, 14:48
- 129 71304873_xl, DA: 27.05.2019, 15:02
- 130 Stock Photo, ID:111715598, DA: 07.10.2017, 15:25
- 131 Stock Photo, ID: 674005513, DA: 29.10.2017, 22:32
- 132 Stock Photo, ID: 145446892, DA: 29.10.2017, 23:05
- 133 40882241_xl, DA: 27.05.2019, 14:25
- 134 <http://trthaberstatic.s3-website-eu-west-1.amazonaws.com/resimler/542000/542398.jpg>, DA: 12.10.2018, 12:21
- 135 Shutterstock, ID: 365708861, DA: 10.09.2017, 14:52
- 136 Shutterstock, ID: 83127721, DA: 10.09.2017, 14:55
- 137 Shutterstock, ID: 675064021, DA: 28.12.2017, 16:47
- 138 Dreamstime, ID: 56482809, DA: 12.10.2017, 14:15
- 139 Shutterstock, ID: 96862249, DA: 05.01.2018, 22:36

140 Dreamstime, ID: 72156444, DA: 12.10.2017, 14:25
141 Dreamstime, ID: 13177161, DA: 12.10.2017, 14:38
142 Dreamstime, ID: 14107565, DA: 12.10.2017, 14:18
143 Dreamstime, ID: 54990299, DA: 10.09.2017, 16:22
144 Dreamstime, ID: 35078364, DA: 29.10.2017, 15:35
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149 Dreamstime, ID: 49515425, DA: 12.10.2017, 15:54
150 Stock Photo, ID: 379789042, DA: 12.10.2017, 16:03
151 Stock Photo, ID: 466772699, DA: 12.10.2017, 19:03
152 Dreamstime, ID: 76609271, DA: 12.10.2017, 19:03
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154 Dreamstime, ID: 94320410, DA: 12.10.2017, 19:28
155 Stock Photo, ID: 519377836 DA: 12.10.2017, 22:42
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158 Dreamstime, ID: 12112333, DA: 14.09.2017, 23:04
159 Stock Photo, ID: 596995754, DA: 12.10.2017, 23:41
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161 shutterstock.com 336055742, DA: 14.10.2017, 00:51
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163 Stock Photo, ID: 614019548, DA: 05.12.2017, 15:29
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166 Stock Photo, ID: 743311891, DA: 05.12.2017, 15:09
167 Stock Photo, ID: 141106909, DA: 05.12.2017, 15:30
168 www.bfskinner.org, DA: 23.01.2018, 22:15
169 shutterstock.com 369236924 ,DA: 08.02.2018, 18:52
170 shutterstock.com 227875240, DA: 08.02.2018, 18:55
171 Stock Photo, ID: 526170505, DA: 10.01.2018, 12:10
172 Stock Photo, ID: 637651021, DA: 10.01.2018, 12:12
173 Shutterstock, ID: 525457030, DA: 08.02.2018, 19:03
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175 Stock Photo, ID: 622381814, DA: 10.10.2017, 14:16
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177 Stock Photo, ID: 184978004, DA: 15.01.2018, 18:14
178 Stock Photo, ID: 290588414, DA: 10.10.2017, 14:18
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203 Dreamstime, ID: 38772093, DA: 16.10.2017, 14:56
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206 Dreamstime, ID: 43728738, DA: 16.01.2018, 13:29
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208 Stock Photo, ID: 353560715, DA: 23.10.2017, 10:37
209 Stock Photo, ID: 570314377, DA: 23.10.2017, 10:37
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212 Dreamstime, ID: 31957133, DA: 23.10.2017, 10:37
213 Dreamstime, ID: 57072545, DA: 23.10.2017, 10:37
214 Dreamstime, ID: 38191357, DA: 24.10.2017, 08:09
215 Dreamstime, ID: 26280136, DA: 23.10.2017, 10:37
216 Stock Photo, ID: 519817576, DA: 23.10.2017, 10:37
217 Stock Photo, ID: 649290247, DA: 15.01.2018, 17:25
218 Stock Photo, ID: 96418745, DA: 23.10.2017, 10:41
219 Dreamstime, ID: 29982859, DA: 23.10.2017, 10:37
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222 122522279_xl, DA: 27.05.2019, 15:55
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232 Stock Photo, ID:405309136, DA: 06.12.2017, 09:55
233 Stock Photo, ID:309927023, DA: 06.12.2017, 09:55
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239 Hacı Bektaş Veli (It has been reorganised by the visual design specialist.)
240 Yunus Emre (It has been reorganised by the visual design specialist.)
241 Stock Photo, ID: 604726847, DA: 30.10.2017, 11:20
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251 Shutter stock 196685333 DA: 09.01.2018 15.30
252 Shutter stock 259613063 DA: 09.01.2018 15.30
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254 Shutter stock 774179677 DA: 09.01.2018 15.30
255 Shutter stock 620252171 DA: 09.01.2018 15.30
256 Shutter stock 683635429 DA: 09.01.2018 15.30
257 Shutter stock 123046390 DA: 09.01.2018 15.30
258 Shutterstock, ID: 604726847, DA: 25.10.2017, 20:23
259 Dreamstime, ID: 92246151, DA: 28.09.2017, 22:56
260 Dreamstime, ID: 36181515, DA: 28.09.2017, 22:58
261 Dreamstime, ID: 12894983, DA: 08.10.2017, 23:25
262 Dreamstime, ID: 36181373, DA: 28.09.2017, 17:56
263 Shutter stock, ID: 271361330, DA: 08.02.2018, 14:47
264 Stock Photo, ID: 584280670, DA: 09.01.2018 15.30
265 Stock Photo, ID:626088230, DA: 02.10.2017, 21:10
266 Dreamstime, ID:93812037, DA: 09.01.2018 15.30
267 Dreamstime, ID:93812074, DA: 28.10.2017, 22:42
268 Stock Photo, ID:197131154, DA: 15.10.2017, 09:03
269 Dreamstime, ID: 46854461, DA: 26.09.2017, 22:49
270 Stock Fotoğraf, ID: 506763982, DA: 02.01.2018, 02:41
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272 Stock Photo ID: 181296101, DA: 13.01.2017 21:25
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274 Stock Photo ID: 714999055, DA: 13.01.2017 21:35
275 Stock Photo, ID: 387622459, DA: 03.12.2017, 00:55
276 Stock Photo, ID: 565003417, DA: 03.12.2017, 00:45
277 Stock Photo, ID: 363983570, DA: 03.12.2017, 00:55
278 Stock Photo, ID: 295115348, DA: 03.12.2017, 00:55
279 Stock Photo, ID: 173560115, DA: 03.12.2017, 00:58
280 Stock Photo, ID: 437239483 DA: 13.01.2018, 17:52
281 Stock Photo ,ID: 153808052, DA: 01.12.2017, 13:20
282 <http://www.sanliurfa.gov.tr/kurumlar/sanliurfa.gov.tr/Tasar%C4%B1m%20Yeni/Muzeler/169>

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- 283 Stock Photo, ID: 691818346, DA: 01.12.2017, 13:20
- 284 Stock Photo, ID: 631254494, DA: 01.12.2017, 13:22
- 285 Stock Photo, ID: 184699817, DA: 01.12.2017, 00:45
- 286 Stock Photo, ID: 696068548, DA: 03.12.2017, 18:05
- 287 Dreamstime ID: 28872672, DA: 03.12.2017, 00:58 (It has been reorganised by the visual design specialist.)
- 288 Stock Photo ID: 649461865, DA: 03.12.2017, 16:20
- 289 Stock Photo ID: 425041510, DA: 20.12.2017, 15:30 (It has been reorganised by the visual design specialist.)
- 290 Stock Illustration ID: 74888521, DA: 20.12.2017, 15:32
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- 292 Stock Photo, ID: 285149288, DA: 03.12.2017, 02:14
- 293 Stock Photo, ID: 380988556, DA: 03.12.2017, 02:14
- 294 Stock Photo, ID: 475804975, DA: 03.12.2017, 02:14
- 295 <https://www.flickr.com/photos/drewleavy/469632161>, DA: 18.01.2018, 16:40
- 296 Stock Photo, ID: 649884574, DA: 03.12.2017, 02:14
- 297 Stock Photo ID: 231210424, DA: 17.01.2018, 17:52
- 298 Stock Photo, ID: 670521019, DA: 15.01.2018, 17:42
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- 301 Stock Photo ID: 294422048, DA: 13.01.2018, 16:33
- 302 Stock Photo, ID: 40720936, DA: 21.01.2018, 19:01
- 303 Atatürk ve Çocuklar, İstanbul, Şişli Askeri Müze ve Kültür Sitesi Komutanlığı, Atatürk Arşiv Fotoğrafları
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- 306 Stock Photo, <http://www.impawards.com/2006/prestige.html>, DA: 09.07.2018, 10:02
- 307 Stock Photo, http://www.impawards.com/2016/lion_ver5.html, DA: 09.07.2018, 10:05
- 308 Stock Photo, ID: 208495243, DA: 22.11.2017, 15:28
- 309 Stock Photo, ID: 168051308, DA: 05.02.2018, 12:05
- 310 Stock Photo, ID: 110574668, DA: 19.12.2017, 21:28
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- 314 Stock Photo, ID: 792989944, DA: 10.01.2018, 19:50
- 315 Stock Photo, ID: 61732582, DA: 21.12.2017, 15:25
- 316 Stock Photo, ID: 238070137, DA: 06.02.2018, 15:38
- 317 <http://i.dr.com.tr/cache/600x600-0/originals/0000000263483-1.jpg>, DA: 04.12.2017, 00:36
- 318 <https://i.pinimg.com/originals/35/7c/bf/357cbffed3ebd98857591655ea6bf6e1.jpg>,
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- 319 <http://mediaroom.scholastic.com/files/HungergamesCover.jpg>, DA: 04.12.2017, 00:36
- 320 https://hips.hearstapps.com/sev.h-cdn.co/assets/cm/15/08/54e8010fb3beb_-_sev-the-fault-in-our-stars-cover-s2.jpg, DA: 04.12.2017, 00:37
- 321 https://images-na.ssl-images-amazon.com/images/I/512RYvDVJL._SX315_BO1,204,203,200_.jpg,
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- 322 <http://www.yenimakale.com/resim/5/aganta-burina-burinata-halikarnas-balikcisi.jpg>,

DA: 04.12.2017, 00:38

323 <http://www.novelkicks.co.uk/wp-content/uploads/2015/04/prisoner-of-.jpg>, DA: 04.12.2017, 00:38

324 <http://7summitsproject.com/wp-content/uploads/2015/06/old-man-and-the-sea-review-699x1024.jpg>, DA: 04.12.2017, 00:39

325 http://d28hgpri8am2if.cloudfront.net/book_images/cvr9781416500391_9781416500391_th.jpg, DA: 04.12.2017, 00:36

326 http://d28hgpri8am2if.cloudfront.net/book_images/onix/cvr9781471134746/pride-and-prejudice-9781471134746_th.jpg, DA: 04.12.2017, 00:36

327 Stock Photo, ID: 304753394, DA: 01.01.2018, 15:43

328 <https://www.anadoluiimages.com/p/13409665>, DA: 10.02.2018, 14:00

329 <https://www.anadoluiimages.com/p/12999420>, DA: 10.02.2018, 14:03

330 <https://www.anadoluiimages.com/p/12999209>, DA: 10.02.2018, 14:07

331 <https://www.anadoluiimages.com/p/12998867>, DA: 10.02.2018, 14:12

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352 Stock Photo, ID: 562329793, DA: 14.12.2017, 20:53

353 Stock Photo, ID: 573383071, DA: 14.12.2017, 20:53

354 Stock Photo, ID: 564993661, DA: 14.12.2017, 21:02

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356 Stock Photo, ID: 43594415, DA: 14.12.2017, 20:53

357 Stock Photo, ID: 343594415, DA: 14.12.2017, 21:22

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359 Stock Photo, ID: 678340786, DA: 14.12.2017, 21:26

360 123Rf, ID: 23653204, DA: 03.05.2019, 00:26

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2 Dreamstime, ID: 83222266, DA: 08.09.2017, 13:03

3 Dreamstime, ID: 79920432, DA: 08.09.2017, 13:03

4 Dreamstime, ID: 88152440, DA: 08.09.2017, 13:01

5 Stock Photo, ID: 171824078, DA: 06.09.2017, 01:56

