

YES



CAN

TEACHER'S BOOK

B.2.2

YAZARLAR

Bahriye PİRE ŞAHİN
Ceyhun Han SAĞDIÇ
Deniz CANPOLAT



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REHBERLİK UZMANI

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

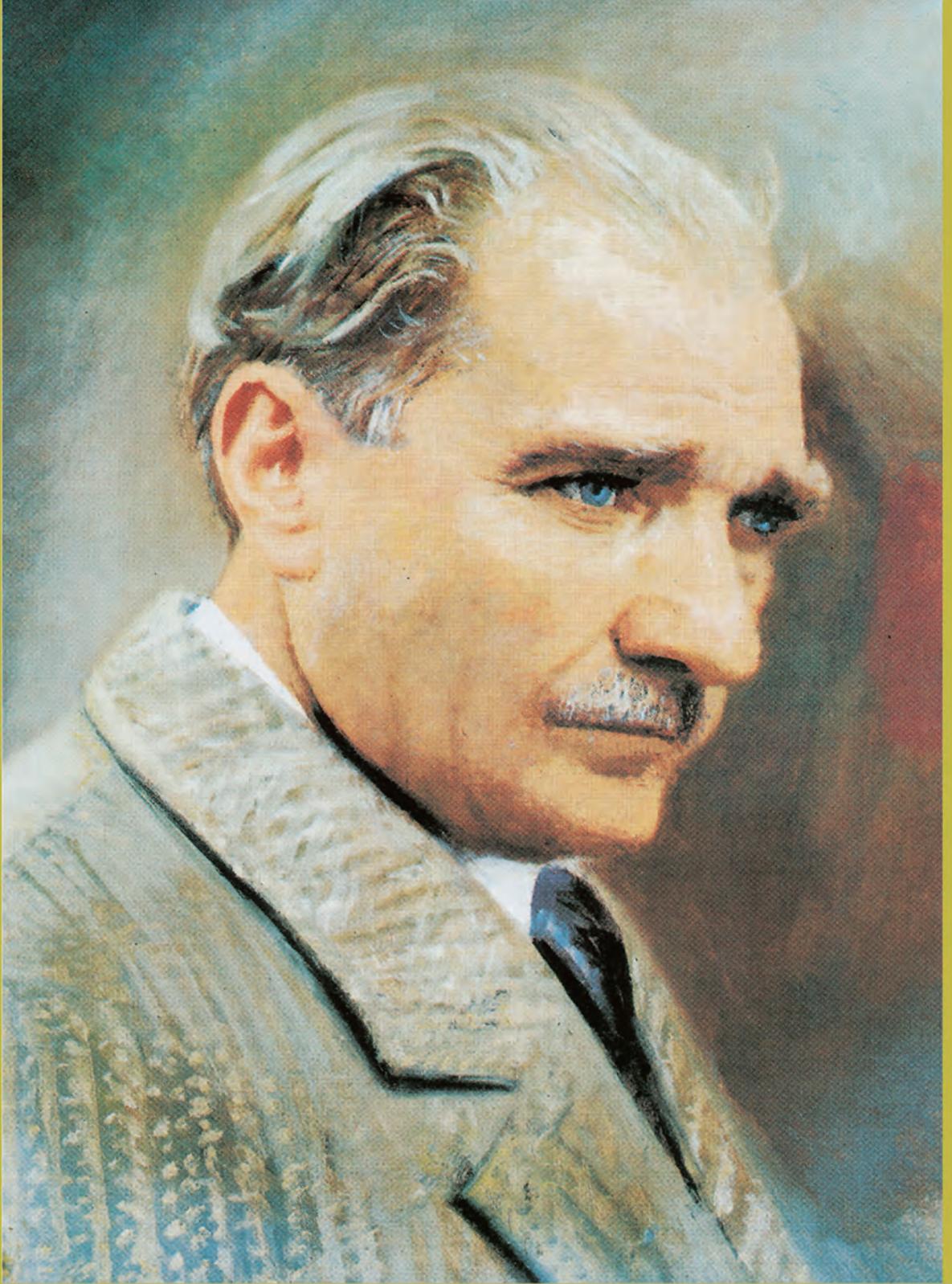
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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<p style="text-align: center;">THEME 2 YOUTH</p> <p>A. Clothes B. Camping C. Generation Gap</p>	<ul style="list-style-type: none"> - Expressing about fashion - Expressing preferences of youth related to fashion - Making a dialogue in a shop - Making arrangements for going to a camp. - Talking about an advertisement. - Writing a letter of feelings. - Discussing about generation gap problems. - Finding out the story elements. - Sharing feelings about the problems. - Writing an essay about ideal parents. 	<p>* Modal verbs</p> <p>* Perfect modals</p> <p>* Past perfect / past perfect continuous</p>	<p>Nouns: fur, wrap hiking, discount, debt, receipt, cashpoint, blame</p> <p>Verbs: wrap, discount, spend, to be in debt, earn, save up pay in cash, keep, take out put in, stay up, bring up, get along with, back off, carry on, blame, insist</p> <p>Adjectives: fed up, carry on</p>
<p style="text-align: center;">THEME 3 SCIENCE & TECHNOLOGY</p> <p>A. With or without Technology! B. Inventions C. Computers</p>	<p>Finding the proofs of arguments.</p> <ul style="list-style-type: none"> - Supporting an argument. - Expressing advantages or disadvantages of technology. - Writing an essay about technology. - Introducing various latest inventions. - Making comments on statements. - Writing an interview - Understanding instructions about using computers. - Complaining about complicated operations - Writing an essay about computers 	<p>* Conditionals</p> <p>* Complex/multi - complex structures</p> <p>* Familiarity with past, present and future tense forms in a active and passive modes</p>	<p>Nouns: digital book, microchip, memory stick, iPod, modem, GPS, courage, major, gadget, demonstration, tutor, treatment</p> <p>Verbs: doubt, match, major, receive impress, complete, tutor, deny, surf, chat</p> <p>Adjectives: fair, imaginable ethical, major on going</p> <p>Adverbs: probably, barely</p>

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<p style="text-align: center;">THEME 5 EDUCATION</p> <p>A. Open University B. Mobile Tuition C. Abroad Education</p>	<ul style="list-style-type: none"> - Discussing the advantages or disadvantages of open university - Expressing opinions, thoughts, feelings and aims. - Expressing ideas by using linking words. - Talking about future education plans. - Writing an essay about perfect school. - Guessing about the reasons and the results of mobile tuition. - Making interferences from the passage. - Writing an e-mail. - Completing a CV. - Writing a letter of own CV. 	<ul style="list-style-type: none"> * Verb patterns, e.g. verb gerund or infinitive, gerund and gerundives 	<p>Nouns: lecturer, undergraduate, graduate, lecture, postgraduate, tutor, scholarship, fee, student loan, truant, remote, handicraft</p> <p>Verbs: truant, decide on sth/sb, give up, start off, get sth out of sb,</p> <p>Adjectives: remote, effective, rural</p>

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<p style="text-align: center;">THEME 6 COMMUNICATION</p> <p>A. Body Language B. Advertising Effects C. Internet</p>	<ul style="list-style-type: none"> - Showing body language expressions. - Giving suggestions about body language. - Telling the reasons of people's different behaviours. - Writing a letter about facial expressions, gestures, mimics. - Finding relationships between advertisements and products. - Writing an interesting advertisement. - Finding directions on the map. - Finding a solution from an instructional manual. - Making a search. - Writing a paragraph about the future of computers. 	<p>* A range of definite and indefinite articles in noun Phrases</p>	<p>Nouns: hopeful, defensive, celebrity, separation, dependant</p> <p>Verbs: enrage, find out deal with</p> <p>Adjectives: angry, ashamed, confident, disgusted, happy, hopeful, frustrated, embarrassed, bored, suspicious, honest, defensive, impatient, dishonest, nervous, comfortable, catchy, comply, competitive</p>
<p style="text-align: center;">THEME 7 JOBS</p> <p>A. Job Requirements B. Handcrafts C. Stop Child Labour</p>	<ul style="list-style-type: none"> - Understanding instructions and making notes about jobs. - Talking about what skills each job requires. - Making a survey. - Writing a report. - Applying instructions about writing a letter of application. - Learning how to make a presentation. - Writing a composition. - Expressing opinions about the responsible for early employment. - Making an interview with a governor. - Making search on the internet for the specific information. - Writing a journal essay from the perspective of a child labour. 	<p>* A range of collocations of adjectives and prepositions</p> <p>* A range of collocations of verbs and prepositions</p>	<p>Nouns: appearance, personality contact, qualification, promotion, satisfaction respectability, responsibility, travel patchwork, sewing, bead work, knitting, mosaic, puppetry, shoemaking, spinning, compliance, allegation, prohibition, supplier, debt, choice, day off, bonus, payment, flexible hours, career, occupation, salary, wages, gain, win ,earn employment profession</p> <p>Verbs: contact, travel, terminate, reinforce, launch, address, violate keen, trick, pay</p> <p>Adjectives: keen forced, beaten, choice, flexible, inconvenient, previous</p> <p>Adverbs: supposedly</p>

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<p style="text-align: center;">THEME 8 TOURISM</p> <p>A. Adventure Holidays B. Unusual Hotels C. Tourism: An evil or an angel</p>	<ul style="list-style-type: none"> - Giving information about the types of holidays. - Talking about the differences between the holiday types. - Writing a letter of complaint. - Giving information about the types of unusual hotels. - Learning to send a booking form to a hotel. - Talking about the positive and negative effects of tourism. - Explaining about dreams, ideas and expectations. - Writing an essay about advantages and disadvantages of tourism. 	<ul style="list-style-type: none"> * Future continuous in all forms * Future perfect simple and continuous 	<p>Nouns: scuba diving, hiking, kayaking, rafting, spa, cave, natural spring cavern, shape, damp chalet, usher, cell, paradigm, paradigm shift, influx accommodation,</p> <p>Verbs: turn back, turn out, take on cut sth off, come up, sort sth/sb out, dream about/of, go through, deal with, protect, preserve, carve, dim, shape, damp, vast usher, attract, qualify, recast, unique</p> <p>Adjectives: bright, dim, damp, enormous, massive, gimmicky, threadbare, indigenous</p>
<p style="text-align: center;">THEME 9 SECURITY</p> <p>A. Personal Safety B. Crime and Punishment C. Traffic Security</p>	<ul style="list-style-type: none"> - Expressing the tips of security is most suitable - Making interferences about personal safety. - Talking about the types of robbery. - Writing a letter about home security system. - Discussing restorative justice is good or bad. - Talking about 'mob violation'. - Writing an official letter to take some precautions against mob violence. - Expressing the differences between rude and polite drivers. - Talking about how to find a solution to traffic jam. - Supporting opinions about traffic problems with examples. - Talking about expectations and dreams of a secure traffic system. - Filling the Traffic Accident Report Form. 	<ul style="list-style-type: none"> * Causatives 	<p>Nouns: assault, alert shortcut, clasp, forgery, burglary, blackmail robbery, smuggling, theft, smuggling, shoplifting, fighting, mugging, pedestrian, safety, rule, vehicle, transport, zebra crossing</p> <p>Verbs: assault, alert clasp, prevent, obey, tear down, break, increase</p> <p>Adjectives: alert abnormal, destructive careless</p>
<p style="text-align: center;">THEME 10 OUR WORLD</p> <p>A. Cultural Differences B. English: An International Language C. WAF - World Aviation Festivals</p>	<ul style="list-style-type: none"> - Expressing the tips of security is most suitable - Making interferences about personal safety. - Talking about the types of robbery. - Writing a letter about home security system. - Discussing restorative justice is good or bad. - Talking about 'mob violation'. - Writing an official letter to take some precautions against mob violence. - Expressing the differences between rude and polite drivers. - Talking about how to find a solution to traffic jam. - Supporting opinions about traffic problems with examples. - Talking about expectations and dreams of a secure traffic system. - Filling the Traffic Accident Report Form. 	<ul style="list-style-type: none"> * Causatives 	<p>Nouns: globe, spread primary, nation resident, spectacular propeller, micro light</p> <p>Verbs: spread, adopt dedicate,</p> <p>Adjectives: influential primary, resident momentous, unique, astonishing spectacular dedicated</p>

COURSE INTRODUCTION

Objective based set of textbooks - **YES YOU CAN**- are tailored for students aged 14-19 and incorporated with Communicative Approach. The curriculum takes the learners from A1 (Basic User) and aims to bring to C1 (Proficient User), which is described in Common European Framework of References (CEFR).

CEFR describes six levels and competences:

A1 Basic User (Breakthrough Level)
A2 Basic User (Waystage Level)
B1 Independent User (Threshold Level)
B2 Independent User (Vantage Level)
C1 Proficient User (Effective Operational Proficiency)

The textbook holding is a complete course for B2.2 level.

What can a learner with B2.2 level do?

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

What does objectives based textbook mean?

As mentioned above CEFR includes objectives and the aim of Yes You Can (Course book, Workbook and Teacher's book) aims to enable students acquire these adjectives. That means all the teaching activities that are carried out throughout the course should serve for this purpose. Note that grammar is only one of the tools of the aim. At the end of the course students are expected to be able to use these objectives rather than use the grammar rules without a context.

Why Communicative Approach?

Communicative approach puts the learner in the centre of learning. It also based on authenticity, realism and real life contexts. It is claimed that

natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach (Canale and Swain, 1980).

Yes You Can develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks, vocabulary, language study, performance tasks, games, fun corners and quizzes. Since the methodology of Yes You Can is communicative, almost all of the activities are designed to meet students' needs, address students' feelings and promote active learning. Grammar teaching is acquired through skills and activities. The ultimate aim of the book is to create students who are independent and proficient users of four skills.

Yes You Can contains;

- Communicative methodology,
- Student centered activities,
- Four skills (integrated) with authentic texts, dialogues, activities and guiding,
- Contextual vocabulary and grammar teaching,
- Games, poems, jokes and cartoons,
- Authentic photos, illustrations and comics,
- Self-check sections at the end of each theme,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive materials: workbook, teacher's book and an audio.

Student's Book

Student's book has been written to attract students' attention with interesting topics, daily language components, dialogues, design, photos and illustrations. There are six themes in the coursebook. Each theme consists of three sections. Each section includes target objectives, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So the more students are exposed to skills the more they learn how to use the language. The textbook also aims to promote cultural understanding, human rights, active citizenship and respect to environment.

STUDENT' BOOK OVERVIEW



Name of the theme.

Theme cover page

All theme cover pages have photos related to the theme.

The three contents of the theme. They give ideas about what the students are going to be introduced with.

Students go through the objectives before they start the theme.

Adventure Holidays

Time to Listen

A. Read and talk about the statements below.

- Which type of holidays you would prefer;
 - Adventure holiday
 - Cultural holiday
 - Island holiday
 - Package holiday
- Rank them from the most to the least you would like to do and explain your choices to your partner;
 - Go scuba diving / hiking / kayaking / rafting
 - Buy handmade souvenirs
 - Try local cuisine
 - Walk along or sunbathe on sandy beaches
 - Visit galleries / museums / ancient castles / historical sites
 - Do some sightseeing

B. Look at the photos and tell;

- whether the holiday types are for you or not.
- which you would like to visit. Why?

C. Listen to the radio programme and find out who goes where.

D. Listen again and answer the questions.

- What activities will have Andy done by the end of his holiday?
- What was his reason choosing an adventure holiday to Canada?
- What type of holiday is Susan crazy about?
- Which one do you find interesting? Why? Do you choose any of them?

E. Talk about the most adventurous holiday you have ever had.

- when you went
- where you went
- who you went with
- what made it adventurous

Content name

Each skill is introduced at the beginning.

New words/topics are introduced at the beginning of the content. They are supported with visuals.

A



Adventure Holidays

F. Choose one of the statements below and discuss. Use the linking words below.

- Travel deepens our self-knowledge and makes us better person
- It's better to go on holiday independently than go on a package holiday where everything is arranged for you.

Keep in Mind!		
However	Although	Therefore
Furthermore	Despite	In addition
Because of	Thus	Finally
Because	Nevertheless	Moreover

Time to Read

A. Look at the questions below and answer them.

1. What are the differences between a typical and adventurous holiday?
2. Have you ever been on a safari? Would you like to go on one? Why?
3. If you could go on an adventurous holiday with a famous person (living or dead) where and who would you go with? Why?

B. Look at the photos and guess what the texts are about.



C. Read the texts and check your answers.

DEEP BLUE SEA

Hi, I'm John and I'm twenty nine years old. I like adventure very much and don't miss any chance to go on adventurous holidays. My job is really stressful so I wanted to do something that would let me forget all about it. At that time while I was surfing on the net I won a prize at a contest. It was a scuba diving holiday on Australia's Great Barrier Reef. Even though I had no diving experience I had gone on my holiday. Yesterday, I turned back from my ten - day holiday. We travelled around by bus and a small plane and on boats. It was so noisy, lively and busy. It was amazing to swim with hundreds of different types of fish and see sharks just half a meter from me. I'd also see lots of marine life whales and dolphins. I told nobody that I didn't know how to dive. I went all the diving places with them but never tried. However, on the last day of my holiday I wanted to dive. I wore a lot of equipment which was really heavy. I hadn't known to practice in shallow water before I tried deeper water. The waves were really high and the territory was really dangerous for an inexperienced diver. I dived but crashed my legs to the rocks. I lost my consciousness. I was lucky because there were experienced divers to take me up to the boat and brought me to the hospital. Fortunately, I only broke my leg. It had definitely been a horrifying experience and I was lucky to be alive in the end. Despite these problems, I still hope for going on another adventurous holiday.

Keep in Mind section provides a summary to the language studied. Students refer to this section throughout learning process.

The first activity of the reading/ listening part is usually to predict the information or read/listen to the text for general understanding (gist)

Texts in the book make sense students' personal lives.

There is a variety of comprehension activities.

Pair works group work activities are widely used.

Writing activities have step by step stages. Students study a model and then write their own works. Peer correction code at the end promotes peer assessment skills of the students.

This is a self check activity. Students check to see whether they have acquired the objectives or not.

Tourism: an Evil or an Angel

B. Listen and take notes (not full sentences).

	Bodrum in past	Bodrum now
accommodation		
scenery		
employment		
transport		
noise		
security		

C. Listen and complete the sentences.

1. Bodrum is a beautiful town with
2. In 2013, there will have been still coconut palms
3. So, what happened? Well, the beach will have been
4. There will have been fewer palm trees because
5. The sea will have been full of speedboats

D. Write a paragraph explaining your dreams, expectations, ideas about the subject below. If you could go on holiday anywhere in the world, where would you go? Why? What would you do there?

Time to Write

A. Work in groups and discuss the advantages and disadvantages of tourism considering the statements below.

- Yes, I think things are better because there is/are more...
- No, I think things are worse because there is/are more...
- I'm not sure, there are more... but there are fewer / less...

B. Write an essay about the advantages and disadvantages of tourism providing that your essay should:

- have logical proofs and reasons
- be admitted by the readers
- contain your dreams and predictions

C. Share your essay with your class friends.

HOW MUCH DO I KNOW?

		😊	😐	😞
ICAN				
LISTENING	Use different strategies including listening for main point, checking comprehension by using contextual clues etc.			
READING	Read reviews dealing with the content and the cultural topics and summarise the main points, understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
SPOKEN INTERACTION	take an active part in discussion in familiar context about tourism.			
SPOKEN PRODUCTION	Interpret and evaluate information on tourism.			
WRITING	write formal / personal letters highlighting the personal significance of events and experiences, write an essay or report to express point of view or pass on information about tourism.			

Workbook has been designed parallel to the coursebook. We aim to practise the objectives, vocabulary and grammar in the coursebook and extend the learning with extra reading texts, puzzles and games. Each theme has three sections with two pages each. Performance and project works are included at the end of the themes. Workbook is recommended to be a self study material.

OVERVIEW

Theme 8

TOURISM

Adventure Holidays

A. Look at the adventure holiday type below and decide which one would be the most exciting:

cliff jumping	— cave-exploring
rock climbing	— snowboarding
bungee jumping	— hang-gliding
scuba diving	— skiing
white water rafting	— jet skiing
skating	— photographic safari

B. Look at the photos and write these adventure types below:

C. Read the passage below and answer the questions:

Tony was 22 years old. He was going on adventure holidays to the North Pole. He once took on this challenge but unfortunately he came up against bad weather. A terrible snowstorm had blown off from the beach. After a few days the rescuers reached and helped him. Although he came up against difficulties before, he still wanted to go to the North Pole. Although he was not experienced, he went through a training course to learn basic survival skills and work out possible problems. Yesterday he went again to the North Pole and he will be coming this time next week. Tony is at his dream destination now.

The name of the content.

Words are usually explained with visuals and support the words in student's book.

Reading part is usually to predict the information or to read the text for general understanding.

Attractive visuals are provided so that students can be attentive.

Exercises give the opportunity to practise and comprehend grammar.

Writing activities have stages to help students to write their own works.

Adventure Holidays

1. What do you think he will be doing on his winter holiday?

2. What will he be wearing on his holiday?

3. What activities will he be doing in the mountains, alpine areas and winter?

4. When will he be arriving back to his home?

5. Fill in the blanks with suitable phrases:

dream of	— turn out
end up	— sort out
end with	— look on
go through	— turn back
come up against	

6. Read the passage below and answer the questions. Fill in the blanks with suitable phrases. Use the words in the box to help you.

It was 22 years ago that Tony went to the North Pole. He once took on this challenge but unfortunately he came up against bad weather. A terrible snowstorm had blown off from the beach. After a few days the rescuers reached and helped him. Although he came up against difficulties before, he still wanted to go to the North Pole. Although he was not experienced, he went through a training course to learn basic survival skills and work out possible problems. Yesterday he went again to the North Pole and he will be coming this time next week. Tony is at his dream destination now.

7. Write a paragraph about your own winter holiday. Use the words in the box to help you.

8. Imagine that you can travel through time into the future. It is twenty years from today. Answer some questions about your future.

How old will you be in 2020?
Where will you be living?
Describe your work. Where will you be working and what will you be doing during the day? Tell the reasons you choose this profession.
What will be the most important or interesting thing you do outside of work?
If you are a parent, what are you the most proud of as a parent, and why?
Write a formal letter to your future self to find out more information about the activities they offer in your letter.
Tell them when you will be going.
Ask about parents and other generations in the world.
Ask which activities you enjoyed the most you want to go.
Write a brief description of the new activities you want to know.

Workbooks end up with a performance task. Students are guided in details. It is aimed to produce a work within a specific time and achieve at least one objective.

PERFORMANCE TASK

Target Performance: Research, creativity, writing skills

Duration: Two weeks

Type of assessing instrument: Booking tables

Topic of the task: "Imagine a project where 'what do you think about your home when you are away?' They attempt to book points to your project."

Things to do:

- 1. Plan your time.
- 2. Do research using books and the internet etc.
- 3. Use clear and fluent language.
- 4. Use appropriate expressions to make your report more powerful.
- 5. Don't forget to use the 'I' pronoun.
- 6. Introduce your performance task to your classmates.
- 7. Check your performance task with pictures, drawings, photos, cartoons, etc.
- 8. Give a reference for your task.

PROJECT 1

Target Performance: Research, creativity, writing skills

Duration: Two weeks

Type of assessing instrument: Booking tables

Topic of the task: "Imagine you have a holiday company. This is going to produce a travel information guide. Fill in the form for you to guide."

Things to do:

- 1. Plan your time.
- 2. Do research using books and the internet etc.
- 3. Use clear and fluent language.
- 4. Use appropriate expressions to make your report more powerful.
- 5. Don't forget to use the 'I' pronoun.
- 6. Introduce your performance task to your classmates.
- 7. Check your performance task with pictures, drawings, photos, cartoons, etc.
- 8. Give a reference for your task.

There are two projects (in Theme 3 and 9) for the whole course. Project works are more detailed than performance tasks.

Teacher's Book

Teacher's books aims to guide teachers with detailed lesson plans and supplementary materials. Since we think that only teachers can turn a coursebook into a perfect material, we give priority to training in the set of the book. It is easy to notice that teachers are guided step by step through carefully designed lesson plans, extra activities and tips. Activities for general introduction to the new theme are followed by well-planned communicative warm-up activities. Also the needed tools, materials and realias are suggested for each lesson and skill.

What does teacher's book include?

- Book overview,
- A set of target objectives,
- Language areas,
- Answer keys or suggested answer keys,
- Tapescripts,
- Warm up activities,
- Suggested materials and tools,
- Extra ideas and activities,
- Ideas and suggestions for adapting materials for students with different competencies.
- Answer keys for assessment and evaluation tools,
- Sample yearly plans for the first two themes,
- Reference list.

Receptive vs. Productive Skills

In learning a second language, reading, writing, speaking, and listening don't happen at the same time. Listening precedes speaking, and reading precedes writing. Why is that?

Listening and Reading - Listening and reading are both receptive skills. Students are receiving and processing information passively.

Speaking and Writing - Speaking and writing are productive skills; that is, some "product" is expected. For example, a student's receptive vocabulary is going to be much larger than his/her productive vocabulary. The same goes for reading. A student will be able to understand a well-written essay but unable to produce one. Luckily, all skills improve in time and for some students very quickly, indeed.

Receptive Skills

Listening and Reading

LESSON STAGES

1. Pre-activities

WHY?

- to raise attention and curiosity
- to provide needed background information

- to activate learners' knowledge of the topic
- to anticipate content
- to create a positive atmosphere for learning

HOW?

- contextualize the text, focus the learners' attention
- recall / review what is known about the topic
- comment on visual cues, layout / organization of the text
- language preparation
- predict / brainstorm

2. While activities

WHY?

- to train learners to consider a text or segment in its entirety
- to train learners to understand the text to the fullest

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HOW?

- identify the type of the text or information
- segment the text into "blocks", identifying main ideas / topics
- create / match titles or subtitles for the text or segment
- order or sequence information or blocks of the text

3. Specific information activities

WHY?

- to locate specific information / details, especially info connected with a "real life" task
- to train learners to look or listen FOR, and FIND, rather than to look or listen TO and get lost

HOW?

- complete grids, charts, diagrams, blanks, etc.
- find / select / match / identify specific information
- answer questions (especially Why - questions) and do True & False exercises

4. Linguistic activities

WHY?

- to train learners to use the known to learn the new
- to infer meaning, structures, etc.
- to stretch learners cognitively and linguistically

HOW?

- focus on specific aspects of language: vocabulary, structures, discourse, and sociolinguistic features
- cloze-type exercises, matching, guessing, open-ended questions

5. Post-activities

WHY?

- to relate reading / listening / viewing to their original purpose
- to use input / output to anchor or consolidate language
- to use input as an effective tool for other activities

HOW?

- clarify the ideas or information in the text / segment
- discuss / debate raised issues
- express opinions
- tell the story in their own words
- link to other skills, especially productive ones (speaking and writing)

Productive Skills

Speaking

Developing speaking skill is placed in the center of this coursebook. In every single stage of teaching process, we seek possibilities to create a situation to communicate.

Yes You Can encourages students to use the language orally and focus on fluency rather than accuracy. We argue that mistakes can be ignored to some extent while learning to speak. That's because trying to speak accurately puts students under a severe pressure and consequently, they prefer to keep silent. Mistakes are the natural outcomes of learning process. Feeling free to make mistakes, students tend to take risks and learn to speak while speaking. Another considerable point for promoting speaking skills

is to encourage students to work in pairs or in groups rather than do dull teacher-student interaction. This allows teachers to economize the time and give students more opportunities to talk at the same time. Students feel less stressed with their partners or groups. For an effective speaking lesson, activities should be contextualized and speaking stages (pre-while-post) should be carefully designed.

Writing

Writing is another important productive skill to consider. **Yes You Can** introduces sample reading texts in the early part of each theme and guides students to write various types of texts / segments such as letters, messages, e-mails and reports. This coursebook provides guidance for controlled and free writing activities.

Writing is practised to a higher level in the workbooks where students can find authentic writing topics and contextual situations.

Students should know the answers to the following questions before they start writing:

- What? (The topic)
- Why? (The reason)
- How? (Formal / Informal)

Writing Procedure

- Lead a speaking activity (pair / group) on the topic.
- Students brainstorm and write the first draft. Then they make peer correction: Students choose a peer in the class and have their pieces of work evaluated and revised.
- Group correction / feedback: Students also work in groups of three or four and give feedback about their pieces of work.
- They rewrite them considering the errors and the feedback they have received from their groups.
- Students put them in the portfolios.
- Teachers evaluate their work and give feedback at different periods of the academic term.

Vocabulary

Vocabulary teaching is one of the other strengths of this book. New words are introduced in a meaningful context and students are encouraged to guess the meaning of the words through this context. Phrases, expressions and words are reinforced with different activities such as matching, picture-word association and gap filling. Students are supposed to use the new vocabulary in the production stage of language learning.

The European Language Portfolio (ELP)

The European Language Portfolio is a Council of Europe initiative implemented for learners at all

stages of education across Europe.

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

- a means of celebrating language-learning and intercultural experiences
- an open-ended record of children's achievements in languages
- addressed to and is the property of the learner
- a valuable source of information to aid transfer to the next class or school

Keeping Language Portfolios

Students are asked to keep a folder in which they will collect their projects, posters, CDs, stories, compositions, evaluation sheets, quizzes, pictures, relias, school plays and any other work of students.

The language portfolio is a tool for students to help them record their performances in language learning and see their process of development. It also develops students' autonomy, gives them responsibility for their own learning and teaches them to organize and plan their language learning. For a better use of Language Portfolio, students should be guided carefully at the very beginning of the course. Otherwise, they might lose motivation as they can find this job rather challenging at the beginning. Peer and teacher feedback and teacher evaluation are strongly recommended as students need to know whether they are on the right track or not and learn from their mistakes.

Coursebook Evaluation

Evaluation is one of the significant parts of learning. Students can see their learning progress, how much they have achieved and the points they need to consider. Evaluation is also important for the teachers since they need to justify their teaching practices and the materials they have used.

Evaluation:

Formative Evaluation

Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to improve and to offer corrective suggestions. Be generous with formative evaluation. Share your observations and perceptions with the Ss. You might simply share your observation and then ask the student if s/he can think of a better approach for the next time. Formative evaluation need not make a judgement. When giving formative feedback, offer some alternatives to the student. Quizzes and any other activities such as games, role plays and competitions can be used as effective tools for formative evaluation. Materials

in the portfolio can also be used for formative evaluation.

Summative Evaluation

Summative evaluation provides information on the product's efficacy (its ability to do what it was designed to do). For example, did the learners learn what they were supposed to learn after using the coursebook? This type of evaluation is useful for both teachers and Ss. It gives an overview of the students' impression of the entire course, their learning, participation, attitude and teachers' teaching performance. The feedback you get from these questionnaires may help teachers prepare for the next class they teach.

Performance Evaluation

Rubrics (rating scales) are typically the specific form of scoring instruments used when evaluating student performances or products resulting from a performance task. There are two types of rubrics: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. The teacher is required to read through and examine the student product or performance only once in order to get an "overall" sense of what the student was able to accomplish. With an analytic rubric, the teacher scores separate, individual parts of the product or performance first, then sums the individual scores to obtain a total score. Assessing several different skills or characteristics individually requires a teacher to examine the product several times. The advantage of the use of rubrics is the degree of feedback offered to Ss-and to teachers-is significant. Ss receive specific feedback on their performance with respect to each of the individual scoring criteria. It is possible to then create a "profile" of specific student strengths and weaknesses.

In this book these two kinds of rubrics are prepared for the teachers: holistic rubrics for the performance tasks and an analytic rubric for the project.

Self-evaluation Section (How Much Do I know?)

Each theme ends with a section which contains statements to check how much students have acquired. This sort of evaluation enables students to see where they stand, their strengths and weaknesses in terms of fulfilling the aims of each theme. Self-evaluation works efficiently when used effectively and as one of other evaluation instruments.

COMMON OBJECTIVES OF ALL THEMES ACCORDING TO THE ASSESSMENT GRID OF B2 LEVEL IN COMMON EUROPEAN LANGUAGE FRAMEWORK

LISTENING STUDENTS	<ol style="list-style-type: none"> 1. Pay attention to stress, pronunciation and intonation while listening. 2. Take care rules of manners and cultural values while listening. 3. Use visuals to understand the recorded text. 4. Listen selectively. 5. Use background knowledge to understand the recorded text. 6. Guess the meaning of unknown words in the recorded text to understand the context.
SPEAKING STUDENTS	<ol style="list-style-type: none"> 1. Take care rules of manners and cultural values while speaking. 2. Use a range of vocabulary repertoire in their speeches. 3. Speak self- confidently. 4. Avoid word repetition while speaking. 5. Pay attention to intonation, pronunciation and stress while speaking. 6. Use words and word groups related to particular concrete situations meaningfully. 7. Express themselves with meaningful and accurate sentences. 8. Pronounce the words accurately. 9. Ask questions while and after speaking. 10. Answer the questions while and after speaking. 11. Support their speech with gestures and facial expressions. 12. Use sentence connectors in their speeches. 13. Speak self- confidently. 14. Use basic repertoire of isolated words and phrases according to their functions and genre. 15. Avoid irrelevancy while speaking. 16. Avoid word repetition while speaking. 17. Use a range of vocabulary repertoire and appropriate structures in their speeches accurately. 18. Present their ideas in a logical coherence. 19. Develop appropriate and effective communication strategies. 20. Increase their vocabulary repertoire.
READING STUDENTS	<ol style="list-style-type: none"> 1. Pay attention to punctuation marks while reading. 2. Define an appropriate strategy for the aim of reading. 3. Understand the written text with the help of background knowledge. 4. Use different strategies to understand the written text. 5. Read fluently. 6. Understand the written text with the help of teaching aids. 7. Are eager to read. 8. Answer the questions before, while and after reading. 9. Understand the written text with the help of vocabulary repertoire. 10. Guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.
WRITING STUDENTS	<ol style="list-style-type: none"> 1. Avoid irrelevancy while writing. 2. Write in a logical coherence. 3. Use a range of repertoire of words and words group in their writings. 4. Write according to the spelling rules. 5. Use punctuation marks appropriately and accurately. 6. Are eager to write letters and e-mails. 7. Write according to the process writing strategies. 8. Express themselves in different ways in their writings. 9. Explain the same topic in different ways of writing. 10. Avoid word repetition in their writings. 11. Use sentence structures and patterns accurately. 12. Use different conjunctions in their writings. 13. Write according to the context and the situation. 14. Enjoy writing. 15. Review their writing for accuracy and appropriateness.



HEALTH

Theme 1



- A Home Accidents**
- B Healthy Life**
- C Obesity and Anorexia**

At the end of this theme you will be able to

- * understand most radio programs, TV news and current affairs programs about health
- * Use different strategies including listening for main point, checking comprehension by using contextual clues etc.
- * Grasp the content and the significance of news, articles and reports on topics connected with your interests.
- * exchange factual information on matters on health.
- * give clear, detailed descriptions on health related to your fields of interest.
- * write clear, detailed text / letters on health

Theme		THEME 1- Health		
Language areas		All uses of present perfect simple and continuous in all forms		
Skills		General Outcomes	Vocabulary	Materials
Home Accidents	Reading	Guess the meaning of the new words by using contextual clues. (R.1) Guess the mood of the written text. (R.5) Identify expressions of wishes and desires in the written text. (R.6) Identify the topic of the written texts. (R.4)	Nouns: intern, precaution, painkiller, household chores, imbalance, joint Verbs: ease, recover, stirfry, joint Adjectives: overweight, fizzy, intense, joint	The CD Teacher's book
	Writing	Write clear and straightforward announcements. (W.1) Express cause and effect relations in their written text. (W.6) Summarise the plot and the sequence of events in written or recorded texts. (W.4)		
	Listening	Extract the specific information in the messages and announcements. (L.2) Make inferences about the recorded text. (L.3)		
	Spoken interaction	Share opinions and feelings in group work. (SI.2) Make clear and straightforward announcements. (SP.4) Respond to others feelings. (SI.1) Are eager to express opinions and feelings in group work. (SI.3)		
	Spoken production	Support their ideas and arguments with subsidiary points and relevant examples. (SP.1) Express their opinions with reasons. (SP.2)		

Theme		THEME 1- Health		
Language areas		All uses of present perfect simple and continuous in all forms		
Skills		General Outcomes	Vocabulary	Materials
Healthy Life	Reading	Guess the meaning of the new words by using contextual clues. (R.1) Recognise the significant points in written text on familiar topics. (R.3) Identify the topic of the written texts. (R.4)	Nouns: nutrition, productivity Verbs: stirfry Adjectives: overweight, fizzy, bully	The CD Teacher's book
	Writing	Summarize with their own words. (W.3) Write according to the process writing strategies. (W.2)		
	Listening	Guess the cause effect relations in the recorded text. (L.6) Identify the significant points expressed by the speaker in the recorded text. (L.1) Identify the topic of audio or video materials. (L.7) Explain their ideas and opinions related to the recorded text. (L.5)		
	Spoken interaction	Conperate with others by paying attention to different views. (SI.4)		
	Spoken production			

Theme		THEME 1- Health		
Language areas		Reported statements, questions, requests and instructions		
Skills		General Outcomes	Vocabulary	Materials
Obesity And Anorexia	Reading	Understand the formal and personal letters on everyday matters. (R.2) Explain the topic of the written texts. (R.7)	Nouns: hair loss, joint and knee pain, skin tag Verbs: bully, appreciate, get rid of Adjectives: intense, joint	The CD Teacher's book
	Writing	Identify the significant parts of the formal letter on familiar topics. (W.5)		
	Listening	Understand the extended discussions and conversation articulated clearly and straightforwardly. (L.4)		
	Spoken interaction	Outline an issue or a problem. (SI.6) Make suggestions. (SI.7) Make comparisons in their speeches. Explain future plans and arrangements. (SI.8) Use expressions of wishes and desires in their conversations. (SI.9)		
	Spoken production	Make comparisons in their speeches. (SP.3) Adjust what they say and the means of expressing it appropriately to the situation and the circumstances. (SP.5) Express their guesses and opinions on reason and results. (SP.6) Interpret the significant information on tables and graphics. (SP.7) Link the ideas and opinions with appropriate conjunctions. (SP.8)		

Home Accidents A

Time to Listen

A. Answer the question with your partner.
What are the numbers of Emergency Service, Fire Brigade and Police in your country?

a 

b 

c 

B. Listen to the phone message and make a summary.

C. Listen to the phone message again and answer the questions .

- Why were Liz and her mother at the hospital?
- Where was their mother when the accident happened?
- What did happen when Liz slipped?

D. Listen again and make inferences about the dialogue.

- What is the reason of her slipping?
- How did the neighbours learn about the accident?

Time to Speak

A. Talk about these questions with your classmates.

- Have you ever been late for school?
- If you were late for the lesson what would you do?
- If your best friend was late what would you think?

B. Work in groups and read the part "In School" with your friends. Think about the given statements in your group and explain your own feelings.

IN SCHOOL
Joe was late for the school. The teacher was angry with him.

Joe, why did you come late?

I am sorry, Sir. My sister had broken her arm at home and my mother called me. Then I called my father and told him everything. After that our neighbours came home. I told them again and again. They were very upset. Because of that reason I was late for your lesson.

- Imagine that you were Joe's teacher. Would you behave like that?
- If the teacher got angry with you about the same reason how would you feel?
- One of your friends recovered from illness. What kind of ceremony would you do for him / her?

15

THEME 1 HEALTH

1A Home Accidents

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD.

Warm Up:

Books are closed. Write the theme's title "Home Accidents" on the board. Make the students brainstorm about it. Ask them to talk about how and why the home accidents occur. Students are going to find as many words as they can find. Bring some newspaper stories about home accidents and ask Ss to comment on how they might have been avoided.

Time to Listen

A. Answer the question with your partner.

Introduce the task by directing attention to the photos and ask them for what reasons one calls them. Students are going to work with their partners and answer the given questions.

KEY

a. ambulance: 112 b. fire brigade :110 c: police: 155

B. Listen to the phone message and make a summary. (GO-W.4 / CO-L.2)

Books are closed. Play the audio programme. Ss listen a telephone conversation and ask them to write a summary.

TRACK 1
Theme 1 - Page 15
Activity B: Listen to the phone message and make a summary.

Mum: Joe, we are at the hospital now. Your sister, Liz slipped and fell down. The doctor said she broke her arm. Call your father and tell him to come here as soon as possible. **(Joe calls his father after he listens to the phone message.)**

Joe: Dad, my mum sent a message to me and said Liz broke her arm. Please go to hospital immediately.

(A few minutes later their neighbours knock at the door.)

Neighbour: Joe, we heard that the ambulance came to your house.

Joe: Yes, Liz had broken her arm.

Neighbour: Oh, what a pity! How had it happened?

Joe: I don't know. Mum told me that when she was in the kitchen she heard an awful scream. As soon as she went there she found Liz on the floor. I have no idea about the details.

Neighbour: Where are they now?

Joe: They are at the hospital and also my father went there.

Neighbour: Give us more information when you hear something.

Joe: Sure. Thank you for your interest.

KEY

Joe's mum called him about Liz's home accident. Joe called his father to give information of the accident. Joe told their neighbours that his mum and Liz were at hospital.

C. Listen to the phone message again and answer the questions. (GO-L.2)

Play the audio programme again to find the answers.

TRACK 1
Theme 1 - Page 15
Activity C: Listen to the phone message again and answer the questions.

KEY

- Because, Liz slipped and fell down. She broke her arm.
- She was in the kitchen
- She broke her arm.

D. Listen again and make inferences about the dialogue. (GO-L.3 / CO-L.5)

Play the audio programme again to make inferences about the dialogue.

Tell Ss to use background knowledge to understand the recorded text.

TRACK 1
Theme 1 - Page 15
Activity D: Listen again and make inferences about the dialogue.

SUGGESTED KEY
 1. *Because she was sleepy*
 2. *They saw the ambulance.*

Time to Speak

- A. Talk about these questions with your classmates. (CO-S.8)**
 Ss answer the given questions. Each S will give his/her own answers and discuss about them.
Be sure about Ss' pronounce the words accurately.
- B. Work in groups and read the part "In School" with your friends. Think about the given statements in your group and explain your own feelings. (GO-SI.2 / CO-S.3,13)**
 Ask Ss to answer the questions about their feelings.
Encourage Ss to speak self-confidently.
- Focus on:** Ss are eager to express opinions and feelings in group work.

TEACHER'S NOTE

Home Accidents

A. Read the prompts and match them with the pictures. Talk about your ideas about what must you do according to the pictures given below. Use **must / mustn't** as in the example.

- pour water onto the curtains.
- keep very small objects away from young children.
- turn off the tap and sweep the ground.
- move his leg and call the doctor at once.

e.g: You must keep the doors and windows closed at home if you have a little child.

B. Read the text and find what the text is about.

GET WELL SOON

Joe and his classmates decided to go to the hospital to visit Liz. When they arrived at the hospital they asked the guard how they could see Liz who had slipped and broken her arm. He showed the way to the information desk. They asked the nurses and learned Liz's room's number.

In front of Liz's door they faced to intern doctor. He said "Your sister is getting well so please do not disturb her and stay as little as you can." They entered the room and Joe asked his mother how the accident had happened.

She began to tell about the accident. "While I was preparing dinner in the kitchen, I was also trying to do the household chores. Then I heard an awful scream from the bathroom. When I ran there I saw Liz was lying on the ground. She couldn't move her arm and her father wasn't at home. I called the number '911' for emergency. They asked me what I did and I replied I took all the precautions all I knew. After half an hour the ambulance came and took us to the hospital. They examined her and treated her arm. They injected pain-killer into her arm. That injection eased her pain at once. We are lucky she is going to recover soon."

Joe's friends saw Liz was recovering and they were happy to see her well. They said "Get well soon and join us as soon as possible" We look forward to hearing good news from you". Liz was so happy to see her brother and his friends and thanked them.

C. Joe and his friends are at the hospital to visit Liz. Guess the feelings of the people below about the accident.
 The mother :
 Liz :
 Joe :

D. Read the text and check your answers.

E. Find the equivalents in the text for these words or expressions which are given in parenthesis.

- The body produces chemicals which are natural (pain pill)
- A decisive win would certainly help to the pressure on the team's captain. (calm / comfort / relax)
- Doctors are legally obliged to take certain (care)
- Although she's from her illness, her rate of progress is quite slow. (regain / save)
- I'll go shopping when I have done my (daily house tasks)
- Many foreigners were for the duration of the war. (houseman / medical intern)

Time to Read

A. Talk about the questions below.

- Have you ever had a home accident?

- Have you ever been to the hospital to visit a patient? What was his/her illness?

- C. Read the prompts and match them with the pictures. Talk about your ideas about what must you do according to the pictures given below use must / mustn't as in the example. (GO-SP.1 / CO-S.7)**
- Introduce the task by asking the class some questions such as;
- Have you ever been involved in any kind of an accident?
 - Have you ever broken any part of your body?
- Encourage Ss to express themselves with meaningful and accurate sentences.**
- * Ask Ss to read the prompts and say two sentences about each picture using **must/mustn't**. Give them 5 minutes to organize their answers.

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

- KEY**
- you must pour water onto the curtains.
 - you mustn't put very small objects around young children.
 - you must turn off the tap and sweep the ground.
 - you mustn't move his leg and must call the doctor at once.

- D. Tell the reasons of these home accidents. Write some more examples to the columns. (GO-SP.2)**
- Ask Ss to tell the reasons of these accidents. Write the expressions on the board to help them start their

statements. Ask Ss to give examples of home accidents.

SUGGESTED KEY

<i>electric</i>	<i>water</i>	<i>carelessness</i>
- shock	- drowning	- slipping
- fire	- flood	- cutting body parts
- smoke	- spoiled tap	

Time to Read

A. Talk about the questions below.

Books are open. Ask students to talk about the questions about themselves.

B. Read the text and find what the text is about. (GO-R.4 / CO-R.3)

Ss read the text again to find what it is about.

Tell Ss to understand the written text with the help of background knowledge.

KEY

It's about Joe and his friends' visiting Liz at the hospital.

C. Joe and his friends are at the hospital to visit Liz. Guess the feelings of the people below about the accident. (GO-R.5)

Explain that Joe and his friends are at the hospital to visit Liz. Ss are going to guess the feelings of;

SUGGESTED KEY

the Mother: *sorry, sad, sorrowful, desperate, upset, worried.*

Liz: *confused, weak, shocked, surprised*

Joe: *hopeful, anxious, worried, concerned*

D. Read the text and check your answers.

Ss read the text and check their answers.

E. Find the equivalents in the text for these words or expressions which are given in parenthesis. (GO-R.1 / CO-R.4)

Have Ss read the text again silently to guess the words in the text and match with the given definitions before checking their dictionaries.

Tell Ss to use different strategies to understand the written text.

KEY

1. painkiller	2. ease
3. precautions	4. recovered
5. household chores	6. interns

Home Accidents

F. Find out the sentences that give the meaning of wishes.

.....

.....

.....

G. Talk about an accident you have had or an ordinary hospital day you have had.

Time to Write

A. Read the story below. Underline the linking words.

Sally Spring is a housekeeper in a five star hotel and she has been working there for two years. One day, while she was cleaning the bathroom, she stepped on a soap. She found herself on the ground. She yelled for help. She waited for a while, but there was nobody. She felt a sharp pain in her left foot as soon as she tried to stand up. Suddenly, she saw a First Aid Kit under the basin. She took out the cream and the bandage. She applied the cream on her left foot and bandaged it. When she finally arrived at the hospital, the doctors set her broken bone for a month. If Sally hadn't reached the First Aid Kit, her treatment would have taken longer time. To sum up, First Aid can help you more than you think.

B. Put the pictures into the correct order.

..... / / /

C. Write a story about the pictures above.

- Mention about the events.
- You can use the linking words you underlined in exercise A.

D. Look at the pictures of First Aid Kit below. Match the words with the pictures.

- bandage
- cotton
- gauze
- neck protector
- scissors
- plaster
- First Aid Kit

E. Work in pairs and discuss about the qualifications you need for a First Aid Course.

Student A:

- the reasons you attend the First Aid Course
- your expectations from the course about qualification

Student B:

- surprises for his/her friends course when he/she heard
- he/she admires for his/her behaviours

Share your ideas and feelings with your partner.

F. Read the announcement of AKUT below. Find the elements of:

- age of participant
- days of the registration course
- days of the course
- hours of the course
- place of the course
- contact person
- fee

ATTENTION PLEASE!

- Our school will have a AKUT Course that will be held at School Sport Centre at 3 p.m on 14th-15th March 2014.

- The age of the competitors should be between 15 and 18.

- Registration will be held on 10th-12th March at Teachers' Room

- Free Registration

- For More Information contact our Physical Education teachers.

Share your announcement with your class.

F. Find out the sentences that give the meaning of wishes. (GO-R.6)

Explain there are sentences that give the meaning of wishes. Ask Ss to find them in the text. Then go over answers with the class.

KEY

- We are lucky she is going to recover soon.
- Get well soon and join us as soon as possible.
- We look forward to hearing good news from you.

G. Talk about an accident you have had or an ordinary hospital day you have had.

Give them time to think about an accident they have had or an ordinary hospital day they have had.

Time to Write

A. Read the story below. Underline the linking words in it. Ask Ss to read the story and underline the linking - words.

KEY

while, but, as soon as, when, to sum up

B. Put the pictures into the correct order. (CO-W.2,5)

Explain the task. Ask Ss put the pictures in order and write a story about the event. Encourage them to use conjunctions such as **at the beginning of the story, while, as soon as, however, soon after, to sum up** to make their stories coherent. Tell Ss to use punctuation marks and go around the class and control some writings. Take notes an error you see. Point out that they will find a title for their story.

Tell Ss to write in a logical coherence and use punctuation marks appropriately and accurately.

KEY
5, 4, 1, 3, 2

- C. Write a story about the pictures above.
* Mention about the events.
* You can use the linking words you underlined in exercise A. (GO-W.6)

KEY
Ss' own answers.

- D. Look at the pictures of First Aid Kit below. Match the words with the pictures. (CO-W.15)
Explain that First Aid Kit must be in every house and cars. Ask Ss to find common equipment that must be in a kit.
Tell Ss to review their writing for accuracy and appropriateness.

KEY

1. neck protector	2. gauze
3. First Aid Kit	4. scissors
5. cotton	6. bandage
7. Plaster	

- E. Work in pairs and discuss about the qualifications you need for a First Aid Course. (GO-SI.1,3)
* Share your ideas and feelings with your partner.
In pairs, Ss should think about qualifications they need for a First Aid Course. Focus on Ss respond to others feelings. Encourage Ss to be eager to express opinions and feelings in group work.

SUGGESTED KEY

- must be over 18 years old.
- can be cool, brave, interested in, leadership, calm, patient, helpful, etc.

- F. Read the announcement of AKUT. Find the elements of:

KEY

- age of participant; 15-18
- days of the registration course; 10th-12th March
- days of the course; 14th-15th March
- hours of the course; 3 p.m
- place of the course; School Sport Centre
- contact person; Physical Education Teachers
- fee; Free

- G. Write a First Aid Course Announcement by using the elements as in the example above. Share your announcement with your class. (GO-W.1 / CO-W.13 / GO-SP.4)
Tell Ss to write according to the context and the situation.
* Share your announcement with your class. Ask Ss to write a First Aid Course Announcement.

B Healthy Life

G. Write a First Aid Course Announcement by using the elements as in the example above. Share your announcement with your class.

Time to Listen

A. Read the questions and discuss with your partner.

1. Do you have any elderly relatives in your family? Who are they?
2. Do you think there is a connection between keeping active and living longer?
3. How do healthy people spend their time according to the photos?





Keep in Mind!

I have never had snacks or fast food.
I have been growing my own vegetables in my garden.



B. Listen to the text and tell what it is about.
C. Listen to the text again and identify the followings:

1. the function of being positive in Steve's life.
2. Steve's secret for a long and happy life.
3. Steve's slogan of life.

D. Listen again and complete the answers.

1. What did Steve say about reducing stress in his life?
He said that
2. What did Steve tell about the reasons of long life?
He told that
3. What did Steve mention about his routine life?
He mentioned that

E. Read Steve's statement below. Discuss "how being positive can stop aging". "Being positive stops your aging."

Time to Read

A. Think about healthy eating. Make a list of your ideas with your partner and compare your ideas with your classmates.

-
-
-
-
-

18

1B Healthy Life

Materials:

Ss' dictionaries, magazines, newspaper

Warm Up

Books are closed. Write the theme's title "Healthy Life" on the board. Make the students brainstorm about it. Ask them to talk about how their eating habits are. Students are going to find as many words as they can find. Bring some newspaper or magazines' articles about eating habits and healthy life then ask Ss to comment on how they might have been avoided from bad eating habits.

Time to Listen

- A. Read the questions and discuss with your partner.

Books are open. Introduce the task. Say them to read the questions. Students are going to work with their partners and answer the given questions.

KEY

1. Ss' own answers
2. Ss' own answers
3. Ss' own answers gardening, riding, bicycle, tracking and getting vitamins by eating different kinds of fruit.

- B. Listen to the text and tell what it is about. (GO-L.7)

Play the audio programme. Say Ss to listen and they will tell what it is about.

TRACK 2

Theme 1 - Page 18

Activity B: Listen to the text and tell what it is about.

I am Steve Harrison. Everybody wonders what's my secret for living a long and happy life, how I become so energetic and young although I am a hundred and one. Maybe they are right to wonder. How you live determines your choices and these choices decide how healthy you are. These are eating healthy foods, exercising and keeping the body at a healthy weight. How do I spend my routine life? First of all, I never sit in front of a TV or at a desk for a long time. I have never had snacks or fast food. I have been growing my own vegetables in my garden. I always get up early, do yoga and go jogging to get fresh air.

Furthermore I hate worrying about things too much. Therefore I reduce stress throughout my life. Staying up late –not getting enough sleep and living under stress you will be unhappy. According to me being positive and doing the job you enjoy it stops your aging. You should enjoy your life day by day. You shouldn't live in fear of growing old. "Be happy- be healthy" is the slogan of my life.

KEY

Healthy life

- C. Listen to the text again and identify the followings; (GO-L.1 / CO-L.4)

TRACK 2

Theme 1 - Page 18

Activity C: Listen to the text again and identify the followings;

Play the audio programme again. Focus Ss' attention and identify.

KEY

- 1. Never sit in front of a TV or at a desk for a long time. He had never had snacks or fast food, growing his own vegetables, always get up early, do yoga, go jogging, reduce stress throughout his life.*
- 2. Eating healthy foods, exercising and keeping the body at a healthy weight.*
- 3. "Be happy - Be healthy."*

- D. Listen again and complete the answers. (GO-L.5)

TRACK 2

Theme 1 - Page 18

Activity D: Listen again and complete the answers.

Play the audio programme again. Ss will share their opinions with their partners.

KEY

- 1. e.g: He said that he hated worrying about things too much and stayed up early. Ss' own answers.*
- 2. He told that he was eating healthy foods, exercising and keeping the body at a healthy weight.*
- 3. Ss' own answers.*

- E. Read Steve's statement below. Discuss how being positive can stop aging. Being positive stops your aging. (GO-L.6)

Ask students read Steve's statement below and want them to discuss how being positive can stop aging.

Time to Read

- A. Think about healthy eating. Make a list of your ideas with your partner and compare your ideas with your classmates. (CO-R.2)

Books are open. Ss will work with partners. They will make a list of their ideas, then they will compare their ideas with their classmates.

TEACHER'S NOTE

B

Healthy Life

B. Read and find the topic of the text. (GO-R.4 / CO-R.2)

SOME TIPS OF HEALTHY LIFE

Eating is one of the most important items in everyone's life. It is part of who we are and part of our culture. We enjoy eating because the food we eat are the source of our energy and **nutrition**. We are born with the desire to eat and throughout our lives we have rich traditions of eating. Even though our lives depend on eating we know so little about eating. We don't know exactly how the food we eat everyday affect our health. What can we do to have a healthy life style?

First of all, you may add vegetables to your meals and cook them by **stir-frying**. For a healthy life you must have enough proteins, vitamins, carbohydrates, minerals, sugar and fat. You should get sufficient vitamins since vitamins strengthen your body against illness and reduce your risk of having heart disease and certain cancer. Eat fruit instead of candies, chocolates. Drink enough water to get rid of the toxins in your body. You should drink between six to eight glasses of water everyday. Try to exercise regularly; at least a 30 minute walk a day. You can take the stairs. Furthermore you must take yourself away from all fast food. You should eat white meat instead of beef. Make sure that you stay at average weight for your body. Don't forget that being **underweight** is as bad as being **overweight**.

In addition a good night's sleep is the most effective thing on human physiology and psychology. Concentrate on your good qualities, not the things you can't change. When you feel good, you're more likely to think and act positively. Give yourself at least two **compliments** everyday. Be grateful for all the things that make you great.



C. Find significant points about eating from the text. Talk about them with your friends.

e.g: We can add vegetables to our meals and cook them by stir-frying to have a healthy life style.

D. Fill in the blanks using the words in bold by guessing the meanings of the words in the text.
overweight, compliment, stir-fry, nutrition, underweight.

- Good is essential if patients are to make a quick recovery. (nutrition, ailment)
- the chicken for one minute, then add vegetables
- I am a few kilos but I just can't seem to lose them. (heavy)
- According to the hospital chart he's four kilos (skinny)
- I take it as a when people say I look like my mother. (best wishes)

E. Read the text again and give a brief summary of the healthy life tips.

- You should get sufficient vitamins to the meals
-
-
- You should drink six to eight glasses of water a day
- You should eat fruit instead of candies

F. Work in groups. Read these opinions and choose one of them. Talk about your point of view. Compare your ideas with other's point of view with the helps of useful expressions.

- I try to be as healthy as I can. I don't want to see a doctor unless it is very serious.
- Good health is the most important thing in life. We should do everything to look after our bodies.
- Everything is bad for you in some way. It's better not to know what is good or bad and just do what you want.

Expressions introducing a positive point of view (for)

Generally speaking

There are many advantages of

It's well known/a fact that

It's a thought/claim that

One point of view is

Expressions expressing contrast (against)

There are those/people who believe

In contrast with/contrary to the above ideas

Others feel/argue that

On the other hand

On the contrary

Nevertheless

However

In spite of / despite

Although

19

Tell Ss to guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.

KEY	
1. nutrition	2. Stir-fry
3. overweight	4. underweight
5. compliment	

E. Read the text again and give a brief summary of the healthy life tips. (GO-W.3 / CO-R.9)

Have Ss read the text again silently, and they will give a brief summary of the healthy life tips.

Say Ss to read the text carefully and encourage them to understand the written text with the help of vocabulary repertoire.

e.g:

- We should add vegetables
- We should get vitamins
- We should do exercises/ go for a walk
- We should reduce alcohol
- We should eat white meat
- We should never smoke
- We should a good night's sleep
- We should have enough proteins, vitamins, carbohydrates, minerals, sugar, etc.

F. Work in groups. Read these opinions and choose one of them. Talk about your point of view. Compare your ideas with other's point of view with the helps of useful expressions. (GO-SI.4 / CO-S.12)

Ss discuss their opinions. Go around the class and listen. Take notes on errors you hear.

Ss work in groups. Make Ss talk about their points of view, and compare their ideas with other groups' point of view. Say that they will use expressions which are giving below in the table.

Tell Ss to use sentence connectors in their speeches.

Expressions introducing a positive point of view (FOR)

Generally speaking

There are many advantages to

It's well known/a fact that

It's a thought/claim that

One point of view is

Expressions expressing contrast (AGAINST)

There are those / people who believe

In contrast with / contrary to the above as nevertheless / However

Others feel/argue that

On the other hand - On the contrary

In spite of/despite - Although

B. Read and find the topic of the text. (GO-R.4 / CO-R.2)

Books are open. Have Ss read the text. They will elicit and identify the topic of the text.

Tell Ss to define an appropriate strategy for the aim of reading.

KEY
Healthy Life

C. Find significant points about eating from the text. Talk about them with your friends. (GO-R.3)

Ss will work with partners. Encourage Ss to find the best ideas about eating and compare them.

KEY
- add vegetables to your meals.
- cook vegetables by stir-frying.
- get sufficient vitamins
- eat fruit
- drink enough water
- eat white meat

D. Fill in the blanks using the words in bold by guessing the meanings of the words in the text.(GO-R1/ CO-R10)

Books are open. Say Ss to have a quick look to the text (SKIM READING). And guess the meaning of the words which are given below

B **Healthy Life**

Time to Write

A. Discuss with your classmates and express the reasons and results of this prompt below.
 "Let your food be your medicine. Let your medicine be your food."
 HIPPOCRATES

B. Look at the essay plan and compare it to the sample.

Introduction : introduce the subject of the essay. (What are you going to write?) (paragraph 1)
Main Part : present your ideas (suggestions, solutions etc.), your point of view or (paragraph 2/3) your arguments (What ideas/points are you going to write? What suggestions are you going to make?)
Conclusion : conclude by summarising your points (paragraph 4) Close with a general comment for the future

A SAMPLE ESSAY :

UNHEALTHY EATING HABITS - TITLE
 The subject of this essay is unhealthy eating habits. Most of the teenagers in Turkey have unhealthy food and drink such as fizzy drinks, snacks or junk foods. - SUBJECT
 Most of the teenagers prefer unhealthy snacks, fizzy drinks and junk food from the buffets. Some of them prefer to have chips, crisps, chocolate and other candies instead of cooked lunch. The majority of teenagers prefer fizzy drinks. Therefore, they're at risk of obesity and all the diseases that stem from it. Moreover teenagers care their physical appearance so much that they may jeopardize their health sometimes starving to be thin and sometimes developing an obsessive attitude towards their body image We should take advantage of this attitude. Focus their interest on things such as more energy for sports, better results at school rather than stressful things. - MAIN TEXT
 In the end, I come to the conclusion that most of the teenagers prefer fizzy drinks and junk food instead of healthier cooked meals. I want to draw attention of the families not to let their children have unhealthy eating habits. They should also prepare cooked lunch. - CONCLUSION

C. Write your own essay in the light of given plan. Your topic is; "Let your food be your medicine. Let your medicine be your food."

Paragraph 1 : What is medicine? What is food?
Paragraph 2 : What are the advantages / disadvantages of using medicine? What are the advantages of eating healthy food?
Paragraph 3 : What is the relationship between food and medicine?
Paragraph 4 : What is your conclusion about the relationship between food and medicine?
Use the linking words below.
Listing points : firstly, to begin with, for a start, secondly, finally
Adding more points : furthermore, moreover, in addition, also
Expressing contrast: however, although, despite, in spite of, whereas
Expressing result : Therefore, so, as a result, for this reason

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Say Ss In order to plan their essay well use the linking words below.

Say Ss to use different conjunctions in their writings.

Listing points: firstly, to begin with, for a start, secondly, finally

Adding more points: furthermore, moreover, in addition, also

Expressing contrast: however, although, despite, in spite of, whereas

Expressing result: therefore, so, as a result, for this reason

C. Write your own essay in the light of given plan. Your topic is; "Let your food be your medicine. Let your medicine be your food."

(GO-W.2 / CO-W.7)

Say Ss to write their own essay in the light of given plan. Topic is "Let your food be your medicine. Let your medicine be your food."

Tell Ss to write according to the process writing strategies.

Paragraph 1: What is medicine? What is food?

Paragraph 2: What are the advantages / disadvantages of using medicine? What are the advantages / disadvantages of eating food?

Paragraph 3: What is the relationship between food and medicine?

Paragraph 4: What is your conclusion about the relationship between food and medicine?

Time to Write

A. Discuss with your classmates and express the reasons and results of this prompt below. (GO-SI.5)

Tell Ss to work with their classmates and express the reasons and results about the sentence.

Encourage the Ss to say/ write their answers.

B. Look at the essay plan and compare it to the sample.

Explain the task. They will look at the essay plan very carefully. They will plan their essays according to Introduction, Main Part and Conclusion. Remind them to find a suitable title for their essays.

Introduction: introduce the subject of the essay. (What are you going to write?) (paragraph 1)

Main Part: present your ideas (suggestions, solutions etc.), your point of view or (Paragraph 2 / 3) **your** arguments (What ideas / points are you going to write? What suggestions are you going to make?)

Conclusion: conclude by summarising your points (paragraph 4) Close with a general comment for the future

In order to plan your essay well use the linking words below. (CO-W.7,12)

Focus Ss to write according to the process writing strategies.

TEACHER'S NOTE

Obesity and Anorexia



Time to Speak

A. Do the questionnaire about healthy diet.

How Healthy Are Your Habits?

- What do you usually have for lunch?
a) a meal from canteen b) a packed lunch from home
- What do you prefer to eat?
a) a sandwich b) a cooked lunch
- What do you usually drink?
a) fizzy drinks b) ayran
- How many glasses of fizzy drinks do you drink a day?
a) more than one b) none
- What do you prefer when you want something sweet?
a) candies b) fruit

EVALUATION :

If your "a" answers are more you are exactly on the way to obesity. Be careful about your eating habits. It's obviously time for you to look at your relationship to food.
If your "b" answers are more your eating habits are healthy. You are great, go on your way and keep your form.

B. Compare your results of the questionnaire with your classmates. Then talk about a healthy diet in detail.

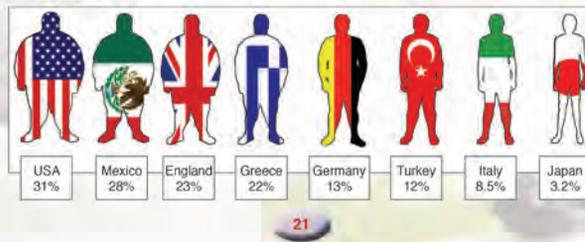
What is the importance of food, exercise and social activities in a healthy diet?

C. In the new millennium obesity appears to be the major health concern. How can you solve this problem? Use linking words while speaking and compare your answers with your classmates.

D. A friend of yours has an obesity problem and he/she wants to lose some weight. Work in pairs about the changes your friend needs to make, then decide which are the most important things he/she should do?

Time to Listen

A. Look at the range of obesity among the countries and say the reasons of obesity about each country.



1C Obesity and Anorexia

Materials:

Ss' dictionaries, internet, pictures

Warm Up

Books are closed. Write the theme's title "Obesity and Anorexia" on the board. Make the students brainstorm about it and ask them to talk about it what they know. Then ask Ss to comment on how they might have been avoided from bad eating habits. Ask them to talk about how the eating habits have changed in years.

Time to Speak

A. Do the questionnaire about healthy diet. (CO-S.10)

Give them time to complete the questionnaire to choose the answers.

Say Ss to answer the questions while and after speaking.

KEY

Ss' own answers

B. Compare your results of the questionnaire with your classmates. Then talk about a healthy diet in detail. (GO-SP.3,5-SI.6)

Evaluate Ss' answers. Say the results of evaluation to them. Remind them that, they must compare their results with their classmates. (Ss' own answers)
Write "FOOD - EXERCISE - SOCIAL ACTIVITIES" on the board. Ss must work with their class mates. Focus them

to discuss with their opinions about 'HEALTHY LIFE'. Then Ss talk about a healthy diet in detail. Ss adjust what they say and means of expressing.

KEY

Ss' own sentences

C. In the new millennium obesity appears to be the major health concern. How can you solve this problem? Use linking words while speaking and compare your answers with your classmates. (GO-SI.8)

Ask Ss 'In millennium obesity appears to be major health concern.' **HOW CAN YOU SOLVE THIS PROBLEM?'** Give them some time. They will make their own plans and then they compare their plans with classmates.

KEY

Ss' own answers and their own lists.

D. A friend of yours has an obesity problem and he/she wants to lose some weight. Work in pairs about the changes your friend needs to make, then decide which are the most important things he/she should do? (GO-SI.7 / CO-S.18)

Ss will work with their partners. They will share their ideas in class.

Say Ss to present their ideas in a logical coherence.

KEY

Ss' own advice

e.g:

He/she should/shouldn't

Time to Listen

A. Look at the range of obesity among the countries and say the reasons of obesity about each country. (GO-SP.6)

Books are open. Encourage Ss to work individually or in pairs. They scan the pictures carefully; will guess about the range of obesity among the mentioned countries.

POSSIBLE KEY

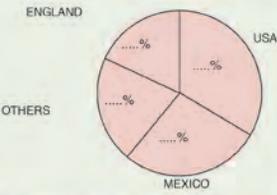
There are a lot of fast food and junk food restaurants in the countries. Because of this people are getting fatter and fatter.

TEACHER'S NOTE

C

Obesity and Anorexia

B. Listen to the dialogue and take notes about the obesity rates of countries.



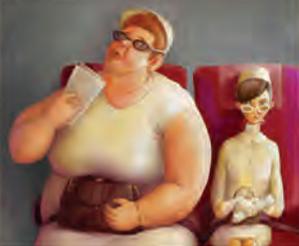
C. Evaluate the chart above with your partner and tell the reasons of obesity rates.

e.g : The USA is getting fatter and fatter because of fast food and junk food restaurants.
 * Use these linking words while speaking.

- Because
- Because of
- On account of
- Therefore
- So

Time to Read

A. Look at these two people and tell what their problems are.



B. Read these e-mails and tell what they are about.

OBESITY CAUSES PROBLEMS

Subject: advice for my friend
From: Jenny Davidson
To: Greg Hardy

Dear Mr. Hardy,
 I am writing this e-mail to you because I heard that you are very experienced nutritionist and your clinic is very famous in the USA. I have a close friend called David. He is overweight, 110 kilos. He is in dilemma of living to eat or eating to live. He suffers from sullying from his peers. Obesity causes problems for both his healthcare and productivity. It is clearly time for him to be aware of his unhealthy eating habits.
 I want him to lose his kilos with healthy life style. Could you show the way how he is able to lose his kilos and when you want us to come and see you. I hope you are going to help us.
 With my best regards,
 Please write me back soon.
 Jenny Davidson

Subject: advice for my friend
From: Greg Hardy
To: Jenny Davidson

Dear Jenny,
 I am so glad to hear your compliments to us. Thanks for your e-mail. We appreciate your efforts. It is kind of you to try to help your friend. Indeed, we would like to help David. Whenever you want you can come to our office. We can talk about what we can do for your friend and we can give a suitable diet programme for him. We are sure that he will lose his kilos and will be as healthy as before.
 See you soon.
 Greg Hardy

C. Look at the e-mails again and find the answers of the questions.

1. What does Jenny want from the nutritionist?
2. How can Greg help to Jenny's friend, David?
3. If you were Greg Hardy, what would you advise to David?

D. David is worried about his image and he loses his confidence. Motivation is very important in his situation. Act out his problem by saying your good wishes for him.

David : I am unhappy about my kilos.
 You : Don't worry. Everything will be okay.
 David :
 You :
 David :

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Daniel: Could you give us some information about it?
Lisa: 18 % kids are obese and other 7 % is overweight.
Steve: What a terrible statistics. I hate statistics.
Daniel & Lisa: Hoo-hah!

KEY	
USA: 31%	ENGLAND: 23%
MEXICO: 24%	OTHERS: 22%

C. Evaluate the chart above with your partner and tell the reasons of obesity rates. (GO-SP.7,8)

Say Ss to interpret the significant information on tables and graphics.

e.g: The USA is getting fatter and fatter because of fast food and junk food restaurants.

LINKING WORDS:
 Encourage Ss to link the ideas and opinions with appropriate conjunctions.
 * * Use these linking words while speaking.
BECAUSE - BECAUSE OF - ON ACCOUNT OF - THEREFORE - SO

POSSIBLE KEY

Mexico has obesity problem because of their chilly foods therefore people go on diet nowadays in Mexico.
England has obesity problem by 23% on account of their addiction to fish and chips restaurants.

B. Listen to the dialogue and take notes about the obesity rates of countries. (GO-L.4 / CO-L.2)

Make sure Ss to have understood what they are listening. Play the CD last time. They will evaluate the chart with their partners. Say Ss to take notes. And say them to use linking words while they are speaking.
Make Ss listen selectively.

TRACK 3
 Theme 1 - Page 22

Activity B: Listen to the dialogue and take notes about the obesity rates of countries.

Lisa: Did you see the recent Health Obesity Statistics of the countries?
Steve: Yes, I have just seen it.
Daniel: Me, too.
Lisa: First rank is for USA with 31 % and second rank is for Mexico 24 %.
Steve: Yes, but big surprise is that the British people can fat with 23 %.
Daniel: Sure. It is very strange that China isn't in this statistics. There are no obese people there.
Steve: Oh! Just look around. There are lots of obese Americans.
Lisa: Of course the USA is getting fatter and fatter. Blame fast food and junk foods restaurants.
Daniel: India isn't even on the list which would be a huge of percentage of the world population, keep that in mind.
Lisa: Yesterday, there was an article in newspaper about school kids who were 8 years old.
Steve: What was it about?

Time to Read

A. Look at these two people and tell what their problems are.

Books are open. Give Ss some time to think about pictures. Ask them what they see. Ss discuss them in small groups. They compare their answers. Go around the class and listen to them. Then give some examples about what their problems are.

POSSIBLE KEY

The lady on the left suffers from obesity and the lady on the right suffers from anorexia.

B. Read these e-mails and tell what they are about. (GO-R.7)

Books are open. Tell Ss to examine the e-mails and tell what they are about.

KEY

They are about obesity.

C. Look at the e-mails again and find the answers of the questions. (GO-R.2)

Books are open. Tell Ss look at the e-mails again and find the answers of the questions. Wait for Ss to write their sentences. Ask them about their answers.

POSSIBLE KEY

1. She wants help from nutritionist for her close friend David / She wants to know the way how her close friend David is able to lose his kilos.
2. He can give a suitable diet programme for David.
3. Ss' own answers.

D. David is worried about his image and he loses his confidence. Motivation is very important in his situation. Act out his problem by saying your good wishes for him. (GO-SI.9)

Say Ss to use expressions of wishes and desires in their conversations. Ss will work with their partners. Give them some time to think and write about their sentences. Give some examples about good wishes.

e.g:

- Get well soon.
- you will recover soon.
- I look forward to hearing good news from you.

POSSIBLE KEY

*David: I am unhappy about my kilos, so I couldn't go out.
Ss: Don't worry! Mr Greg Hardy will help you, and I believe that you will lose your kilos.
David: Oh! Thank you. It is nice to hear these words. I want to be as healthy as before.*

Time to Write

A. Read the formal letter below. Identify its important parts and fill in the blanks. (GO-W.5 / CO-R.6)

Explain the task. Say Ss to examine the letter very carefully and remind them identify its important parts and fill in the blanks.

e.g:

the address - the date - the opening sentence - the closing sentence

KEY

*the address: 35 Smyrna Street Southampton DCE5GE
the date: January 3rd, 2014
the opening sentence: Dear Sir/Madam
the closing sentence With my best regards*

B. The formal sample letter is above. Write a reply especially to motivate her with your good wishes. (GO-W.7 / CO-W.4,6)

Say Ss to work individually. They will try to write a reply as sample letter which is above. They have to motivate her (Sally) with their good wishes. Encourage them to use these sentences in table.

Eager Ss to write letters and e-mails.

SUGGESTED KEY

*Dear Sally,
My name is Doctor Sam Eliot. I am writing to make suggestions for your anorexia problem. Here are some tips for you. First, consult a doctor and a dietician immediately.
Then, do your exercises regularly. Have a regular sleep.
I hope you will get rid of your problem easily.
I would be very grateful if you could send me further information.
I look forward to hearing from you.
Yours sincerely.*

Typical first sentences:

I am writing to ask for information about

Ask about

Make a reservation

Complain about

Apply for

Typical last sentences:

I would be very grateful if you could send me further information

Could you please send me application form?

I would appreciate it if you could

Closing:

I look forward to hearing from you.

Yours sincerely

Obesity and Anorexia

Time to Write

A. Read the formal letter below. Identify its important parts and fill in the blanks.

- the address:
- the date:
- the opening sentence:
- body part of the letter:
- the closing sentence:

35 Smyrna Street
Southampton DCE5GE

27 Crown Street,
London, S11 3RQ
January 3rd 2014

Dear Sir/Madam,

My name is Sally. I am 18 years old. I have an important problem. I am writing to complain about anorexia. I eat very little even though I am very thin. I have an intense and overpowering fear of getting fat. I always think about food all day long. I want to vomit after having food.

I have hormone imbalances, weakness, shortness of breath, hair loss, joint and knee pain and skin tags and my list goes on like that. I obsessively count calories, measure food portions and weight myself at least three times a day. I refuse to eat in the school canteen or anywhere else in public. I live on salad with vinegar and rice cakes.

I want to get rid of this illness. Could you advise me some precautions? I wish I could get your reply as soon as possible. Thank you for your interest.

With my best regards,
SALLY STONE

B. The formal sample letter is above. Write a reply especially to motivate her with your good wishes.

Typical first sentences:
I am writing to ask for information about
I am writing to ask about
I am writing to make a reservation
I am writing to complain about
I am writing to apply for
Typical last sentences:
I would be very grateful if you could send me further information
Could you please send me application form?
I would appreciate it if you could

Closing
I look forward to hearing from you.
Yours sincerely

HOW MUCH DO I KNOW?				
I CAN		😊	😊	😊
LISTENING	understand most radio programs, TV news and current affairs programs about health Use different strategies including listening for main point, checking comprehension by using contextual clues etc.			
READING	Grasp the content and the significance of news, articles and reports on topics connected with your interests.			
SPOKEN INTERACTION	exchange factual information on matters.			
SPOKEN PRODUCTION	give clear, detailed descriptions on health related to your fields of interest.			
WRITING	write clear, detailed text / letters on health			

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YOUTH

Theme 2



A Clothes

B Camping

C Generation Gap

At the end of this theme you will be able to

- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * Use different strategies including listening for main point, checking comprehension by using contextual clues etc.
- * understand the important parts of the messages and announcements.
- * carry out a prepared interview about youth and generation gap
- * take an active part in discussion in familiar context youth and generation gap
- * speculate about causes, consequences, hypothetical situations.
- * write an essay or report to express point of view or pass on information about youth and generation gap

Theme		THEME 2- Youth		
Language areas		Past perfect/past perfect continuous		
Skills		General Outcomes	Vocabulary	Materials
Clothes	Reading	Guess the meaning of the new words with the help of contextual clues. (R.1) Search the meanings of the new words to understand the written text. (R.4)	Nouns: fur, wrap, hiking discount, debt, receipt, cash point, blame Verbs: to get discount, wrap, spend, to be in debt, earn, save up pay in cash, keep the receipt, Adjectives: protective	The CD Teacher's book
	Writing			
	Listening	Identify the significant points in messages and announcements. (L.3)		
	Spoken interaction	Share opinions and feelings in group work. (SI.1) Express cause effect relations in their speeches. (SI.2) Express future plans and arrangements. (SI.7)		
	Spoken production	Make comparisons in their speeches. (SP.3)		

Theme		THEME 2- Youth		
Language areas		Perfect modals		
Skills		General Outcomes	Vocabulary	Materials
Camping	Reading	Understand formal and personal letters on current matters. (R.2) Identify the significant parts of the formal letters on familiar subjects. (R.3)	Nouns: site, camp, tent, torch, property, compass, pen knife, leaflet Adjectives: adventurous, outdoor, well-trained Verbs: end up, back off, get along with, fed up with, demand for, attempt to, carry on, stay up, bring someone up, blame someone up, blame someone for something, insist on	The CD Teacher's book
	Writing	Write personal letters about feelings and experiences on events and activities. (W.2) Summarise reading texts. (W.3) Identify the significant parts of the formal letter on familiar topics. (W.4) Express cause and effect relations in their written text. (W.5)		
	Listening	Identify the significant points in the complex recorded texts on familiar topics related to their interest. (L.1) Identify the significant points expressed by the speaker in the recorded text. (L.2)		
	Spoken interaction	Share opinions and feeling in group works. (SI.1) Express cause effect relations in their speeches. (SI.2) Narrate stories. (SI.6)		
	Spoken production	Support their ideas and opinions with detailed explanations. (SP.1) Use a variety of linking words efficiently to mark clearly the relationship between the ideas. (SP.5) Express their ideas and opinions with reasons. (SP.2) Express their feelings, ideas, dreams and expectations. (SP.4)		

Theme		THEME 2- Youth		
Language areas		Reported statements, questions, requests and instructions		
Skills		General Outcomes	Vocabulary	Materials
Generation Gap	Reading	Identify the elements of the story. (R.5)	Nouns: preference, conflict, interference Verbs: stay up, bring up, get along with, back off, carry on, blame, insist on, fed up with, carry sth on Adjectives: disrespectful, disappointed, transgressive	The CD Teacher's book
	Writing	Write according to the process writing strategies. (W.1)		
	Listening	Understand talks, and discussions delivered clearly and straightforwardly. Listen interactively. (L.4) Identify the subsidiary points and supporting examples in the recorded text. (L.6) Listen interactively. (L.5)		
	Spoken interaction	Make suggestions. (SI.4) Support their speech with subsidiary points and relevant examples. (SI.5)		
	Spoken production			



Clothes

Time to Listen & Time to Speak

A. Look at these photos and compare their styles.



B. Look at the photos and tell what you see.



C. Talk about the questions below.

- What is the best discount you have ever had?
- What is the most interesting product you've bought this year?
- If you want something that is not in stock, do you order it or go somewhere else?

D. Listen to the store announcements and find out the parts:

	1 st	2 nd	3 rd
Time			
Discount Rate			
Discount is Available in			

25

THEME 2 YOUTH

2A Clothes

Warm Up:

Ask Ss the questions below:

- What are your popular clothes?
- What colour are they?
- What is trend on fashion?
- Which colour is trend recently?

Time to Listen & Time to Speak

A. Look at these photos and compare their styles. (GO-SP.3)

Tell the students to look at the photographs and want them to talk about them. Ask what the students know about the words on shop windows.

B. Look at the photos and tell what you see.

Ask them to talk about **where, when** etc. they can wear the clothes. Ask them to talk about their colour, style and shop window.

C. Talk about the questions below.

Tell Ss to read the questions and want them to answer.

KEY

Ss' own answers

D. Listen to the store announcements and find out the parts. (GO-L.3 / CO-L.1)

Ss listen to the store announcements and find out the missing parts.

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

TRACK 4

Theme 2 - Page 25

Activity D: Listen to the store announcements and find out the parts.

1. Dear our guests,

Today is our 10th anniversary. If you buy any kind of clothes from our store, the second one is free. Buy one for yourself, give the second one as a gift to whomever you please.

2. Dear our customers,

Take advantage of our amazing discounts on a huge range of products. In our store, you'll have 40% discount in clothes and cosmetics in your shopping. This discount is available just for this weekend. Happy new year.

3. Dear our guests,

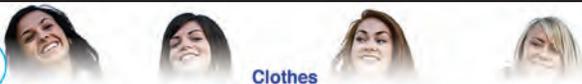
Today when you are shopping you won't be disappointed. In our all departments, for your each £100 spendings, you'll get £20 bonus. Don't wait! Go on your shopping.

KEY

	1 st	2 nd	3 rd
Time	today-10 th anniversary	this weekend	today
Discount Rate	50%	40%	%20
Discount is available in	clothing	clothing and cosmetics	all departments

TEACHER'S NOTE

A



Clothes

- E. Decide which announcement is the most attractive for you. Tell the reasons and share your ideas with your partner.
- F. You will go on a summer holiday but you need shopping. You will go to a famous shopping mall next weekend. Work in pairs and explain what you are going to buy. Share your plans about your weekend shopping.



- G. Think about the questions below and compare your answers with your friends. Decide who is the most or the least shopaholic.

- | | |
|--|------------------------------------|
| 1. How much do you spend on shopping? | 4. How often do you go shopping? |
| a. All my money | a. always. |
| b. Depends on my needs | b. sometimes. |
| 2. How do you see shopping? | 5. How do you feel after shopping? |
| a. A dream | a. happy |
| b. A nightmare | b. upset |
| 3. How do you feel about things you buy? | |
| a. don't mind what I buy | |
| b. only buy things I like | |

- H. Write an attractive announcement for a clothing shop. Share with your class.

e.g: We always claim that all clothes we offer you make your size minimize.

Time to Read

- A. Look at the questions below and answer them.

1. How did human beings discover clothes?
2. Why do people wear different clothes?
3. Do you follow fashion?

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- E. Decide which announcement is the most attractive for you. Tell the reasons and share your ideas with your partner. (GO-SI.2 / CO-L.5)

Ask Ss the question and ask them to tell their reasons.

KEY

Ss' own answers

Ask Ss to use background knowledge to understand the recorded text.

- F. You will go on a summer holiday but you need shopping. You will go to a famous shopping mall next weekend. Work in pairs and explain what you are going to buy. Share your plans about your weekend shopping. (GO-SI.7 / CO-S.2,9)

Ask Ss that what can be need if they go on a summer holiday. Ask them to work in pairs and want them to categorise their needs. Tell them to make a shopping list and share their plans.

Ask Ss to use a range of vocabulary repertoire in their speeches.

Tell Ss to ask questions while and after speaking.

KEY

Ss' own answers

- G. Think about the questions below and compare your answers with your friends. Decide who is the most shopaholic or the least shopaholic.

Tell Ss what shopaholic means and to answer the questions. Then ask them to choose the most or the least shopaholic one. Evaluate Ss' answers according to the table below.

KEY

If Ss' "a" is more than 3, you are shopaholic.
If Ss' "b" is more than 3, you are an average shopper.

- H. Write an attractive announcement for a clothing shop. Share with your class. (CO-W.11)

Tell Ss to write an attractive announcement for a clothing shop. Let them share their text.

Ask Ss to use sentence structures and patterns accurately.

Time to Read

- A. Look at the questions below and answer them.

Tell Ss to look at the questions below and answer them.

KEY

Ss' own answers

TEACHER'S NOTE



Clothes

B. Read the text and underline the unknown words and then look up the dictionary to find out their meanings.



CLOTHES

Modern humans are the only survivors of several species of primates who may have worn clothes. Scientists are still debating when people started wearing clothes. According to archeologists and anthropologists, the earliest clothing likely consisted of fur, leather, leaves, or grass that were wrapped or tied around the body. They have the affection on today's wearing styles. Some people are still making their clothing entirely of prepared and decorated furs and skins, others have replaced leather, fur or skins with cloth: woven, knitted, or twined from various animal and vegetable fibres. From past to now their major aim is to protect their bodies from the effects of their environment.

For ages, clothing has served many purposes, including protection from uncomfortably hot or cold weather; protection during activities such as hunting; hiking in the mountain or lake district; cooking; protection from situations such as fire; ordinary clothes has provided some protection from minor risks such as insect bites. Moreover, clothing is used for identification of members of a particular team or group. In order to help these aims human beings have shown extreme inventiveness in devising clothing solutions. Some examples include: military uniform, space suits, chemical suits, gas mask, air conditioned clothing, armour, diving suits, swimsuits, bee-keeper gear, motorcycle leathers, high-visibility clothing, and other pieces of **protective clothing**. Meanwhile, the distinction between clothing and protective equipment is not always clear-cut, since clothes designed to be fashionable often have protective value and clothes designed for function often consider fashion in their design.

In the past since there was no fashion for children or teenagers, young people had to wear imitations of adult fashions. It was an undesirable situation, but it did not last long. In the past, youths had started to demand to be free in clothes. That's why fashion industry had been so busy with the demands of people especially of teenagers since they had been the biggest portion of the society and had fashion-conscious. Youths enjoyed wearing **casual and leisure clothing** such as trainers, jeans in the past. Fashion industry had developed casual clothing style. Today youths' fashion has become more popular than ever.

C. Read the text and guess the meanings of the words or phrases in bold.

- fur protective clothing
- wrap casual and leisure clothing

D. Fill in the blanks with the given words below.

- wrap
- the protective clothing
- casual and leisure clothes
- fur

1. Everyone else was in jeans and gear and I had my office clothes on.
2. The animal's thick provides very good insulation against the cold.
3. must be intensive to light and heat.
4. Take your purchases to the sales clerk and he will them for you.

E. Read again and answer the questions.

1. Were the earliest clothing so complicated? Explain why/why not.
2. Why do people need clothes?
3. Give examples for identification function of clothing.
4. How did the youths affect the fashion industry?

F. Read the text and tell what each paragraph talks about to your class mates.

Keep in Mind!

In the past, youths had started to demand to be free in clothes. That's why fashion industry had been so busy with the demands of people especially of teenagers since they had been the biggest portion of the society and had fashion-conscious. Fashion industry had developed casual clothing style. Today youths' fashion has become more popular than ever.

B. Read the text underline the unknown words and then look up the dictionary to find out their meanings. (GO-R.4)

Tell Ss to read it again and underline the unknown words. Make them look up the dictionary for their meanings.

C. Read the text and guess the meanings of the words or phrases in bold. (GO-R.1)

Ask the Ss to focus on the words in bold while reading the text and tell them to read it and guess their meanings.

KEY

- fur**: thick hair that covers the bodies of some animals.
- wrap**: to cover with cloth.
- protective clothing**: clothes for giving protection.
- casual and leisure clothing**: clothes that are not formal or not suitable for special occasions.

D. Fill in the blanks with the given words below.

Encourage Ss to fill in the blanks with given words.

KEY

1. casual and leisure clothes
2. fur
3. the protective clothing
4. wrap

E. Read again and answer the questions. (CO-R.8)

Tell Ss to answer the comprehension questions.

Ask Ss to answer the questions before, while and after reading.

KEY

1. Ss' own answers
2. People need clothes to protect their bodies from the effects of their environment.
3. e.g: hospital staff, police, soldiers etc.
4. They are the biggest portion of the society and have fashion-conscious as youths demanded to be free in clothes.

F. Read the text and tell what each paragraph talks about to your class mates. (GO-SI.3)

Ask Ss to have a quick look to the text and ask them to find what each paragraph talks about. Make them share their findings to class.

KEY

- 1st paragraph: Time of wearing clothes and their affection on today's wearing styles.
- 2nd paragraph: The purpose of clothing.
- 3th paragraph: Affection of youths on fashion.

TEACHER'S NOTE

B Camping

Time to Listen & Time to Write

A. Before listening answer these questions.

1. What does "AKUT" refer to?
2. Whenever you hear the word "AKUT", who comes to your mind first?
3. How do the AKUT dogs help the team?

B. Look at the pictures below. Choose which ones belong to AKUT team.

Keep in Mind!
I should have warned you about the weather. We should have been more careful.

C. Listen to the radio programme and take notes about the details:

- who the guest is
- what he is talking about
- what his occupation is

.....
.....
.....
.....
.....

D. Listen again and indicate the significant parts from the interview considering the points below.

- Nasuh Mahruki has lots of jobs ; he is a/an
- He has excelled in various outdoor sports such as
- A good camper should be careful about three important points in camping. These are
- All campers must be careful about public property point. All campers must

28

2B Camping

Materials:

Ss' dictionaries, pictures

Warm Up

Bring and show some photos of scout camps or youth camps. Ask them to talk about camping.

Time to Listen & Time to Write

A. Before listening answer these questions.

Books are closed. Say Ss to work with their partners and ask them the questions.

KEY

Ss' own answers

B. Look at the pictures below. Choose which ones belong to AKUT team.

Books are open. Focus Ss' attention on the pictures. Ask them to choose AKUT team equipments.

KEY

rope, compass, pen knife, torch, jeep, tent

C. Listen to the radio programme and take notes about the details. (GO-L.1)

Play the audio programme and ask them to find out the details of Mr. Mahruki and Presenter's speech. They hear them in the listening script and tell them to take notes about who the guest is, what he is talking about, what his occupation is.

TRACK 5

Theme 2 - Page 28

Activity C: Listen to the radio programme and take notes about the details.

Presenter: Welcome everybody who is listening to our radio program at the moment. I am sure you will have a great time with us as usual. Today we have a special guest, Nasuh Mahruki. He is going to talk about mountaineering and camping. If you are interested in adventure then do not switch to another channel. Thanks for coming, Mr Mahruki.

Mr Mahruki: It's my pleasure.

Presenter: You were born in İstanbul in May 21, 1968. You are a professional mountain climber, writer, photographer, camper and documentary film producer. We know that you are the first Turkish and the first Muslim climber in the world who has climbed Mount Everest. Moreover, you are given the prestigious Snow Leopard title by the Russian Mountaineering Federation. It is not yet repeated by another Turkish climber.

Mr Mahruki: You did your job well. They are all correct.

Presenter: Please, add something more about yourself.

Mr Mahruki: As a professional sportsman, I have excelled in various outdoor sports such as mountaineering, climbing, caving, paragliding, scuba diving, motor sports, sailing and cycling. Everybody knows I'm a well-known mountaineer, but today I'm going to talk about my camping experiences.

Presenter: It is very interesting. Can you explain it?

Mr. Mahruki: A good camper should be careful about three important points in camping. These are sanitation, campfires and public property. For sanitation, they should prevent pollution by keeping garbage and foreign substances out of lakes and other waters. They must either be deposited in containers provided, or taken with you when you leave.

Presenter: What is sanitation?

Mr. Mahruki: We can say that it is protecting our health.

Presenter: What about campfires and public property?

Mr. Mahruki: For campfires, all campers must built fires in the fireplaces and they must be sure the fire is completely extinguished before leaving. They mustn't leave the fire unattended. For public property, all campers must preserve and protect National Forests and National Parks. They must leave natural areas the way they find them and mustn't cut and damage any live trees.

Presenter: Thanks a lot for your valuable information about camping. We hope it will be useful for the campers.

Mr. Mahruki: It was nice to be in your radio program.

Presenter: All right, Mr Mahruki. Thanks for your participation in our programme. We are expecting you with new successes in the following days. See you next week's program!

KEY

WHO THE GUEST IS: He is Nasuh MAHRUKI

WHAT HE IS TALKING ABOUT: He is talking about mountaineering and camping.

WHAT HE IS: He is a professional mountain climber, writer, photographer, camper and documentary film producer.

D. Listen again and indicate the significant parts from the interview considering the points below. (GO-L.2)

TRACK 5
Theme 2 - Page 28

Activity D: Listen again and indicate the significant parts from the interview considering the points below.

Play the audio programme again. Ask Ss to complete the sentences, they hear in the listening script. Ss. can work individually or in pairs.

KEY

- * Nasuh Mahruki has lots of jobs: he is a professional mountain climber, writer, photographer, camper and documentary film producer.
- * He is excellent in various outdoor sports such as mountaineering, climbing, caving, paragliding, scuba diving, motor sports, sailing and cycling.
- * A good camper should be careful about three important points in camping. These are sanitation, camp fires and public property.
- * All campers must be careful about public property point. All campers must preserve and protect National Forests and National Parks considering public property.

TEACHER'S NOTE


B

Camping

Time to Speak & Time to Write

A. Work in groups. Imagine that you are going to be on a campsite in the forest for two weeks. Talk about where you are going to go and what you are going to do.

- Your friend :
- You :
- Your friend :
- You :
- Your friend :
- You :
- Your friend :
- You :

B. Look at the Exercise B at page 28. Choose 3 items you need most when you go on a camp site. Explain why you need them by using the linking words below:

HOWEVER, BUT, ALTHOUGH, IN SPITE OF, SO THAT, BECAUSE

"I think it's really important to take matches with us so that we can light a fire and cook food."

C. Write a paragraph about why you have chosen the items above.

D. Make a dialogue with your partner and act it out.

- Imagine that your friends are going on a campsite.
- Use the questions as a guide for your dialogue and learn your friend's thought about camp.
- What do you think of going to a campsite?
- When you can't see where you are going what do you use?
- What will you use to find your way through the forest?
- What will you need in case you get ill?
- Where do you need a rope on a campsite?
- How do you feel on a campsite?
- What's your opinion about camping?

- You :

- Your friend :

- You :

- Your friend :

- You :

- Your friend :

- You :

Time to Read

A. Talk about the questions below.

1. What do you think about searching a camping activity on the internet?
2. Do you need some adventure and to do something different for your life? Why? What kind of differences do you need?

B. Read the advertisement below and tell what it is about.

ARE YOU READY TO FUN?

Are you between 14 and 19?
Do you enjoy being with people of your own age?
Do you need some adventure and to do something different for your life?
Why do you sit? Come on one of our adventure camp.

Camping Adventure organizes camping days for young people of 14-19. We have several camping organisations in the UK. We have offered a variety of adventure activities from hill-walking to fishing. All of our activities take place in a safety forest with our friendly, experienced and well-trained instructors. You can be sure that you will be safe with us.

So why do you waste time? Search one of our camping activities now on the internet. Which park do you want to make a camping reservation?

Select Park: Blue Ridge
Bull Run

Select camping Type: two weeks
a month

Please Select Reservation request Dates:
From (Date arriving) : 01.07.2014
To (Date Checking out) : 01.08.2014

NOTE : Group Camping is only for organized youth groups.
E mail : Adventure@ADRGH.net
Office hours : Monday- Friday, 8 a.m. - 4.30 p.m.

C. Skim the advertisement and find out who it is organized for.

Time to Speak & Time to Write

A. Work in groups. Imagine that you are going to be on a campsite in the forest for two weeks. Talk about where you are going to go and what you are going to do. (GO-SI.1 / CO-S.11 / CO-S.15)

Tell Ss to work in groups. Give Ss a few minutes (3 minutes) to plan their conversation. Don't assign roles. Ss must choose their roles. They will imagine there is going to be a camp in the forest for two weeks. They will decide; where they are going to go. what they are going to do. why.

Share your ideas and feelings with in the groups. Encourage Ss to extend their conversation as much as possible expressing their roles. Say Ss to share their ideas and feelings very clearly and carefully. Go around the class and give help as needed. Give examples of good communication that you heard. Pay attention to Ss' ability to keep a conversation going.

Support their speech with gestures and facial expressions.

Remind Ss to avoid irrelevancy while they are speaking.

B. Look at the Exercise B at page 28. Choose 3 items you need most when you go on a camp site. Explain why you need them by using the linking words below; (GO-SI.2 / GO-SP.5 / CO-S.4,16)

Tell Ss to work in groups. They will explain their reasons of choosing their items from exercise B. Remind Ss to use these linking words; **HOWEVER, BUT, ALTHOUGH, IN SPITE OF, SO THAT, BECAUSE** when they speak.

Remind Ss to talk without word repetition.

C. Write a paragraph about why you have chosen the items above. (GO-W.5)

They will write the reasons of choosing the items from exercise B.

D. Make a dialogue with your partner and act it out.

Say Ss to work with their partners again. They will try to make a conversation. Remind Ss to use the questions which are given in their books as a guide. Then want them to act their dialogues.

Time to Read

A. Talk about the questions below.

Books are closed. Ask Ss what they are going to read about. Elicit the answers.

SUGGESTED KEY

- I think the internet is very useful to reach camping activities. I can choose the best activity that suits me.*
- Of course. Because we need some differences and adventures to escape from our monotonous lives. For example a camping activity, a world-tour or Erasmus+ Projects are suitable differences we need.*

Books are open. Ss try to answer the questions.

KEY

Ss' own answers

B. Read the advertisement below and tell what it is about.

Books are open. Say Ss to read the e-mails and ask them what they are about.

KEY

It is about camping organization.
e.g:
 Summer camp reservation advertisement and reply e-mail for it.

C. Skim the advertisement and find out who it is organized for.

Tell Ss to skim the advertisement quickly. Want them to find out who it is organized for.

KEY

It is organized for youth groups.

TEACHER'S NOTE



B

Camping

D. Read the advertisement again and write the answers of the questions.

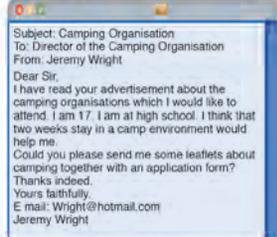
- What kind of activities has the Camping Adventure offered?
- Are the activities safe? Why?
- How can you apply to the Camping Adventure?
- Why would you apply the Camping Adventure?

E. Look at the advertisement again and tell your ideas and reasons consisting of the questions below.

- Why is this advertisement interesting for you?
- Why do you want to attend this camping organization?

F. Read the e-mail and identify the parts.

- who it is from
- what the e-mail address is
- why it is written for



G. Imagine you applied for a camping organization and you are accepted. On your first day, you're asked to share your ideas about campsite considering these points.

- how you feel
- what your expectations are
- why you come here

Time to Write

A. Make a summary of the sample letter considering these points.

- Time:
- Place:
- People:
- Event:
- Her feelings:

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B. Find out the important parts of the sample letter.

- How we address as greeting:
- Why we write:
- How we develop:
- How we conclude:

C. Imagine that you went on a campsite. Write a letter to your best friend about your feelings and opinions of your camping activity.

D. Tell your story about camping activity to your classmates considering the time, the place and the people.

1456 King Street
 AXQ 3648
 London - ENGLAND

Dear Betty,

It was two months ago. I went camping in the mountains with my friends. It was the last day of camping and I was very tired. I didn't want to go fishing any more but my friends insisted on doing so I accepted and took our fishing line.

We went to the lake. It was icy nevertheless. Mike broke the ice and tried to fish. It wasn't so easy. I didn't know how I managed but I remembered I was in water. The next thing I remembered was my friend's face and the blue sky. I didn't even know how long I had been in the water. But when I opened my eyes Mike had been asking how I was. I said I was OK, but then I realized I couldn't move my arm well. It had been broken and from then on I had to wear a plaster for the next month.

I should have been more careful and I shouldn't have gone to the lakeside since I had been very tired. You see my camping activity ended up tragically but I was lucky. I am very well now.

Please write to me, I am looking forward to hearing from you.

Best Regards,
 Tina Morris.

D. Read the advertisement again and write the answers of the questions. (GO-R.2)

Tell Ss to read the questions first. Then tell them to read the text and find the answers of the questions.

KEY

- It has offered activities such as hill walking and fishing.*
- Yes, they are. Because they take place in a safety forest with experienced instructors.*
- Via internet.*
- Ss' own answers.*

E. Look at the advertisement again and tell your ideas and reasons consisting of the questions below. (GO-SP.2)

Say Ss to read the advertisement e-mail again. They tell their ideas and reasons. They can work in pairs.

KEY

Ss' own answers

e.g:

- Because I am interested in summer adventure camps.
- Because it is for young people of 14-19.

F. Read the e-mail and identify the parts. (GO-R.3)

Books are open. Say Ss to work individually. Ss read the e-mail and identify the parts.

KEY

Who it is from: Jeremy Wright
What the e-mail address is: *Wright@hotmail.com*
Why it is written for: Application form

G. Imagine you applied for a camping organization and you are accepted. On your first day, you're asked to share your ideas about campsites considering these points. (GO-SP.4)

- how you feel
- what your expectations are
- what your opinions are
- why you come here

Give Ss a few minutes to prepare their speech about campsites. Encourage Ss to express their feelings, ideas, dreams, and expectations.

KEY

Ss' own speech.

Time to Write

A. Make a summary of the sample letter considering these points. (GO-W.3 / CO-W.9)

Focus Ss' attention on the sample letter. Say Ss to talk about the details of the letter such as **when, where, who, how, what**, etc. Encourage them to make a summary of the sample letter using your own words.

Remind Ss to use a range of repertoire of words and words group in their writings.

KEY

Time: two months ago
Place: lakeside in London
People: Betty, Tina, Mike
Event: camping in the mountain
Her feelings: lucky feeling well

B. Find out the important parts of the sample letter. (GO-W.4)

Encourage them to find out the important parts of the sample letter.

KEY

How we address as greeting: Dear Betty
Why we write: Tina writes her camping experience to Betty
How we develop: The series of events from the beginning to the last event
How we conclude: I am looking forward to hearing from you
Best Regards

C. Imagine that you went on a campsite. Write a letter to your best friend about your feelings and opinions of your camping activity. (GO-W.2 / CO-W.1)

Say Ss to write a draft letter to their best friend about their feelings and opinions of their camping activity. While Ss are writing their letters go around the class and give individual feedback on the content and organization of each Ss' letter.

KEY

Ss' own answers.

D. Tell your story about camping activity to your classmates considering the time, the place and the people. (GO-SI.6)

Remind Ss to work individually. Say Ss to narrate their story about camping activity to their classmates considering **the time, the place and the people.**

TEACHER'S NOTE

Generation Gap

C

Time to Listen & Time to Speak

A. Read the questions and talk about them.

- If you have an argument with a member of your family, who usually **backs off** first?
- Who do you **get along with** best in your family?
- If you got married would you live in your own house with your husband/wife, with your parents or with your parents-in-law? Why?

B. Looking at the pictures, listen to the conversation of a group of teenagers, then tell what they are talking about.

C. Listen again and write each teenager's name under the photos. Check your answers with your partner while listening.

D. Listen again and write some examples of generation gap problems of teenagers in the conversation.

- the problem of Julia is
- the problem of Sarah is
- the problem of Tom is
- the problem of Frank is

E. Think about the problems above and decide which ones are familiar with your daily life, make a dialogue.

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2C Generation Gap

Materials:

Ss' dictionaries, internet, magazines, pictures, teacher's book, CD

Warm Up

Explain the task. Tell Ss a memory about an argument you had with your parents in the past and how you feel about it now. Ss should think about it for a moment. Encourage them to ask you questions about this memory. Then Ss form pairs and ask to each other about their own memories. When they finish, they report what they have learned to their classmates.

Time to Listen & Time to Speak

A. Read the questions and talk about them.

Books are open. Give Ss time to think about the questions. Ask them to talk about them.

KEY

Ss' own answers

B. Looking at the pictures, listen to the conversation of a group of teenagers, then tell what they are talking about. (GO-L.4 / CO-L.3)

Explain the task. Ss will hear a telephone conversation and take notes for the answers. Ss will find what they are talking about. Play the audio programme. Then go over answer with the class.

Tell Ss to use visuals to understand the recorded text.

TRACK 6
Theme 2 - Page 31

Activity B: Looking at the pictures, listen to the conversation of a group of teenagers, then tell what they are talking about.

Julia: It is easier being an adult because when they come home from work they can take it easy. They are much freer than us. They don't know how we study for tests and exams.

Sarah: You forget the most important one about the gap between our parents and us. We are often under a lot of pressure. They don't understand us anymore. For example, my parents get worried when I get home late or spend a lot of time with my friends during the week. They always insist on doing well at school and they sometimes, even forget I am their daughter.

Tom: Adults looked at us suspiciously when we go out. They have always prejudiced ideas about the way we dress, what we do and where we go. Besides the language we speak is always at their tongue. We can't carry on talking the way our great-grandparents did.

Frank: I have similar problems. I am not sure how to deal with the situations at home. My mum keeps complaining that youths today are less polite than they used to be when they were young. She doesn't believe we show respect for our elders.

Julia: Our parents should have let us stay up late instead of going to bed. Besides they should have let us watch television, play computer games and so on instead of doing homework.

Sarah: Hey, we all know that young people shouldn't be blamed for what we are. Every generation is different. Everybody must see it.

KEY

They are talking about their own problems with their parents which is called "generation gap".

C. Listen again and write each teenager's name under the photos. Check your answers with your partner while listening.

TRACK 6
Theme 2 - Page 31

Activity C: Listen again and write each teenager's name under the photos. Check your answers with your partner while listening.

Play the audio programme again. Ask Ss to write the correct names under the photos. Then Ss check their answers with their partners.

KEY

1. Frank	2. Sarah
3. Tom	4. Julia

- D. Listen again and write some examples of generation gap problems of teenagers in the conversation. (GO-L.5,6)

TRACK 6
Theme 2 - Page 31

Activity D: Listen again and write some examples of generation gap problems of teenagers in the conversation.

Play the audio programme again. Ss complete the table with the teens' problems. Then elicit the answers.

KEY

Julia: ... studying for tests and exams and adult's not understanding her. She has to go to bed early.

Sarah: ... being under a lot of pressure and her parent's not letting her for going out.

Tom: ... adults' prejudiced ideas, their pressure on his wearing and the tongue he use.

Frank: ... his mum's disbelief of his respect for elders.

- E. Think about the problems above and decide which ones are familiar with your daily life, make a dialogue.

Encourage Ss to think about their own daily life problems. Make them explain their problems by giving examples.

- F. Work in pairs and make a dialogue, then act out.

Student A: Sarah (talk about your problems)

Student B: her best friend. (give suggestions and some advice) (GO-SI.4)

Explain these suggestions by giving examples from your daily life. (GO-SI.5)

Ss form pairs. Give Ss 5 minutes to decide on the problem / advices and make them act out.

Time to Read

- A. Answers the questions below.

Books are open. Explain the task. Ask Ss to read the questions. Give Ss some time to think about their answers. First encourage them to voice their opinions giving examples of their own lives. Ss discuss them in small groups. They compare their answers. Go around the class and listen in.

KEY

Ss' own answers

TEACHER'S NOTE

TEACHER'S NOTE



Generation Gap

B. Read the story. Find out the elements of the story and write them on the table.

Characters	Time	Setting	Event

BREAKING THE BARRIERS

Today, parents are worried about the safety of their children, and because of this, they are not letting their children go out to play. Children are now turning their bedrooms into a place to socialize. Here is a story of Sally.

When Sally was a 13 year-old girl, she had first become disappointed with her parents. She was 17 and she was fed up with her parents' demands for spending less time on the internet, choosing her best hobby, dress or friend for her. When she attempted to express her own preferences they were thinking that she was being very rude and disrespectful. She had started to feel alone. One day she couldn't bear any more and guess what? She shouted at them. It was the first time she behaved like that. According to her they were building a wall between their daughter and themselves. She couldn't achieve communication with them. Although she had been the most hardworking among her friends at primary school, she became the laziest at high school. Her parents were getting worried about her. One winter morning they were called by her teacher. Sally and her parents had a serious conversation there. It was the first time she had been able to express her feelings honestly. Her parents were very tolerant to her. That day was the turning point in Sally's life. Since then her parents have treated her differently. They have stopped interfering in her life and Sally also tried to understand her parents. They altogether broke the barriers that make their communication impossible. She understood that she should have spoken with her parents before.

Now she is 22 and studying psychology at university. She knows that young people don't know how to face reality and this is the cause of a lot of the transgressive behaviour of them today. Therefore she tells every teenager who has conflicts with their elders, to talk every problem honestly with their parents.

C. Work in pairs. Fill in the blanks with the phrasal verbs. The meanings are given in the parentheses.

stay up (back down / pull out), **bring someone up** (raise), **get along with** (get on with / come along), **back off** (back down / pull out), **carry on** (continue / conduct), **be fed up with** (disgusted / tried of), **blame someone for something** (accuse / indict / blame on), **insist on** (demand / maintain)

- She started to criticize me, then she suddenly
- I am cleaning up after you all the time.
- These days if I late one night I'm exhausted the next morning.
- Frank his mother his lack of confidence.
- She her children in just the same way her mother did.
- Students will doing their English project.
- She is 87 now, but she will doing her own housework.
- I don't really my sister's husband.

D. Read the story again and answers the questions below.

- In the second paragraph, it says "According to her they were building a wall". What does "wall" symbolize in the story?
- Why did Sally's lessons get worse?
- What was the turning point in Sally's life?
- What kind of solution did they find?
- Why do you think Sally studies psychology at university?

Ss work in pairs or small groups to help each other to understand any words they weren't able to understand. They match the phrasal with their meanings. Then go over answers with the class. Elicit or explain any new words.

KEY

- backed off
- fed up with
- stay up
- blames someone for something
- is bringing someone up
- carry on
- insist on
- get along with

D. Read the story again and answer the questions below.

Tell Ss read the story silently and write the answers individually. Then go over answers with the class.

KEY

- Building a wall means lack of communication. They couldn't achieve communication.
- Because she felt alone since she couldn't speak the same language with her parents. She was fed up her parents' demands.
- Her speech with her parents at school was the turning point in her life.
- Her parents stopped interfering in Sally's life and also Sally tried to understand her parents.
- Ss' own answers.

B. Read the story. Find out the elements of the story and write them on the table (GO-R.5)

Have Ss read the story again. Tell them to find out the elements of the story such as characters, time, setting, event and complete the table individually.

KEY

Characters	Time	Setting	Event
Sally Sally's parents Sally's teacher	winter	Sally's house and her teacher's room	Sally's lack of communication with her parents and finding a solution.

TEACHER'S TIP

- **Build a wall:** not achieve communication between you and others.
- **Turning point:** the time at which a situation starts to change in an important way.
- **Break the barriers:** achieve communicating.

C. Work in pairs. Fill in the blanks with the phrasal verbs. The meanings are given in the parenthesis.

Time to Speak

A. Work in pairs which of the opinions from the story you agree with Sally and which you find completely wrong. Try to use these expressions: (GO-SI.3 / CO-S.6)

Ss form pairs. Remind them to turn back to the story if it is necessary. They explain their opinions if they agree with Sally or not in any situation they have read in the story. Have Ss use the expressions while talking about their opinions.

Tell Ss to use words and word groups related to particular concrete situations meaningfully.

KEY

- I think that
- I don't think that
- I can agree that
- I suppose that
- I don't suppose that
- I can't agree that



Generation Gap

Time to Speak

A. Work in pairs which of the opinions from the story you agree with Sally and which you find completely wrong. Try to use these expressions:

- I think that
- I don't suppose that
- I don't think that
- I suppose that
- I agree that
- I don't agree that

B. Choose one of the item given below you argue about with your parents most of the time. Share your ideas about the problem in detail.

- behaviours
- clothes
- staying out late
- school
- Decide the most common problems of your class.
- parents' interference in youths shabby clothes and piercing

Time to Write & Time to Speak

A. Work in pairs and make a dialogue about the situations below and tell your friend how you would behave to your kid.

- Group A: parents
- Group B: teenagers
- Situation: your kid;
 - comes home late
 - spends most of the time on computers
 - has a girlfriend / boyfriend
 - doesn't study enough

Keep in Mind!

- Introduction paragraph: what you think about having ideal parents (tolerant, easy-going, protective, modern, helpful, optimistic etc.)
- Supporting paragraph 1: examples from your own parents
- Supporting paragraph 2: what you would do if you were a mother/father.
- Conclusion: conclude your essay by using phrases in conclusion, to sum up, finally etc.

B. Work individually and write an essay about ideal parents.

HOW MUCH DO I KNOW?				
I CAN		😊	😐	😞
LISTENING	use different strategies including listening for main point, checking comprehension by using contextual clues etc. understand the important parts of the messages and announcements.			
READING	understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
SPOKEN INTERACTION	carry out a prepared interview about youth and generation gap take an active part in discussion in familiar context youth and generation gap			
SPOKEN PRODUCTION	speculate about causes, consequences, hypothetical situations.			
WRITING	write an essay or report to express point of view or pass on information about youth and generation gap			

problems out. Focus Ss' attention on the subject.

- * comes home late
- * spends most of the time on computers
- * has a girlfriend/boyfriend
- * doesn't study enough
- *
- *

B. Work individually and write an essay about ideal parents. (GO-W.1 / CO-W.3)

Ss work individually and write an essay about ideal parents. Remind them writing a checklist will be helpful during their work. Explain that the sequence adverbs; **First, Second, Then, Next, After that, Finally** are connecting words that show the order of steps in the process of their writing. Point out that **then, next, and after that** are interchangeable.

TEACHER'S TIP

If you are going to grade Ss' writing, be sure they know what you expect.

Encourage Ss to use a range of repertoire of words and words group in their writings.

TEACHER'S NOTE

B. Choose one of the item given below you argue about with your parents most of the time. Share your ideas about the problem in detail. (GO-SP.1 / CO-S.1)

- behaviours
- clothes
- staying out late
- school

Encourage Ss talk about the item they argue about with their parents. Tell them not to shout and not to interrupt their friends while talking.

Tell Ss to take care rules of manners and cultural values while speaking.

• **Decide the most common problems of your class.**

Have Ss talk about their own problems and make them choose the most common problems of the class.

Time to Write & Time to Speak

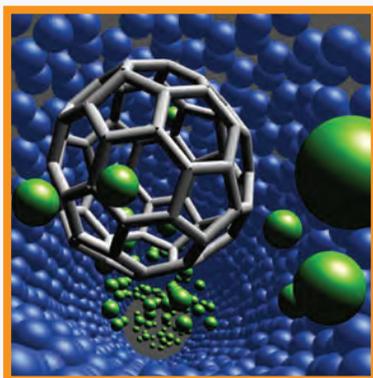
A. Work in pairs and make a dialogue about the situations below and tell your friend how you would behave to your kid.

- Group A: parents
- Group B: teenagers
- Situation: your kid

Ss form pairs. One will play the role of parents; the other will play the role of teenagers. They are going to act the

SCIENCE & TECHNOLOGY

Theme 3



A With or Without Technology

B Inventions

C Computers

At the end of this theme you will be able to

- * understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.
- * grasp the content and the significance of news, articles and reports on topics connected with your interests.
- * apply detailed instructions.
- * take an active part in discussion in familiar context on science and technology.
- * summarise orally the plot and sequence of events about science and technology.
- * Interpret and evaluate information on science and technology.
- * write an essay or report to express point of view or pass on information about science and technology.

Theme		THEME 3- Science and Technology		
Language areas		Conditionals / Mixed conditionals		
Skills		General Outcomes	Vocabulary	Materials
With Or Without Technology	Reading	Identify the topic of written text. (R.3) Identify the cause effect relation in the written text. (R.4)	Nouns: digital book , microchip, memory stick, iPod, modem, GPS, treatment gadget Verbs: purchase, keep up to sth, download, pull out, ban, cheat, discourage Adjectives: unethical, imaginable, unfair, doubtedly, ethical, matched	The CD Teacher's book
	Writing	Develop supporting explanations for their point of view. (W.1)		
	Listening	Qualify the relations between the proofs and examples given in the text and the recorded text. (L.1)		
	Spoken interaction	Support their speech with subsidiary points and relevant examples. (SI.2) Make suggestions. (SI.1)		
	Spoken production	Use a variety of linking words efficiently to mark clearly the relationship between the ideas. (SP.3) Evaluate and summarise different points of views. (SP.4)		

Theme		THEME 3- Science and Technology		
Language areas		Complex / multi-complex structures Passive voices		
Skills		General Outcomes	Vocabulary	Materials
Inventions	Reading	Recognise the significant points in written text on familiar topics. (R.2) Make inferences about the written text. (R.5)	Nouns: gadget, demonstration, tutor Verbs: complete receive impress Adjectives: major Adverbs: on - going probably barely	The CD Teacher's book
	Writing	Write the topic of the recorded or written text. (W.4)		
	Listening	Interpret the speakers' attitudes and behaviours in the audio or video texts. (L.2) Make inferences about the recorded text. (L.3) Identify the descriptions in the recorded text. (L.4) Understand talks, and discussions delivered clearly and straightforwardly. (L.5) Explain their opinions and ideas about the recorded text. (L.7)		
	Spoken interaction	Maintain the conversation by adjusting to the changes of direction, style and emphasis. (SI.3)		
	Spoken production	Interpret information gathered from different resources. (SP.1) Adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (SP.2)		

Theme		THEME 3- Science and Technology		
Language areas		Familiarity with past, present and future tense forms in a active and passive modes		
Skills		General Outcomes	Vocabulary	Materials
Computers	Reading	Apply detailed instructions. (R.1) Summarise the written text with their own words. (R.6)	Nouns: folder, icon Verbs: plug in, click on, drag, ignore, convey Adjectives: reliable, complicated, amazing, binary	The CD Teacher's book
	Writing	Write summaries. (W.2) Express cause and effect relations in their written text. (W.3)		
	Listening	Follow the essentials of lectures, talks and reports which are prepositionally and linguistically complex. (L.6) Guess the topic of audio or video materials. (L.8)		
	Spoken interaction			
	Spoken production			

With or Without Technology



Time to Read

A. Discuss the questions with your classmates.

1. What's the most popular mobile/smart phone model for you?
2. What do you use iPod, MP3 player and cell phones for?
3. Do you think how they can be used in bad ways? Give examples.

B. Look at the photos and write what they are and what you use them for.



C. Read the text and find out what it is about.

CHEATING WITH TECH

Our lives become much easier because of the technological developments. Somehow, despite predictions that the technological age would bring unimaginable benefits to our lives, quite the opposite has happened. Unlike good consumers, most of the consumers spend their time using high-tech devices out of their purpose when they work.

Today's children live in a technological world which is more complex than ever before. They have grown up in a world of information and knowledge that is why, it is unmatched by previous eras. A factor which influences these children is that they increasingly come from two-income families, so parents feel the need to be in close communication with their children. Because of the increase in the number of working mothers, more children have been given greater responsibility. This doesn't mean that they are neglected, but they are big consumers of high-tech equipment than their parents were.

Teenagers have to keep up to date with new technology. However, it is used in highly unfair ways. A survey which has an alarming result shows that 35 per cent of middle school and high school students are using cell phones to cheat at school. Perhaps more alarming is the finding that nearly a quarter of the students don't even think it's cheating at all. Not only cell phones but also MP3 players and iPods are used as tools by cheaters. Some students download formulas and other information onto their players. Others use them to record answers before an exam and listen to them during the exam. Some others download their own notes onto their MP3 player and put them in the "song lyrics" text files. In addition, some students hide their iPods under clothing, with just an ear bud and a wire hiding behind an ear and into a shirt collar not to give them away. Furthermore, some students who pull out a camera phone during the test can photograph the entire test in seconds and use those images to share the exam not only with other students but throughout the online world. Teachers who monitor tests closely and who ban cell phones in the classroom may be relatively safe from this form of cheating, but what about those who teach in large lecture halls?

Schools have started banning cell phones and other devices as they have enabled students who wanted to cheat. So, while we should continue to discourage cheating of any kind, we should also encourage schools to find creative ways to use technology, including cell phones, in the learning process and in the testing process. We can't teach 21st century literacy and assess with 19th century methodology. We have to look at what we really need students to be able to do when they leave us and we must ask, what my student is learning outside of school and how I can get them just as engaged. Finally, it is certain that a combination of high tech and low tech methods must be used to minimize unethical behaviours among students.

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KEY

1. Mobile/smart phone-for communication and fun
2. MP3 player -for fun
3. iPod -for fun

C. Read the text and find out what it is about. (GO-R.3 / CO-R.5)

Explain the pre-reading task. Focus Ss' attention on the pictures. Make sure Ss understand all the gadgets. Then give them time to find out what it is about by reading the title of the text. Then check answers.

Encourage Ss to read fluently.

KEY

It is about unfair uses of technology in schools.

TEACHER'S NOTE

THEME 3 SCIENCE & TECHNOLOGY

3A With or Without Technology

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD

Warm Up:

Books are closed. Ask Ss "Can you think of any words to do with technology?" Ss brainstorm and write words related to technology. They work in pairs and classify the words. e.g. words related to computers, cell phones etc. Students compare their lists with other pairs and add new words to their lists. Accept any reasonable answer.

Time to Read

A. Discuss the questions with your classmates.

Explain the task. Ask Ss to brainstorm some common problems people have with technology in schools and have them talk about their school specifically. Tell Ss to answer the questions.

B. Look at the photos and write what they are and what you use them for.

Tell Ss to look at the photos. Ask them their names and want them answer the question "Why do you use them for?".

A

With or Without Technology

D. Fill in the blanks with the given words in bold in the text. Two of them are extra.

- The train was delayed bad weather.
- Our furniture are very good they are very cheap.
- I still enjoyed the week the weather.
- to his new car, he has other expensive and sports one.
- After years of looking he found a cheap house.
- Mary has bought her ticket, she will be at home on Saturday.
- This is one of the possible solutions to the problem there are others.

E. Read the text again and answer the questions below.

- Who are the good technology consumers according to the text?
- What is the role of the parents affecting their children to become big consumers of high-tech equipment?
- What technologic devices are used as tools by cheaters? How?
- What kind of solutions can be found by the schools instead of banning cell phones?

F. Look at the text again and underline the cause-effect relations as it is done in the text.

eg. Our lives become much easier **because** of the technological developments.

Time to Listen

A. Work in pairs.

- Student A: choose three gadgets from the box below.
- Student B: ask some questions to your friend and try to guess the gadget your partner has chosen.

- a digital book	- a microchip	- a memory stick	- an iPod
- a DVD	- a modem	- a mobile phone	- a webcam
- a flat screen TV	- a laptop	- an MP3 player	- a GPS

B. Look at the photos and try to guess what you are going to listen about.



C. Listen and check your guesses.

D. Listen again and find who supports and who opposes cloning on the radio programme.

E. Listen again and find the proofs and the examples of their argument. Write them in the table.

Scientist:
Environmentalist:

F. Talk about their arguments with your own sentences in brief.

F. Look at the text again and underline the cause-effect relations as it is done in the text. (GO-R.4)

Ss read the text again and underline the cause effect relations in the text. Elicit answers while a S writes them on the board.

KEY

eg.: Our lives become much easier because of the technological developments.

1. **Unlike** good consumers, who dutifully purchased the mobile phones and computers to lessen their workload, they have resulted in an increase in the amount of time spent in the company of high-tech devices.

2. A factor which influences these children is that they increasingly come from two-income families, **so** parents feel the need to be in close communication with their children.

3. **Because of** the increase in the number of working mothers, more children have been given greater responsibility.

4. Some students download formulas and other information onto their players. Others use them to record answers before an exam and listen to them during the exam.

5. We should also encourage schools to find creative ways to use technology.

D. Fill in the blanks with the given words in bold in the text. Two of them are extra.

Ss read the text silently. Then elicit or explain any new vocabulary. Encourage other Ss to explain the words, using different words, pictures or mime. Have Ss look up dictionaries for unknown words in their dictionaries for homework.

KEY

- | | |
|----------------|------------|
| 1. because of | 5. finally |
| 2. furthermore | 6. so |
| 3. despite | 7. However |
| 4. in addition | |

E. Read the text again and answer the questions below.

Ss discuss the questions according to the text.

KEY

- Good consumers are the people who dutifully purchased the mobile phones and computers to lessen their workload.
- Today's children come from two-income families. Since both their mothers and fathers work they need to be in close communication with their children.
- Cell phones, MP3 players and iPods are used as tools for cheaters.
- Schools can encourage Ss to find creative ways to use technology in the learning process and in the testing process.

Time to Listen

A. Work in pairs.

- Student A: choose three gadgets from the box below.
- Student B: ask some questions to your friend and try to guess the gadget your partner has chosen.

Ss form pairs. One will choose three gadgets from the box; the other will ask some questions to guess the gadgets that are chosen.

B. Look at the photos and try to guess what you are going to listen about.

Focus Ss' attention on the photos. Ask: "What is the common point among them? Who are the men in blacks? Are they similar in each photos? Where are they?". Give Ss time to look at the photos. Have Ss guess what they are going to listen about. Go around the class and check Ss' sentences.

TEACHER'S TIP

The pictures are all about cloning.

C. Listen and check your guesses.

Play the audio programme. Ss listen and check their guesses. Elicit the answers.

TRACK 7
Theme 3 - Page 36
Activity C: Listen and check your guesses.

Presenter: Good evening and welcome to ACD programme. We are living in the age of microchips, lasers and biotechnology. In tonight's programme we ask the question 'Is technology our friend or our enemy?' Our guests today are Susan Parker, an environmentalist and Dr Tony Ford, a scientist. Good evening.

Dr Ford / Susan: Good evening.

Presenter: Now, Dr Ford. Do you think the world will be a better place by the help of technology in the future?

Dr Ford: Of course, I do. Well, for example, thanks to biotechnology we can clone animals. We are also experimenting with food products. I believe we will solve the problem of famine in developing countries.

Presenter: Can you explain it, please? How can you solve the problem of famine in the world?

Dr Ford: We have discovered that genes can be altered in plants and animals, to produce new species which produce more food and are more resistant to disease. This will completely solve the problem of famine in the world. Human genes can also be altered to prevent disease.

Presenter: Well Susan, do you agree Dr Ford that we can solve the world's problems with biotechnology?

Susan: No, in my opinion it'll create problems. I worry about scientists being able to change the genetic designs of plants, animals and even people. Scientists will create monsters. They have already changed the nature of plants. In my opinion, denaturalizing of animals and people is a crime.

Presenter: Mm, you may be right. Dr Ford as a scientist, do you think Susan's right?

Dr Ford: No, no, not at all. I believe both scientists and governments want to protect the planet. In the future we'll use technology to help people. Do not forget we are the part of this world and study for the sake of people. What we do is for everyone in the world.

Presenter: What about you Susan?

Susan: To me, both scientists and the governments aren't interested in the world itself but money. If they had done so, the world would have been a place without any pollution, war and disease. Let it be in its natural cycle. If you want to help people, try to find solution to pollution, disease such as cancer or AIDS.

Presenter: I think our programme must end here but it was a great argument. Thank you both, Sally and Dr Ford. I am very glad to host you in my programme. See you again.

Dr Ford / Susan: See you, bye.

D. Listen again and find who supports cloning and who opposes on the radio programme.

Ask Ss listen again to find the people who support and who opposes cloning on the radio program.

TRACK 7
Theme 3 - Page 36
Activity D: Listen again and find who supports cloning and who opposes on the radio programme.

KEY

Dr. Ford (scientist) supports; Susan (the environmentalist) opposes cloning.

E. Listen again and find the proofs and the examples of their argument. Write them in the table. (GO-L.1)

TRACK 7
Theme 3 - Page 36
Activity E: Listen again and find the proofs and the examples of their argument. Write them in the table.

Play the audio programme again and ask Ss to listen and take notes about the proofs and examples of their argument to complete the table. Then play the audio programme again.

KEY	
Scientist:	<ul style="list-style-type: none"> - technology can help us to solve the world's problems. - thanks to biotechnology we can clone animals. We are also experimenting with food products. I believe, we will solve the problem of famine in developing countries. - genes can be altered in plants and animals, to produce new species which produce more food and are more resistant to disease. This will completely solve the problem of famine in the world. Human genes can also be altered to prevent disease.
Environmentalist:	<ul style="list-style-type: none"> - Scientists will create monsters. They have already changed the nature of plants. In my opinion, denaturalizing of animals and people is a kind of slaughter. - scientists and the governments aren't interested in the world itself but money. If they had done so, the world would have been a place without any pollution, war and disease.

F. Talk about their arguments with your own sentences in brief. (GO-SP.4)

Tell Ss to evaluate the pros and cons in previous exercise.

KEY

Ss' own answers.

With or Without Technology

G. Work with your group and Discuss the advantages and disadvantages of using technology. Support your argument with examples.

Group A: Think that you are a scientist.
Group B: Think that you are an environmentalist.

- Use linking words such as **however, although, therefore, furthermore, thus, despite, in addition** etc. while supporting your argument.
- Use these ideas while discussing:
 - Science has made modern life healthier and more comfortable.
 - My government should spend more money on scientific research for disease such as cancer and AIDS and less on other things.
 - Science and technology can solve any problem together.
 - Technology is an enemy for human beings.

e.g.:

- I'm a scientist. Thanks to technology our lives are easier than past. If there were no planes, we would have big problems in transportation...
- I'm an environmentalist. If there were no so many transportation, there wouldn't be any pollution.

Keep in Mind!

....., **so** parents feel the need to be in close communication with their children.
Because of the increase in the number of working mothers, more children have been given greater responsibility.
However, it is used in highly unfair ways.
In addition, some students hide their iPods under clothing.

Time to Write

A. Work in pairs and talk about;
 Student A: You are a teacher and see one of your students glancing at his/her text messages, then suggest her to be able to interest to the lecture.
 Student B: You are a student and defend yourself because of your glancing at your text message.

B. Work in pairs and think of;

- Three arguments that technology has improved human life.
- Three arguments that technology has made human life worse.

C. Write your own essay on "Has technology improved human life or made it worse?" Use linking words in the box while supporting your ideas:

Keep in Mind!		
However	Although	Therefore
Furthermore	So	In addition
Because of	Despite	Finally
Because	Nevertheless	Moreover

E.g.:

- Despite the disadvantages of technology we will go on using technological devices.
- Finally, I believe that technology is useful / useless.

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SUGGESTED KEY

- You should have studied hard.
- You shouldn't cheat. It is very dangerous.

Tell Ss to pay attention to intonation, pronunciation and stress while speaking.

B. Work in pairs and think of;

- three arguments that technology has improved human life.
- three arguments that technology has made human life worse.

Explain the task. Have Ss work in pairs to give each other helpful comments on three arguments that technology has improved and three arguments that made human life worse. Encourage them to start by brainstorming ideas for each topic.

C. Write your own essay on "Has technology improved human life or made it worse?" Use linking words in the box while supporting your ideas: (GO-W.1 / CO-W.8)

Write an essay on the subject "has technology improved human life or made it worse". Tell Ss to express themselves by using different linkers in their essays. While Ss are writing their first drafts, go around the class and give individual feedback on the content and organization of each S's draft. Encourage them to use linking words while supporting their ideas such as;

However	Although	Therefore
To sum up	Despite	Finally
Furthermore	Thus	In addition
Because	Nevertheless	Moreover

- Have Ss revise their paragraphs in class or for homework.

Tell Ss to express themselves in different ways in their writings.

TEACHER'S NOTE

G. Work with your group and discuss the advantages and disadvantages of using technology. Support your argument with examples. (GO-SI.2)

Group A: Think that you are a scientist.

Group B: Think that you are an environmentalist.

- Use linking words such as **however, although, therefore, furthermore, thus, despite, in addition** while supporting your argument (GO-SP.3 / CO-S.17)
- Use these ideas while discussing:

Encourage Ss to use a range of vocabulary repertoire and appropriate structures in their speeches accurately.

Explain the task. Point out that Ss work in group. Assign roles. They should make a conversation between a scientist and an environmentalist. In small groups, Ss discuss the **advantages and disadvantages of technology**. Give Ss a few minutes to plan their conversation. Remind Ss to add additional information and ask follow-up conversations to keep the conversation going. Pay attention Ss' using linking words while supporting their arguments. Go around the class and listen. Take notes on errors you hear. Pay attention to Ss' ability to keep a conversation going.

Time to Write

A. Work in pairs and talk about; (GO-SI.1 / CO-S.5)

Form Ss in pairs and encourage them to talk about given situations. One of them is going to be a teacher. Who sees one his/her student glancing his/her text messages. Tell Ss to make a dialogue about the situation by giving suggestions.

Time to Listen

A. Look at the pictures and answer.

1. What do you think about the pictures?
2. Do you make use of the latest inventions? In what areas, do they make your lives easier and safer?
3. How many 3D films and games can you name? Tell your friends about the ones that you like best?



B. Listen and note down the topic of the radio programme.

.....

.....

.....

C. Listen to the radio programme again and talk about the presenter's attitudes towards people.

e.g: He is friendly. Without any special glasses we can see the video on the phone. For me it is great

D. Listen again and find out the features of 3D TV and cell phone.

3D TV
.....
.....
.....
.....
3D CELL PHONE
.....
.....
.....
.....

E. Listen again and find the answers of the questions.

1. Did the old lady buy the 3D cell phone for her?
2. Is it possible for you to watch your 3D videos on the cell phone with your friends at the same time?
3. What does "4K resolutions" mean?
4. What enables us to watch 3D films with naked eyes?

F. Listen again and make inference about the features of 3D gadgets:

3D TV:
.....
Wii:
.....
Play station:
.....
Cell phone:
.....

G. Explain your own ideas about 3D TV and cell phones that you have listened on the radio programme.

* Carry on your conversation by focusing on his/her manner, tone and stress.

e.g: According to me 3D TV gives great satisfaction with full HD resolution.

H. Make comment on given statements considering the expressions in the box.

- * "Everything that can be invented has been invented." (Charles H. Duell, Commissioner, U.S. Office of Patents, 1899)
- * "Computers in the future may weigh no more than 1.5 tons." (Popular Mechanics, Forecasting the relentless March of Science, 1949)
- the reasons of their misjudgements.
- how you would have felt if you had lived at that time.
- what you thought when you read the quotes first.

3B Inventions

Warm Up

Ask students how they feel when they have a new technological device. Make them share their ideas. Ask following questions:

What is the latest invention in planes/ computers/ health/ entertainment etc.?

What is the most useful invention for you?

Do you know any famous inventor/ scientist from your country?

Time to Listen

A. Look at the pictures and answer.

Ask Ss to look at the pictures and read the questions and share their answers with the class.

B. Listen and note down the topic of the radio programme. (GO-W.4)

Ask Ss to listen to the radio programme and write the topic of it.

SUGGESTED KEY

*It's about the opening of a technological shop.
It's about people's thoughts about 3D TVs and 3D cell phones and features of them.*

TRACK 8

Theme 3 - Page 38

Activity B: Listen and note down the topic of the radio programme.

Presenter: Good morning everybody. This is Radio Tech from UK and you are listening to the best DJ of all times, Mike Ronald. Everybody is trying to enter the shopping mall to see the latest invention. Hey, look at that old lady having a packet of new 3D phone. Hello Ma'am, What's your name?

Old lady: Margaret. I have bought it for my grandson as because of his graduation from the university. What's more, there is no place to sit.

Presenter: Can you show the new 3D phone to us.

Old Lady: Sure, but I don't know its specifications.

Presenter: No problem. If you don't mind, I could introduce it.

Old Lady: No. Go on, please.

Presenter: With this phone, the video you've shot can be seen on the phone screen without the need for special glasses, although because of the visual angle limit, only one person can see it clearly in 3D, so taking quick videos and showing them to all your friends isn't possible unless you have a 3D TV to match it too. It's a great phone.

Old Lady: You're welcome.

Presenter: It was nice talking to you. Look, there is a man standing over there with the latest 3D television. What's your name? Could you please give us some info about it?

Man: Sure. I'm Tom. This 3D TV has incredible depth, stunning sound, clarity and colour of 3D HD TV. This is what I'm looking for. Moreover, it's glasses-free 3D, ultra-thin and energy-efficient engineering. It has '4K' resolutions. And also, you can surf on internet.

Presenter: What do you mean 4K resolutions?

Man: 4K means it has a super-hi-def. format four times the resolutions of current HD sets. It enables stunning clear HD images to us.

Presenter: How is it possible for us to watch 3D films without 3D glasses.

Man: Technology of this set uses high-powered computers in the back of the television to aim separate 3D balance at each viewer. This is face tracking technology. At the touch of a button, it can detect the viewers' position by the help of its lenses. The TV can also 'upscale' any 2D content into 3D. If you upscale ordinary films, you can watch them in 3D.

Presenter: Thank you.

C. Listen to the radio programme and say the presenter's different attitudes towards people. (GO-L.2 / CO-L.1)

Ask Ss to listen to the radio programme and focus on the presenter's attitudes towards people.

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

TRACK 8

Theme 3 - Page 38

Activity C: Listen to the radio programme and say the presenter's different attitudes towards people.

KEY

friendly, objective, not humiliating, funny etc.

D. Listen again and find out the features of 3D TV and cell phone. (GO-L.4)

Ask Ss to listen again and take notes of the features of the 3D TV and the 3D cell phone.

TRACK 8

Theme 3 - Page 38

Activity D: Listen again and find out the features of 3D TV and cell phone.

KEY

3D TV

It has incredible depth, stunning sound, clarity and colour of 3D HD TV. Moreover, it's glasses-free 3D, ultra-thin and energy-efficient engineering. My entertainment will never be the same. If you're a gamer, it will give you great satisfaction with its Full HD resolution, because it has '4K' resolutions.

3D Cell Phone

With this phone, the video you've shot can be seen on the phone screen without the need for special glasses, although because of the visual angle limit, only one person can see it clearly in 3D. You will be able to capture 3-D content themselves with a special double camera on the back of the phone.

E. Listen again and find the answers of the questions. (GO-L.5)

Ask Ss to listen again and find out the answers of the questions.

Tell Ss to guess the meaning of unknown words in the recorded text to understand the context.

TRACK 8

Theme 3 - Page 38

Activity E: Listen again and find the answers of the questions.

KEY

1. No, for her grandson as a university graduation.
2. No it isn't.
3. 4K means it has a super-hi-def. format four times the resolutions of current HD sets. It enables stunning clear HD images to us.
4. It uses high-powered computers in the back of the television to aim separate 3D balance at each viewer.

F. Listen again and make inference about the features of 3D gadgets. (GO-L.3)

Ask Ss to listen again and make them infer 3D gadgets such as 3D TV, Wii, PlayStation, cell phone etc.

Tell Ss to focus on resolutions, sounds and thickness of the 3D TVs.

TRACK 8

Theme 3 - Page 38

Activity F: Listen again and make inference about the features of 3D gadgets.

G. Explain your own ideas about 3D TV and cell phones that you have listened on the radio programme. (GO-L.7)

Carry on your conversation by focusing on his/her manner, tone and stress. (GO-SI.3 / CO-S.19)

Ask Ss to work in pairs and tell their own ideas about 3D TV and cell phones that they have listened on the radio programme. While one of the Ss is talking about it, the others will focus on his/her manner, tone and stress.

Objective:

Adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

(GO-SP.2)

Ask Ss to develop appropriate and effective communication strategies.

H. Make comment on given statements considering the expressions in the box; (GO-SP.1 / CO-S.20)

Ask Ss to read the quotes and let them make comments on given statements considering the expressions in the box.

Remind Ss to increase their vocabulary repertoire.

TEACHER'S NOTE

Time to Read

A. Read the questions and discuss with your partner.

1. What is the most important gadget of the last century?
2. Think of a famous scientist or inventor you know about. Why is he/she famous?
3. Do you know any major discoveries or inventions that have been especially important for your country?

B. Read the text and find the details below.

what the flying car's features are:

price:

time of folding its wings:

time of converting from road to air:

range and elevation:

FLYING-CAR

Probably, more than 115 million motor vehicles, including cars and commercial vehicles were produced worldwide in 2015. The automotive industry designs, develops, manufactures, markets, and sells the world's motor vehicles. In this industry, a small company is planning to manufacture a flying-car. It's what many people dreamed of as kids — a car that can fly. Terrafugia, a private company, founded by former NASA engineers Carl Dietrich and his wife Anna Dietrich, has developed the Transition, a readable aircraft that the company describes as a "Personal Air Vehicle". The aircraft can fold its wings in 30 seconds and drive the front wheels, enabling it to operate as a traditional road vehicle and as a general aviation aeroplane. The Transition "Personal Air Vehicle" will be released to customers in late 2019. The estimated purchase price is \$250,000 that it costs less than a Ferrari. Owners will drive the car from their garage to an airport where they will then be able to fly within a range of 160 km/h to 800 km/h and the plane can reach an elevation of 14,000 feet (4250m). It will carry two people plus luggage. The Terrafugia Transition is a two-seater car that can change from car to aircraft in less than a minute. Drivers can be qualified to fly light sport aircraft after just 20 hours of logged flying time. The Transition is a preproduction prototype and has been successfully flown 28 times, and it has received great attraction. There are still ongoing demonstration. You can find everything a regular vehicle has in this two seater car — gas and brake pedals, steering wheel, air bags and signals. It also has a few added features not seen in a typical car — a control stick, a yoke and its own parachute loaded on a rocket motor behind the front seats, ready to be deployed in an emergency through the back window.



TEACHER'S NOTE

Time to Read

A. Read the questions and talk about them with your partner.

Ask Ss the following questions to make them talk about inventions etc.

KEY

Ss' own answers

B. Read the text and find the details below.

(GO-R.2 / CO-R.1)

Ask Ss to read the text and find the details of flying car's features and how the play station emerged.

Warn Ss to pay attention to punctuation marks while reading.

KEY

- * Price: \$250,000
- Time of folding its wings: 30 seconds
- Time of converting from car to aircraft: in less than a minute
- Range: 160 km/h to 800 km/h
- Elevation: 14,000 feet (4250 m)

B

Inventions

C. Read the text and find how the play station emerged.



THE FATHER OF PLAYSTATION

Ken Kutaragi is the father of video game console: PlayStation. He was born in August 8, 1950. He graduated from University of Electro-Communications and joined an electronic company in Japan in 1975. He engaged himself in the development of LCD (liquid crystal displays) TVs. While he was watching his daughter playing a computer game, he was really impressed and then he realized the potential in video games. At that particular time, Sony's executives had very little interest in video games. As video gaming was regarded as less important, Kutaragi was denied at first but he managed to persuade the company to complete his research into the PlayStation. Despite the barely support of other executives of the company, Kutaragi had the support of CEO of the company Norio Ohga. The success of the PlayStation led him to heading up the development of more consoles like the PlayStation 2 and the PlayStation 3 which became the most popular console of that era. The commercial success of the PlayStation made the most profitable business division of the company. Kutaragi was recognized by many financial and technological publications for this success, most notably when he was named one of the 100 most influential people of 2004 in TIME magazine. He became the executive Chairman and Group CEO of the company in 2006 and retired in 2011.

D. Read the texts again and express your ideas about the statements below.

- In which ways do inventions affect human life?
- It has been said that all of today's inventions are just upgrades of past inventions. Do you agree? Why/why not?

E. Complete the sentences by giving the same meaning.

1. He will not confirm or **deny** the allegations.
The allegations
2. Have you seen this hardy little **gadget**?
Has this handy
3. I haven't jared in air show when it has been on this town. I would love to meet SOLO TURK **demonstration** pilots. Sedat Yalın Ahbap and Yusuf Kurt.
If I had joined
4. You had better follow ongoing studies about eye diseases as you want to be an eye-doctor.
If I were eager to be
5. We were impressed by the great richness of detail in her painting.
The great richness

F. Read again and think about the features of the flying cars and the PlayStation in future.

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KEY

1. The allegations will not be confirmed or denied.
2. Has this handy little gadget seen?
3. If I had joined air show when it has been on this town, I would love to meet SOLO TURK demonstration pilots, Sedat Yalın Ahbap and Yusuf kurt.
4. If I were very eager to be an eye-doctor, I should follow ongoing studies about eye-diseases.
5. The great richness of detail in her painting impressed us.

F. Read again and think about the features of the flying cars and the PlayStation in future. (GO-R.5)

Ask Ss to read and to think about the statements and let them share their ideas with the class.

TEACHER'S NOTE

C. Read the text and find how the PlayStation emerge.

KEY

While he was watching his daughter play a computer game, he realized the potential in video games.

D. Read the texts again and express your ideas about the statements below.

Ask Ss to read again and find out the answers. Tell them share the answers to class.

- Inventions affect human life. In which ways?
- It has been said that all of today's inventions are just upgrades to past inventions. Do you agree? Why/why not?

KEY

Students' own answers

E. Complete the sentences by giving the same meaning.

Ask Ss to reproduce sentences by using the structure which is given in parenthesis. Use underlined words in your own sentences.



Time to Listen

- A. Look at the pictures for a short time. Choose one of the most attractive one for you and talk about it.



Time to Read

- A. Take notes of all computer words you know in the following categories.

Parts of a computer

mouse;

Icons and words on the screen

file;

Things you can do with a computer

playing games;

- B. Guess the topic of the TV programme that you are going to listen.

- C. Listen to the programme and put its outline in order.

- A. Using computer technology in education
B. Computer history
C. Complexity of computer

- D. Listen again and guess the reasons of computers being faster and cheaper.

- E. Listen again. Tell who said these sentences, Interviewer or Mr Mc Hill?

- I was really surprised about how small the newest models are.
- Computers have come a long way since the first models.
- Computers are becoming so complicated that we just can't keep up with them anymore!
- Just sending an e-mail is still a problem to them.
- That is exactly my point.

- B. Decide what you can (+) and can't (-) do on a computer.

- type without looking at the keyboard
 design a web page
 use a scanner
 put music files on MP3 player
 fix problems on your computer
 make back-up copies of your files
 download photos from a digital camera
 send an email message

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3C Computers

Materials:

Ss' dictionaries, computer, magazines,

Warm Up:

Books are closed. Bring and show a laptop and some computer apparatus. Ask students to talk about computers:

Why they are used and what they are used for.

Time to Listen

- A. Look at the pictures for a short time. Choose one of the most attractive one for you and talk about it.

Books are open. Tell Ss to work with their partners. Give Ss a few minutes. Say them to look at the pictures. They have to choose one of the most attractive for them. They talk about it. Then they share their opinions with class.

- B. Guess the topic of the TV programme that you are going to listen. (GO-L.8)

Say Ss to work with their partners. Say students to guess the topic of programme that they are going to listen. Then ask Ss to talk about their opinions about the topic.

- C. Listen to the programme and put its outline in order. (GO-L.6)

Books are open. Play the audio programme. Say Ss to put its outline in order when they are listening.

KEY

1. B 2. C 3. A

TRACK 9

Theme 3 - Page 41

Activity C: Listen to the programme and put its outline in order.

Interviewer: Good afternoon ladies and gentlemen and welcome to our studio. Now, can I just have your attention for a moment? In tonight's programme we have an expert in communication technology. Mr Mc. Hill, welcome to the programme. Last week I bought a new computer for my children and I was really surprised about how small the newest models are. Could you tell us something about history of computers? When was the first computer invented?

Mr Mc Hill: Well, computers have come a long way since the first models. The first computers filled an entire room! Now of course, some laptops are the size of a note book. Innovations have continued to make computers faster and smaller. Now, I will tell our audiences short timeline which shows the rich story of the computer and the innovations around it.

"June 16, 1911 IBM was founded as the Computing Tabulating Recording Company, changing their name to International Business Machines in 1924. (IBM)

April 4, 1975 Bill Gates and Paul Allen started Microsoft.

April 1, 1976 Apple was started by Steve Jobs and Steve Wozniak.

October 23, 2001 Apple released the iPod.

June 29, 2007 Apple released the iPhone.

April 3, 2010 Apple released the iPad.

Interviewer: Wow! What an amazing story.

Computers are becoming so complicated that we just can't keep up with them anymore!

Mr Mc Hill: Oh no! You are very pessimistic! You are quite right in a way. Today computers are becoming so complex for some one. Just sending an email is still a problem to them.

Interviewer: That is exactly my point. I mean, will computer technology have become even more complicated by the time my daughters and son grow up?

Mr Mc Hill; Ha ha ha! The answer is yes and no. Who knows!

Interviewer: And shortly what do you want to say to our audiences?

Mr Mc Hill: Finally, I say computers will be faster, smaller, more powerful, more reliable and cheaper in future.

Interviewer: Yes, I agree with you Mr Hill. Thank you for your coming. Bye.

Mr Mc Hill: Not at all. Bye.

- D. Listen again and guess the reasons of computers being faster and cheaper. (GO-L.3)

Play the audio programme again. Ss can work in pairs. Say them to listen the interview carefully. Then they will think and tell the reasons. Finally say Ss to make inferences about the text.

TRACK 9

Theme 3 - Page 41

Activity D: Listen again and guess the reasons of computers being faster and cheaper.

KEY

Ss' own answers.

eg.: Computer technology is developing very rapidly.

E. Listen again. Tell who said these sentences, Interviewer or Mr Mc Hill?

Play the audio programme again. Tell the Ss to find and write who says the sentences. They have to write the names on their books.

TRACK 9
Theme 3 - Page 41
Activity E: Listen again. Tell who said these sentences, Interviewer or Mr Mc Hill?

KEY	
1. Interviewer	2. Mr Mc Hill
3. Interviewer	4. Mr Mc Hill
5. Interviewer	

Time to Read

A. Take notes of all computer words you know in the following categories.

Bring a computer in the class. Give Ss time to look at the computer. Ask them what they see. Say Ss to make notes of all computer words they know. Ss will discuss their notes with class mates.

KEY
<i>Ss' own answers.</i>

B. Decide what you can (+) and can't (-) do on a computer.

Remind Ss to work with their partners. They will decide what they can (+) and can't (-) do on a computer.

TEACHER'S NOTE

Computers

C. Skim the dialogues and find what they are about.

HOW TO DOWNLOAD

I

Tony: Hi, Anne

Anne: Hello, Tony. Can you explain how to put music files on my device? Could you help me to do it immediately?

Tony: Of course. If you want to try it by yourself, this is what you do. First download the songs that you want onto your computer. Now save the songs in a folder so that they are easy to find. That's OK. Let's plug in your USB cable in order to connect your device to the computer. Click on "my computer" so that you can open your device. Drag your music files onto your device.

Anne: Oh, you're great. Now my music files are on my device. If you have time you can listen to it.

Tony: I'm sorry, but I have to leave now. Bye.

Anne: Thanks a lot. Bye.

could copy. There you are. Afterwards, go up to the 'Special' menu and select 'Eject Disk'; and there you are.

Stephan: Thank you indeed!

II

Stephan: Fiona, can you show me how to back up a file onto this disk?

Fiona: No problem, which file do you want to copy?

Stephan: This one, 'art homework'.

Fiona: Ok, have you got the disk? Right, first of all you put it into the drive, here. All right. Now if you look you can see that the icon has come up on the screen here.

Stephan: Oh, that's great.

Fiona: Now, with the mouse, you move the cursor across and click on the file, only once. Keep your finger down; now drag it over to the disk icon. That's right. If you let it go it

III

Mrs White: Jimmy, could you come here a moment?

Mr Thomson: Oh no, not again. What happened Mrs White?

Mrs White: I can't send this message. Can you show me what to do again?

Mr Thomson: Let's have a look, shall we? So, first of all you'll open your web page you will enter your password as well. Then click on new page. Enter the email address of the recipient in the "To:" field. All email addresses have the format someone@someplace. Check the address when you've written it in - there should not be any blank space.

Mrs White: I think it is OK now.

Mr Thomson: Ignore the "CC:" field for the time being. Now come to the "Subject:" line. This is where you enter an email subject which is a one line or phrase describing the contents of the message. The email subject is what is shown in the recipient's inbox and should convey a clear idea of the message content.

Mrs White: That's all right. I entered my email subject.

Mr Thomson: Type in your message to the text box. The message can be long or just a few lines. Click on the "Send" button when you are satisfied. That's it - the email will be sent to the recipient's account immediately.

Mrs White: Great, thanks. I succeed it.

Mr Thomson: Not at all.

C. Skim the dialogues and find what they are about. (CO-R.7)

Identify the topic of written text.

Books are open. Give them time to scan the articles to find what they are about.

Encourage Ss eager to read the texts.

KEY
1. It is about 'TO PUT MUSIC FILES ON THE MP3 PLAYER.'
2. It is about 'TO BACK UP A FILE ONTO DISK.'
3. It is about 'TO SEND MESSAGE'

TEACHER'S NOTE

Computers



D. Make a summary of the instructions with your own words. Write them in the table below.

How to put music files on your device	How to back up a file onto disk	How to send a message
* * * * *	* * * * *	* * * * *

E. Look at the instructions above and apply them in your own computer.

Time to Speak

A. Discuss these statements with your classmates.

- Life is great fun. Because computers do the boring things for us.
- Life is a bit boring. Because we are controlled by computers.
- Life is out of control and dangerous. Because computers are in charge.
- Internet makes people less sociable because of their spending too much time on computers.

B. Work in pairs and ask your friend how much of time he/she spends doing:

- * playing computer games
- * answering e-mails
- * surfing on the net
- * chatting online
- * shopping on the Internet

e.g. A. How long time do you spend on playing computer games?
B. I spend three or four hours a day on playing computer games.

C. Write an essay about "How much of our lives are already controlled by machines and computers?" In your writing use cause-effect relations considering the questions below to help your essay.

1. Why do you use computer?
2. Do you send e-mails? (Why / How often / Who)
3. Do you play computer games? (If yes, how often) Why / Why not?

D. Share your essay with class.

HOW MUCH DO I KNOW?				
I CAN		😊	😐	😞
LISTENING	understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.			
READING	grasp the content and the significance of news, articles and reports on topics connected with your interests. apply detailed instructions.			
SPOKEN INTERACTION	take an active part in discussion in familiar context on science and technology.			
SPOKEN PRODUCTION	summarise orally the plot and sequence of events about science and technology. interpret and evaluate information on science and technology.			
WRITING	write an essay or report to express point of view or pass on information about science and technology.			

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D. Make a summary of the instructions with your own words. Write them in the table below. (GO-W.2 / GO-R.6)

Remind Ss to work in pairs. Give them some time. Say them to make a summary of the instructions with their own words, and write them to the table below.

KEY

How to put music files on MP3 player

- * Download the songs that we want.
- * Save the songs in a folder.
- * Plug in USB cable to the computer.
- * Click on "my computer" and open MP3 player
- * Drag music files on to MP3 player.

How to back up a file onto disk

- * Put the disk into the drive.
- * Move the cursor and click on the file.
- * Drag it over to the disk icon.
- * Go up to the special menu.
- * Select eject Disk.

How to send a message

- * Open your web page and enter your password.
- * Click on new page.
- * Enter the e-mail address of the recipient in the "To" field.
- * Come to the "subject" line and enter on e-mail subject.
- * Click on the "send" button.

E. Look at the instructions above and apply them in your own computer. (GO-R.1)

Books are open. Ss work with their partners. Say Ss to look at the instructions above. Discuss and apply them in their computers.

Time to Speak

A. Discuss these statements with your classmates. (CO-S.5)

Ss form pairs. Point out Ss should try to discuss the statements.

Say and Focus on Ss to intonation, pronunciation, stress while they are speaking.

Go around the class and listen. Take notes on errors you hear.

B. Work in pairs and ask your friend How much of time he/she spend doing; (CO-S.14)

Ss work in pairs. They will write their own suitable answers about given phrases; **Say Ss to use basic repertoire of isolated words and phrases according to their functions and genre.**

How much of time you spend doing;

- * Playing computer games
- * Chatting online
- * Answering e-mails
- * Shopping on the internet
- * Surfing on the net

Say Ss to ask each other some questions and encourage Ss to answer them.

C. Write an essay about "How much of our lives are already controlled by machines and computers?" In your writing use cause effect relations considering the questions below to help your essay. (CO-W.10)

Ss will write an essay. Remind Ss that they will mention about 'How much of our lives are already controlled by machines and computers?' Explain the task. Ss must use the questions below to help their essay.

Warn Ss to avoid word repetition in their writings.

1. Why do you use computer?
2. Do you send e-mails? (Why / How often etc.)
3. Do you play computer games? (If yes, how often?) Why / Why not?

D. Share your essay with class.

Encourage Ss to read their essays to class. Go around the class, help them if Ss need.

ATATÜRK AND SCIENCE

A. Make a search about the mottos of Atatürk about science and technology, then share it / them with your class.




B. Read the text and discuss the theses he mentioned.

ATATÜRK DECLARES!
Science and Technology

Considering the world as a whole, be it **civilization**, life or success, science is the only real leader. Looking for a leader other than science is **somnolence**, ignorance and **straying** from the true path. But it is necessary to understand the developments and progress of science at all its levels and to follow up on its developments in time. We cannot only close our eyes and think we are the only human beings. We cannot **isolate** our country from the outer world. To the contrary, as a civilized nation that has achieved progress, we must live above a certain level of civilization. This life is only possible thanks to science. Wherever science will be, we will live there and this shall be embedded in the minds of the individuals of our nation. There are no restrictions and conditions for science.

To be successful, it is necessary to ensure a natural harmony between the mentality and goals of the **intelligentsia** and the people. In other words, the ideals to be suggested to the people by the intelligentsia should reflect the spirit and **conscience** of the people.

To approach the people and integrate with them is a duty, which is mostly directed to the intelligentsia. At first, our young people and the intelligentsia should decide in their own minds why they are marching in this **path** and what they are going to do. Then they have to bring these ideas into an easily acceptable state. Only after this they should offer their ideas to the public.

I never give orders for tasks in the field of science, especially social science. I would like scientists to **enlighten** me in these fields. Thus, if you have confidence in your knowledge of sciences, culture, do tell me about it and show me the **constructive** sides of social sciences and I will **pursue** them.

C. Read the text again and answer the questions.

1. According to the text, what is the real leader of the world?
2. Why can't we isolate our country from the outer world?
3. What is necessary to be successful? (According to the text.)
4. What should our young people decide?

D. Read the text again. Find the synonyms of the words above in bold.

1. <input type="checkbox"/> Civilization	A. way / way of life
2. <input type="checkbox"/> Somnolence	B. separate / insulate
3. <input type="checkbox"/> Straying	C. helpful / useful
4. <input type="checkbox"/> Isolate	D. culture / edification
5. <input type="checkbox"/> Intelligentsia	E. wander / rove
6. <input type="checkbox"/> Conscience	F. follow / chase
7. <input type="checkbox"/> Path	G. morality
8. <input type="checkbox"/> Enlighten	H. sleepiness
9. <input type="checkbox"/> Constructive	I. inform / teach / educate
10. <input type="checkbox"/> Pursue	J. intellectuals (plu)

E. What make you think that Atatürk was a foresighted leader?

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KEY

1. *Science is the real leader of the world.*
2. *We must live a certain level of civilization. This life is only possible thanks to science. Because of this we can't isolate our country from the outer world.*
3. *It is necessary to ensure a natural harmony between the mentality and goals of the intelligentsia and the people.*
4. *They should decide in their own minds why they are marching in this path and what they are going to do.*

D. Read the text again. Find the synonyms of the words above in bold.

Say Ss to work with their partners. Tell them to use their dictionaries and find the synonyms of the words.

KEY

1. D	2. H	3. E	4. B	5. J
6. G	7. A	8. I	9. C	10. F

E. What make you think that Atatürk was a foresighted leader?

Say Ss to study individually and answer the question. Give them some minutes to answer it.

KEY

Ss' own answers.

ATATÜRK AND SCIENCE

A. Make a search about the mottos of Atatürk about science and technology, then share it / them with your class.

Find the mottos of Atatürk about science and technology, then share it/them with your class.

Tell Ss to find mottos of Atatürk about science and technology as home work. Encourage Ss to share it / them with their class.

KEY

Ss' own answers.

B. Read the text and discuss the theses he mentioned.

Say Ss to work with their partner. Tell them to discuss and share it/them with their class. Give them some minutes for discussing. Go around the class and give help them as needed.

KEY

Ss' own answers.

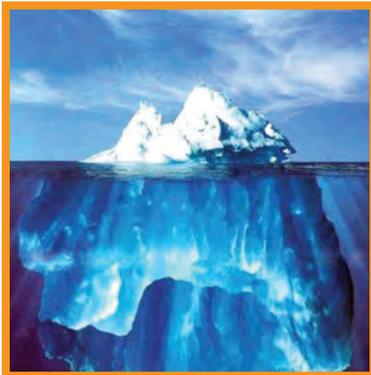
C. Read the text again and answers the questions.

Say Ss to study individually and answer the questions. Give them some minutes to answer them.

TEACHER'S NOTE

NATURE & ENVIRONMENT

Theme 4



A Climate Change

B Natural Disasters

C Man-Made Disaster

At the end of this theme you will be able to

- * understand most radio programs, TV news and current affairs programs about nature and environment.
- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * write an essay or report to express point of view or pass on information about nature and environment.
- * explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions.
- * exchange factual information on matters about nature and environment.
- * initiate, maintain, and end discourse naturally with effective turn-taking.

Theme		THEME 4- Nature and Environment		
Language areas		Relative Clauses		
Skills		General Outcomes	Vocabulary	Materials
Climate Change	Reading	Interpret the cause effect relation in the written text. (R.2) Make inferences about the written text. (R.3)	Nouns: climate, famine, flood, drought, glacier, earthquake Verbs: affect, rise, ruin, reduce Adjectives: shrinking, warming, rising, unsuitable	The CD Teacher's book
	Writing			
	Listening	Qualify the relations between the proofs and examples given in the text and the recorded text. (L.3)		
	Spoken interaction	Maintain the conversation by adjusting to the changes of direction, style and emphasis. (SI.1)		
	Spoken production	Highlight the significant points and relevant supporting detail. (SP.2) Guess about the cause effect relations. (SP.3)		

Theme		THEME 4- Nature and Environment		
Language areas		Relative Clauses, Discourse Markers		
Skills		General Outcomes	Vocabulary	Materials
Natural Disasters	Reading	Guess the mood of the written text. (R.1)	Nouns: fire fighter, ash, emergency services, damage, danger, eruption, destruction, earthquake, crater, lighting storm, lava, explosion, nightmare, pavement, hurricane, volcano, mess Verbs: erupt expand, burst, rip, drown, damage, get back, blow away, pour, put out, tear off, pick up fall down, flood out, blow over Adjectives: awash, unbelievable, massive, dreadful	The CD Teacher's book
	Writing	Give supporting and explanatory examples with appropriate expressions. (W.1) Evaluate news and comments relating them with their ideas. (W.4) Present factual information with tables and graphics. (W.5)		
	Listening	Identify the significant points in the complex recorded texts on familiar topics related to their interest. (L.2) Identify the descriptions in the recorded text. (L4)		
	Spoken interaction	Support their speech with subsidiary points and relevant examples. (SI.1) Give clear, detailed descriptions. (SI.2)		
	Spoken production	Give clear, detailed descriptions emphasising the significant points. (SP.1) Interpret the information on tables and graphics. (SP.4) Use a variety of linking words efficiently to mark clearly the relationship between the ideas. (SP.5)		

Theme		THEME 4- Nature and Environment		
Language areas		Clauses of place, time, manner, cause and purpose; as subject or object, participial/defining and non-defining clauses		
Skills		General Outcomes	Vocabulary	Materials
Man - Made Disaster	Reading	Understand the written text with the help of teaching aids. (R.4)	Nouns: vegetation, fume, surge Verbs: make, surge Adjectives: eccentric, Adverbs: overly, rapidly, ironically	The CD Teacher's book
	Writing	Write the topic of the recorded or written text and summarise the events. (W.2) Express reasons in their writings. (W.3)		
	Listening	Follow the essentials of lectures, talks and reports which are prepositionally and linguistically complex. (L.1)		
	Spoken interaction			
	Spoken production			

A **Climate Change**

Time to Listen

A. Discuss these questions with your partner.

1. What is global warming?
2. What are the causes of global warming?
3. What are the effects of global warming?

B. Look at the photographs and guess what you are going to listen.





C. Listen to the TV programme and list the facts and their examples. Tell how they affect the world in common.

FACT	EXAMPLES
CARBON DIOXIDE	- our Earth is getting hotter and hotter
	-
	-
	-
	-
	-

Keep in Mind!

The CO₂ that isn't used by plants forms a cover in the atmosphere. What's more, sea levels are rising which means that islands are disappearing under sea.

D. Listen again and number the main parts in order;

- The presenter's opinion
- Marlene's e-mail
- End of the world
- Sea level's rising
- High levels of carbon dioxide in the atmosphere

E. Listen again and answer the questions.

1. What is global warming caused by?
2. How does our climate change?
3. How does the carbon dioxide in the atmosphere rise?
4. How will global warming affect all living creatures on the Earth?

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B. Look at the photographs and guess what you are going to listen.

Books are open. Say them to scan the photos carefully. Give them two minutes. Ask them what they are going to listen. Ss answer you individually and ask them to tell their opinions about it.

C. Listen to the TV programme and list the facts and their examples. Tell how they affect the world in common? (GO-L.3 / CO-L.1,4)

Books are open. Play the audio programme. Say Ss to listen and make a list the examples from the most dangerous to the least.

Warn Ss to listen selectively and Say Ss to pay attention to stress, pronunciation and intonation while listening.

TRACK 10

Theme 4 - Page 46

Activity C: Listen to the TV programme and list the facts and their examples. Tell how they affect the world in common?

CLIMATE CHANGE

Presenter: Good evening. I am Tony Right and as usual at this time we're looking at one of the problems of our Earth faces to? I've been making nature documentaries for the last ten years. I believe that we are changing the world's climate. Our show is interactive and Harry Carter is in our studio now. If you want to comment on anything, or ask a question, just send your e-mails to mooninthesky@suntv.com. The address is on your screen now and Natalie will receive all your e-mails. Welcome Mr Carter, how are you?

Harry Carter: Fine, good evening. Thank you for inviting me here this evening to talk about our nature.

Presenter: Can you explain how our climate changes?

Harry Carter: Well, during the long history of our planet, the climate has often changed for natural reasons. However, nowadays the climate is changing faster than ever before. This rapid change, known as global warming, is caused by the current high levels of carbon dioxide in the atmosphere.

Presenter: How does the carbon dioxide in the atmosphere rise?

Harry Carter: There has been CO₂ in the atmosphere for millions of years. For example, animals produce CO₂ when they breathe, and plants use it to make energy and oxygen. The CO₂ that isn't used by

THEME 4 NATURE AND ENVIRONMENT

4A Climate Change

Materials:

Ss' dictionaries,

Warm Up:

Books are closed. Bring some photos about climate changes. Students think of the nature, environment, environmental problems, and climate changing in their local area. First, they name the problems they face in their daily lives. They choose the one which makes their life and our world difficult. They explain their reasons of choosing the problem as the most difficult one.

Time to Listen

A. Discuss these questions with your partner.

Books are open. Ss work in pairs. They can discuss the questions which are given below. Then they share their thoughts with class.

KEY

1. Global warming is the increase of Earth's temperature because of carbon dioxide.
2. The causes of global warming are high levels of carbon dioxide, cars, and factories).
3. Effects of global warming are getting hotter and hotter weather, rapid climate changing, melting polar ice caps.

plants forms a cover in the atmosphere. This cover keeps the planet warm. However, CO₂ is also produced when we burn oil, coal and gas. Therefore the amount of CO₂ in the atmosphere is very high now. As a result, when CO₂ cover is getting thicker and thicker our Earth is getting hotter and hotter.

Natalie: Alright, we'll come back to you later, but we've got our first e-mail. It's from Marlene in Brighton. She says: 'Well, to begin with, I can't even open my windows most of the time. All of those cars and factories are releasing poisonous chemicals into the air. It's dreadful!

Presenter: Oh, I agree. Mr Carter how will this affect all living creatures on Earth?

Harry Carter: When the Earth is getting hotter the polar ice caps melting earlier and this means that polar bears' lives are getting harder and harder. What's more, sea levels are rising which means that islands are disappearing under sea. As a result of this both the rainforests and the coral reefs are in danger. The trees in Amazons are dying and we're now losing some of the environments in the world.

Presenter: Absolutely. So, is this the end of the world?

Harry Carter: Of course, not but we have to be careful and aware of the power to stop the rise in temperature by changing our way we live our lives.

KEY

1. Global warming is caused by carbon dioxide / poisonous chemicals / climate change.
2. Our climate changes for natural reasons/ Because of the current high levels of carbon dioxide our climate changes.
3. Animals produce CO₂, plants don't use CO₂, burn oil and gas produce CO₂. In those reasons carbon dioxide rises in the atmosphere.
4. Global warming will affect all the creature when the Earth is getting hotter the sea ice is melting earlier and this means that polar bears' lives are getting harder and harder. What's more, sea levels are rising which means that islands are disappearing under sea. As a result of this both the rainforests and the coral reefs are in danger. The trees in Amazons are dying and we're now losing some of the environments in the world.

KEY

FACT	EXAMPLES
CARBON DIOXIDE	- Our Earth is getting hotter and hotter
CARS AND FACTORIES	- Releasing poisonous chemicals
EARTH GETS HOT	- Sea ice melting earlier
SEA LEVEL RISING	- Islands disappearing under sea
TEMPERATURES RISE MUCH	- Polar ice caps melt/ Whole earth will be flooded

D. Listen again and number the main parts in order;

Books are open. Play the audio programme again. Ss work individually and number the main parts in order.

TRACK 10

Theme 4 - Page 46

Activity D: Listen again and number the main parts in order;

KEY

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

Play the audio programme. Check their answers.

E. Listen again and answer the questions.

Books are open. Play the audio programme again. Ss work with their partners. Say Ss to answer the questions. So give them some minutes to answer them.

TRACK 10

Theme 4 - Page 46

Activity E: Listen again and answer the questions.

TEACHER'S NOTE

Climate Change A

Time to Read






Climate change could ruin the appeal of Mediterranean resorts for holiday makers. But if forecasts of famine, flood and drought come true, a decline in tourism could be the least of the problems, says Nicholas Schroom, Environment Correspondent.

Shrinking beaches, water and food shortages could become the norm around the Mediterranean by as early as 2100, according to a Greenpeace report. More than 100 million people visit the sea's extensive, sunny coastline each year, and this had been projected to rise to as much as 340 million by 2025. 'Now this is under threat, as the possible impacts of climate change are more fully realised,' says Greenpeace. All the more reason to reduce the world's rising consumption of fossil fuels, emissions of which are changing the heat balance of the atmosphere. The report is based on the estimates for sea level and temperature rises made by the UN's Intergovernmental Panel on Climate Change, which brings together most of the leading climatologists from around the world.

Temperatures are expected to rise by up to 4°C over many inland areas. Annual rainfall is projected to fall by 10-40% over much of Africa and south-eastern Spain with smaller but significant changes elsewhere. As oceans expand and glaciers melt in a warmer world, sea levels could rise by almost one metre by the end of the century. Venice, the Nile Delta, and Thessaloniki in Greece could see sea level rises 50% higher because they are already sinking. In Egypt it is estimated that a sea level rise of only 0.5 metres would displace 16% of the population if the coastline and riverbanks of the Nile Delta were not defended against the rising sea. Much of the population lives on the low-lying delta. Beach resorts could lose much of their land.

Deserts may spread northwards and there will be a water shortage in countries like Egypt, Libya, Tunisia, Algeria, Morocco and Syria, which already have only about 1,000 cubic metres a year or less of water per person. Crop production will be badly affected by droughts. Livestock production will also suffer because of a shortage of good grazing land. One study predicts that large parts of Spain, southern Italy, and Greece could become unsuitable for cereal growing. What is more, warmer conditions are likely to increase the number of cases of tropical diseases like malaria and yellow fever.

A. Talk about the questions below.

1. What are mentioned in the pictures above?
2. What kind of news have you heard about climate change recently?

B. Read the text and decide a title for it.

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TEACHER'S NOTE

Time to Read

A. Talk about the questions below.

Explain the task. Ask Ss to read the question. Give Ss some time to think about their answers. First encourage them to voice their opinions giving examples of their own lives. Ss discuss them in small groups. They compare their answers. Go around the class and listen in. They make comparisons of the situations to express what is more important for them.

KEY

1. Ss' own ideas. 2. Ss' own answers.

B. Read the text and decide a title for it. (CO-R.1,2,7)

Books are open. Have Ss to read the text and decide whether Ss' title is suitable or not. Elicit the meaning of 'GLOBAL CHANGE'. Ss work with partners. Set a time limit of one or two minutes. Ss skim the text and check their guesses.

Say Ss to find a suitable title for it. Warn Ss to use a range of vocabulary repertoire in their speeches. Focus on Ss to pay attention to intonation, pronunciation and stress while speaking.

KEY

Ss' own answers.



Climate Change

C. Read again and comment on reason and result statements considering how they affect each other;

REASONS	RESULTS
1. Climate change	Famine, flood and drought
2. Famine, flood and drought	A decline in tourism
3. World's rising consumption of fossil fuels	Changing the heat balance of the atmosphere
4. Oceans expand and glaciers melt	Sea levels could rise
5. Drought	Crop production will be badly affected

D. Make inferences about the effects of climate change by answering the questions below.

1. What do you think about the thoughts of forecasts of famine, flood and drought?
2. According to you what will happen around 2100?
3. According to you what would happen if the temperature rose by 4°C?
4. According to you what would happen if the sea level rose by one meter?
5. According to you what is the role of climate change in drought?

E. Work with your partner. Read the prompts and discuss whether you agree or not.

- "The only thing we have to fear on this planet is man." Carl Jung
- "The environment is everything that isn't me." Albert Einstein
- "If you poison the environment, the environment will poison you." Tony Foliar

F. Make predictions about consequences of climate change in your country.

* Give your reasons while expressing your ideas.

* e.g.: It used to be very hot in Antalya 50 years ago but now it isn't as hot as that time due to the climate change.

G. Write an essay about 'how will global warming change the way we live in the future?'

Paragraph 1: Introduction: what is global warming?

Paragraph 2: Development: What damages does the global warming do?

Paragraph 3: Development: How will global warming change our future life?

Paragraph 4: Conclusion

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C. Read again and comment on reason and result statements considering how they affect each other. (GO-R.2 / CO-R.5,8,9)

Have Ss to read the text again. They work with their partners. They will share their comments on cause effect relations considering how they affect each other.

Encourage Ss to express themselves with meaningful and accurate sentences.

Warn Ss to pronounce the words accurately. Ask Ss while and after speaking.

KEY

	REASONS	RESULTS
1	Climate change	famine, flood and drought
2	famine, flood and drought	a decline in tourism
3	world's rising consumption of fossil fuels	changing the heat balance of the atmosphere
4	oceans expand and glaciers melt	sea levels could rise
5	drought	Crop production will be badly affected

D. Make inferences about the effects of climate change by answering the questions below. (GO-R.3)

Ss work with their partners. Have Ss read the text again silently and make inferences about the effects of climate

change. Give time for five minutes for students to study with their partners. Then get their inferences. Choose a student to write the items on the board.

KEY

Ss' own answers.

E. Work with your partner. Read the prompts and discuss whether you agree or not.

(GO-SI.3 / CO-S.2,17,18,19)

Tell Ss to work in pairs. Explain the task.

They read the prompts and discuss whether they agree or not. After deciding their prompts encourage them to share their sentences with class. You can start a class discussion by asking 'If you poison environment, the environment will poison you.'

Tell Ss to maintain the conversation by adjusting to the changes of direction, style and emphasis.

Remind Ss to use a range of vocabulary repertoire and appropriate structures in their speeches

accurately. Have Ss to present their ideas in a logical coherence. Tell Ss to develop their appropriate and effective communication strategies.

Other prompts; * The only thing we have to fear on this planet is man.'

* The environment is everything that isn't me.

F. Make predictions about consequences of climate change in your country.

(GO-SP.3)

* Give your reasons while expressing your ideas. (GO-SP.2)

Books are open. Ss work with their partners. Say Ss to make predictions about consequence of climate change in their country.

KEY

Ss' own answers.

G. Write an essay about 'how will global warming change the way we live in the future? (CO-W.1,2,3,4,5)

Ss work individually. They will write an essay about 'How will global warming change the way we live in the future?'

Say Ss to avoid irrelevancy while writing. Say Ss to write in a logical coherence.

Warn Ss to use a range of repertoire of words and words group in their writings.

Tell Ss to write according to the spelling rules. Say Ss to use punctuation marks appropriately and accurately.

Paragraph 1: Introduction; what is global warming?

Paragraph 2: What damages does the global warming do?

Paragraph 3: How will global warming change our future life?

Paragraph 4: Conclusion

Natural Disasters B

Time to Listen

A. Look at the questions and talk about them.

- What is the worst natural disaster?
- Which one are you most afraid of?
- If you had the power to stop a natural disaster that had happened in the past which one would you choose to prevent? Why?

B. Look at the photos and guess what the listening text about.



C. Listen and fill in the table according to the radio programme.

	When	Where	Number of Death
First earthquake			X
Second earthquake			
Third Earthquake			
Fourth Earthquake			
Fifth Earthquake			

D. Listen again and complete the sentences:

- First earthquake is important because.....
- Second earthquake is important because.....
- Third earthquake is the largest because.....
- Fourth earthquake is important because.....
- Fifth earthquake is the most catastrophic because.....

E. Work in pairs and make an interview with your partner:

Student A: You are a journalist interviewing people who have been affected by the earthquake. Prepare your questions.

Student B: You live in the era which has been shaken. Share your feelings about the effects of earthquake you have had.

Student A: ask descriptive questions about the event such as.

- When did it happen?
- What were you doing when it happened?
- How did you feel?
- What did you think at first?

Student B: while interviewing support your ideas with examples and detailed descriptions.

e.g. **A:** Have you been badly affected by the earthquake?
B: Yes, we have. We have terrible scenes of devastation.

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4B Natural Disasters

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD, world map.

Warm Up:

Books are closed. Ask "What kind of natural disasters can you name?" "Which one affected you most till now?" Encourage them to talk about the subject. Give them a few examples from your country's natural disasters' experiences.

KEY

Ss' own answers.

Time to Listen

A. Look at the questions and talk about them.

Students have a look at the questions and talk about them. They compare their answers with their partners.

KEY

Ss' own answers.

B. Look at the photos and guess what the listening text about.

Draw attention to the photos and ask "What is the common point of the photos?" "Which natural disaster is it? Students guess the natural disaster through the photos. Encourage students to use adjectives describing bad occasions.

KEY

Earthquake

C. Listen and fill in the table according to the radio programme. (GO-L.4 / CO-L.5)

Play the audio programme. Ss listen and fill in the table according to the radio programme.

Tell Ss to use background knowledge to understand the recorded text.

TRACK 11

Theme 4 - Page 49

Activity C: Listen and fill in the table according to the radio programme.

Presenter: Welcome to our programme, Mr Carter. These days we hear about natural disasters mostly about earthquakes. Can you tell us about the effects of earthquakes?

Mr Carter: Thank you for inviting me here. The effects of earthquakes are very destructive. Some impacts are physical, while others are psychological. The effects of earthquakes can include financial loss, property/structure loss, population loss/death, developed phobias, psychological damage, tsunamis, landslides/rock slides, fire, falling electrical lines, floods as a result of dams collapsing, and ruptured gas lines.

Presenter: Which was the first earthquake that we could have information about?

Mr Carter: The earliest earthquake for which we have descriptive information occurred in China in 1177 B.C.

Presenter: Can you give us some more examples about earthquakes? When or where did it happen?

Mr Carter: I prepared an outline of some important earthquakes. The second one is the 1906 earthquake in San Francisco which was one of the most important earthquakes. It was confusing for geologists because of its greatest length. The earthquake was felt from southern Oregon to south of Los Angeles and inland as far as central Nevada. Violent shocks blasted through the strong shaking which lasted some 45 to 60 seconds. There was a big fire in San Francisco. At the time it was believed that there were 700 deaths caused by the earthquake and fire. Most of the fatalities occurred in San Francisco, and 189 were reported elsewhere.

Presenter: All right, what was the largest earthquake that hit our world ever recorded?

Mr Carter: It was on May 22, 1960 the largest earthquake ever recorded hit the coast of Chile. This earthquake measured in at 9.5 on the Richter scale. The Richter scale is based on numbers from 1-10. 10 is the highest possible earthquake. After the dust cleared, more than 2,000 people had died and more than 3,000 people were injured. Buildings were destroyed. 2 million people were left wandering the streets homeless.

Presenter: Well, what was the significance of Alaska earthquake?

Mr Carter: Alaska earthquake of March 27, 1964 was of greater magnitude than the San Francisco earthquake; it released twice as much energy and was felt over an area of almost 500,000 square miles. One hundred and fourteen people died as a result of this earthquake.

Presenter: We all know that Japan is one of the most earthquake prone countries in the world. Which was the most catastrophic earthquake in Japan?

Mr Carter: The most catastrophic earthquake in Japan was occurred on western Honshu Island on January 17th, 1995. The earthquake was named the Hyogo-Ken Nanbu Earthquake. Many people perished in the city of Kobe, with a population of 1.5 million people. Kobe is Japan's most important port. Whole buildings, apartment blocks and an elevated highway collapsed. Japan experience thousands of tiny tremors each year. But the Kobe earthquake was the biggest to hit Japan for 47 years. Nearly 27,000 people were injured, 45,000 homes were destroyed, and 6,432 people died as a result of the earthquake. The total cost of the damage was estimated at a total of \$100 billion. The earthquake measured 7.2 magnitudes. The earthquake struck at 5:46 a.m. - local time when many people were beginning their daily commutes to work. Osaka and the ancient city of Kyoto were also severely damaged.

Presenter: I think every major earthquake has to be documented and a full report has to be written, documenting fatalities, damage and injuries. This is necessary because it can help us learn how to predict earthquakes. Thank you very much for your participation. I hope to see you again in another programme.

E. Work in pairs and make an interview with your partner;

- * **Student A:** ask descriptive questions about the event such as. (GO-SI.2)
- * **Student B:** while interviewing support your ideas with examples and detailed descriptions. (GO-SP.1)

Students work in pairs. One is a journalist; the other is a survivor from the earthquake. A journalist is interviewing with people who have been affected from an earthquake.

S A is going to ask descriptive questions about the event;

S B is going to support his/her ideas with examples and detailed descriptions. Allocate more time than usual since students might need long time to make interview. Encourage Ss to talk eagerly.

Warn Ss to express themselves in different ways in their writings.

KEY

	<i>When</i>	<i>Where</i>	<i>Number of Death</i>
First Earthquake	China in 1177 B.C.	China	X
Second Earthquake	1906	San Francisco	700 /189 (elsewhere)
Third Earthquake	1960	Chile	2,000
Fourth Earthquake	1964	Alaska	114
Fifth Earthquake	1995	Japan (KOBE)	6,432

D. Listen again and complete the sentences; (GO-L.2)

Students do a more detailed listening activity. They go over the statements to complete them. Then, they listen and compare their answers with their partners.

TRACK 11

Theme 4 - Page 49

Activity D: Listen again and complete the sentences;

KEY

1. **First earthquake is important because** it was the earliest earthquake.
2. **Second earthquake is important because** of its greatest length and for the fire it spawned in San Francisco.
3. **Third earthquake is the largest because** it was measured in at 9.5 on the Richter scale since 10 is the highest possible earthquake.
4. **Fourth earthquake is important because** it released twice as much energy than San Francisco's and was felt over an area of almost 500,000 square miles.
5. **Fifth earthquake is the most catastrophic because** nearly 27,000 people were injured, 45,000 homes were destroyed, and 6,432 people died as a result of the earthquake.

TEACHER'S NOTE

B**Natural Disasters****Time to Read****A. Read the questions and answer.**

- What is the difference between a natural disaster and a man-made disaster?
- How many different types of natural disaster can you think of?

B. Work in pairs and fill in the table with correct word(s) from the list below. Use dictionary for the unknown words.

awash, fire fighters, burst the banks, hot ash, huge blocks, emergency service, drowned, damage, danger zones, eruptions, massive destruction, earthquake, lighting storm, crater, the lava, explosion, dreadful, heavy rain

VOLCANO	FLOOD

C. Before reading the newspaper's extract guess the feelings of:

- The person in the volcanic area.
- The person in the flood.

D. Read the newspaper's extract and check your answers.**THE DANGER ZONES**

We are still unable to predict with any precision when a disaster may occur. Even in the early years of the 21st century, Europe was awash as the rivers which flow across the continent burst their banks, cities were swamped and isolated. Also, volcanoes have been active for hundred years and then just stopped. It has been silent ever since. For volcanologists they are recharging in a big way. Growing populations and the need for rich soil for farming make people live in the danger zones, not far from volcanoes. Two massive volcanoes began erupting in July 2001. One of them was the famous Mount Etna in Italy and the other one was the Mayon volcano in the Philippines. Now, we have two e-mails that tell the mood of the people in the danger zones. Here is the first one from Mr. Carter:



"Yesterday morning, a major eruption occurred on July 17. This was the first big eruption in almost 10 years. The disaster caused both deaths and massive destruction in this region of the state. I saw the top of the mountain was blown off by the explosion that was heard two hundred miles away. Huge blocks of rock fell onto the surrounding area, and then the tremendous hot ash and gas came out of the mountain. I've never been so terrified in my life. First of all its explosion with the force and heat killed the people. The hot ash which caused fires in the forest caused more deaths. Fire fighters, were **put out**. Volcanic mud also caused flood. Rescue workers worked by heart and have **picked up** survivors by helicopter and moved them away from the dangerous areas. Fortunately, neither of my household was injured or died, but it can't be forgotten throughout our lives. It was dreadful."

Now the second e-mail is from Mr. Harold:



"I got woken up by my daughter's scream yesterday. 'Dad, there is a river in front of our house'. Weather conditions had been poor for several days; the wind was **tearing off** and the weather was **pouring down**. Yesterday three rivers in the area contained a dangerously high level of water. During the night, the rivers burst their banks and three villages have now been flooded. I looked out of the window and saw that my car park was starting to flood. I called the emergency service since the water level was rising. The emergency services arrived and helicopters lifted many people to the safety of neighbouring town. All the people were **flooded out** but only me. I was the last person to leave my block of flats. Lots of animals drowned and farmers carried herds to higher areas. Many people died and were injured. Thank God, nobody in my family was injured from the flood. The rain has finally stopped, but it is very difficult to predict about the extent of the damage."

E. Read the newspaper's extract again and decide whose experiences are more catastrophic: Mr. Carter's or Mr. Harold's. Why?

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Time to Read**A. Read the questions and answer. (CO-R.3)**

Books are open. Read the questions. Ss work in pairs or small groups to discuss about the questions. Then ask Ss to share ideas in the class.

Understand the written text with the help of background knowledge.

B. Work in pairs and fill in the table with correct word(s) from the list below. Use dictionary for the unknown words. (CO-R.10)

Have Ss form pairs. Ss fill in the table with the correct words. Encourage them to use dictionary for the unknown words.

Guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.

KEY

VOLCANO	FLOOD
the lava, danger zones, eruptions, earthquake, massive destruction, huge blocks, hot ash, lighting storm, crater, explosion, fire fighters, dreadful	burst their banks, heavy rain, emergency services, drowned, awash, damage

C. Before reading the newspaper's extract guess the feelings of; (GO-R.1)

Have Ss guess the feelings of the person in the volcanic area and in the flood. They can use the words in exercise B to guess the feelings.

KEY

- since it was dreadful he is hopeless, sorry, worried etc.
- because of its damage he is sorry, worried, afraid etc.

D. Read the newspaper's extract and check your answers.

Have Ss read the text and check their answers. Elicit answers from different students.

E. Read the newspaper's extract again and decide whose experiences are more catastrophic, Mr. Carter's or Mr. Harold's. Why? (GO-W.4 / CO-W.8)

Tell Ss to read the newspaper's extract and want them to decide whose experiences are more catastrophic. Tell them to write their opinions about it.

KEY

Ss' own answers.

TEACHER'S NOTE

Natural Disasters

B

F. Read the text again and fill in the table.

Event	Where	When	What happened
Volcano			
Flood			

G. Look at the phrasal verbs and match them with their meanings.

- | | |
|---------------------------------------|--|
| 1. <input type="checkbox"/> Pour down | a. to collect, or to go and get, someone or something. |
| 2. <input type="checkbox"/> Put out | b. to leave a home or place because of a flood. |
| 3. <input type="checkbox"/> Tear off | c. rained heavily. |
| 4. <input type="checkbox"/> Pick up | d. to stop a fire or cigarette burning. |
| 5. <input type="checkbox"/> Flood out | e. to remove with force. |

Time to Speak

A. Look at the table and talk about:

- * the country which is the most in danger
- * your country's disaster
- * the continent which is in danger

	Country	Year	Day	Month	Disaster	Continent	Killed
1	China	1931		July and November	Flood	Asia	3,700,000
2	China	1928		-	Drought	Asia	24,000,000
3	China	1920	16	December	Earthquake	Asia	180,000
4	China	1922	27	July	Cyclone Hurricane Typhoon	Asia	60,000
5	Italy	1908	28	December	Earthquake	Europe	100,000
6	Turkey	1939	6	December	Earthquake	Asia	32,962
7	Colombia	1984	13	November	Volcanic Eruption	America	23,000
8	Turkey	1999	17	August	Earthquake	Asia	35,000

B. Make a disaster table of killed and injured people in your country as the table given above considering year, day, month, type of disaster, city.

C. Give details about your table to your classmates:

- * the damage in the cities
- * financial support of the government
- * what happened after the disaster

Time to Write

A. Imagine you want to raise money to help people after a natural disaster. Use the words in the box below in order to talk about these ideas:

- organise a concert
- a photo exhibition
- a sports event, e.g. marathon
- go out on the street with collecting tins or blue bottle cap.

e.g.: I think organising a concert is a good idea because everybody likes music.

However	Although	Therefore	To sum up
Despite	Finally	Furthermore	Thus
In addition	Because	Nevertheless	Moreover

B. Write a paragraph about the idea you have decided above by giving examples and share it in the class.

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Time to Speak

A. Look at the table and talk about; (GO-SP.4 / CO-S.11,13,14,15,16,20)

Students go over the information about World's Natural Disaster table. Ask them to talk about the table such as comparing countries, the numbers, the continents, types of disasters. They study the ways of comparing the table's parts. Students check the sentences with their partners.

Tell Ss to support their speech with gestures and facial expressions. Encourage them speak self-confidently. Tell them to use basic repertoire of isolated words and phrases according to their functions and genre. Also take Ss's attention to avoid irrelevancy and word repetition while speaking. Try to encourage increasing their vocabulary repertoire.

They also study the adjectives looking up into the dictionaries. Then, they talk about the given statements:

KEY

- * the country which is the most in danger: **China**
- * your country's disaster: **Earthquake.**
- * the continent which is in danger: **Asia**

B. Make a disaster table of killed and injured people in your country as the table given above considering year, day, month, type of disaster, city. (GO-W.5)

Ask Ss make a of their country as the table given in their course books considering year, day, month, type of disaster, city, killed and injured. Encourage them to search on the web to prepare their country's disaster table.

C. Give details about your table to your classmates: (GO-SI.1)

Tell Ss to give details about their disaster table to their classmates such as:

- * the damage in the cities
- * financial support of the government
- * what happened after the disaster

Time to Write

A. Imagine you want to raise money to help people after a natural disaster. Use the words in the box below in order to talk about these ideas: (GO-SP.5 / CO-S.12)

Students work individually. Encourage Ss to talk about their helping campaign for the people after a natural disaster. Have them use the words such as **However**,

F. Read again and fill in the table.

Have Ss read the text again to complete the table.

KEY			
Event	Where	When	What happened
Volcano	Mount Etna	July 2001	Two massive volcanoes erupted.
Flood	Early years of 21st C.	Europe	three rivers in the area contained a dangerously high level of water. During the night, the rivers burst their banks and three villages have now been flooded.

G. Look at the phrasal verbs and fill in the blanks with suitable ones.

Tell Ss look at the phrasal verbs and skim the text to guess the meaning of them. Tell them if they need they can use dictionaries.

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

Although, Therefore, To sum up, Despite, Finally, Furthermore, Thus, In addition, Because, Nevertheless, Moreover in order to talk about their ideas. Listen to the students and try to define the mistakes they do commonly. Finally, work with students and correct the mistakes avoiding saying who has made the mistake.

Encourage Ss to use sentence connectors in their speeches.

B. Write a paragraph about the idea you have decided above by giving examples and share it in the class. (GO-W.1 / CO-W.10,11,12,13,14,15)

Ask Ss to write a paragraph about the idea they have decided above by giving examples.

Try to make Ss enjoy writing. Review their writing for accuracy and appropriateness. Tell Ss to read their paragraphs to their classmates.

Encourage Ss to use different conjunctions in their writings. Tell them to write according to the context and the situation.

Encourage Ss to avoid word repetition in their writings. Tell them to use sentence structures and patterns accurately.

TEACHER'S NOTE

Man-Made Disaster

Time to Listen

A. Look at the pictures and guess the topic you are going to listen.

B. Listen and check your answers, then find the topic and make a summary of the speech.

- benefits of plants
- four threats to plants
- how the threats affect the plants

.....

.....

C. Listen again and answer the questions.

1. What are the benefits of plants?
2. Give examples of common threats to environment?
 - a.
 - b.
 - c.

D. Listen again and find the threats of extinction on plants.

Threats	How it affects
First threat:	
Second threat:	
Third threat:	
Fourth threat:	

E. How do you evaluate these threats? Give your own examples.

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4C Man-Made Disaster

Warm Up:

Ask Ss the questions below:

- What do you do to protect environment?
- Do you know any environment organizations?
- Do you know any factories which pollute environment?

Time to Listen

A. Look at the pictures and guess the topic you are going to listen.

Tell the students to look at the photographs and want them to guess the topic they are going to listen.

KEY

- Plants are under threats of extinction.

B. Listen and check your answers, then find the topic and make a summary of the speech. (GO-W.2)

Ask them to listen and check their answers.

Ask Ss to listen again and find the topic and take some useful notes to summarize it.

KEY

Topic: Our planet is now faced with extinction of plants
For summarizing inform Ss take notes the subjects below:

- Benefits of plants
- Four threats to plants affect
- How the threat the plants?

TRACK 12

Theme 4 - Page 52

Activity B: Listen and check your answers, then find the topic and make a summary of the speech.

Plants are when people mention endangered species the first things that come to mind are probably whales, pandas or tigers. Not many people would think of plants, but, in fact, there are far more threatened species of plants than of threatened mammals, fish and insects combined. The plants are under threats of extinction. These threats are caused by industrialization and man.

One of the common threats to the survival of many plants is industrialization. This causes pollutions and acid rain, which destroy forests and harm many species of plant. Pollution is found everywhere in the world. The city and industry rubbish and waste treatment plants that lack high technology are also bad for plants.

Another threat is man. Many products that man uses come from plants. For instance, many plants are collected from the Amazon and are used to make medicines. Other plants, such as mahogany trees, are valued for their wood and are very popular building materials.

The loss of animal and plant life has negative implications for the survival of the human race. Therefore, it's important to understand what causes plant and animal extinction. It is too late to save those that are already extinct, but many can be helped by reducing these negative factors.

C. Listen again and answer the questions.

Tell Ss to read the questions and want them to answer while listening.

KEY

1. *Plants are the source of a majority of medicines and they provide the oxygen.*
2. *They are:*
 - a. *industrialization*
 - b. *man*

TRACK 12

Theme 4 - Page 52

Activity C: Listen again and answer the questions.

D. Listen again and find the threats of extinction on plants. (GO-L.1 / CO-L.2,3,6)

Ask Ss to listen again and find the threats to plants and how it affects.

Use visuals for Ss to understand the recorded text.

Warn Ss to take care rules of manners and cultural values while listening.

Ask Ss to guess the meaning of unknown words in the recorded text to understand the context.

TRACK 12

Theme 4 - Page 52

Activity D: Listen again and find the threats of extinction on plants.

KEY

Threats	How it affects
First threat : <i>industrialization</i>	<i>pollutions and acid rain</i>
Second threat: man	<i>many products that man uses come from plants</i>
Third threat:	<i>draining, bulldozing and paving the land for housing developments, shopping malls, parks and new roads, all destroy habitat</i>
Fourth threat:	<i>humans have changed landscapes, through deforestation, fire and overuse</i>

E. How do you evaluate these threats? Give your own examples.

Ask Ss how they evaluate these threats. Tell them to give examples.

TEACHER'S NOTE

THE MANSION THAT ATATÜRK HAD TRANSPORTED FOR THE SAKE OF A PLANE TREE LIMB

A. Look at the photos and tell what happens.



B. Read the text and find out the topic.

In the Millet Farm, there is a particular plane tree which Atatürk loved. He built a mansion next to it. The mansion that is in the Millet Farm is a two floor, quadrangular, wooden framed. There is an open space at the side of the mansion that faces the sea. It also has a little canteen on the ground floor and a middle class sitting room. What makes this mansion attractive is the meeting hall, that one feels out in the nature at all seasons because of its plate glass enclosing. Atatürk's famous gramophone, which he loves very much, is also in this room.

There is a resting room, small bedroom and a bathroom at the second floor, which can be reached using wooden stairs. It is known that Atatürk did not want a kitchen to be made to this building because it is made up of wood. The fascinating, old plane tree that caused the moving of the mansion is at the west side of the building. When Atatürk went to the mansion in 1930, the workers wanted permission from him to cut down a limb from the plane tree because it gives damage to the roof and walls of the building by hitting it. However, Atatürk wanted them to move the building a little bit further instead of cutting down the limb instructs.

The mission was taken on by The Scientific Affairs Department of Roads and Bridges of The Istanbul Municipality. The head engineer came with his technician team and started working. At first, they dug around the building and reached the foundation. The rails that were brought from İstanbul were installed to the building foundation. After the very precise work was done the building was put to the rails and moved away. On Friday 8th August 1930, in the afternoon around 15:00 o'clock the operation of moving the mansion started. This operation was observed by Atatürk, some of his friends, his sister Makbule and the engineers and journalists from İstanbul.

The moving of the mansion was done in two stages. On the day of 8th August, first the moving of the terrace section then in 2 days the moving of the main building on rails was completed. And the building was moved 4, 80 meters east. When the operation took place on the newspaper of 10th of August 1930, perhaps people were surprised about the moving of the mansion for a single plane tree limb. Because, for that time they didn't have ozone layer distortion, global pollution, acid rains deforestation etc... The protection of nature didn't exist in any country or president's agenda. However, Atatürk comprehended the importance of the protection of nature in the 30's whereas the others started thinking about and considering after 70's. By making the aphorism "The protection of environment is a matter of reason" he gave messages not only to the Turkish people but also to all the countries of the world. If the limb were cut off, nobody would hear or react against. Atatürk, under the cloak of a limb in Yalova, wanted to give a message to the public about the protection of the nature. The main point here is the message that was given.

C. Read the text again and answer the questions.

1. What properties does the mansion have?
2. Why do people say the mansion is attractive?
3. What was Atatürk's solution for not cutting down the limb?

D. Work in pairs and tell your thoughts about Atatürk's love of nature.

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about Atatürk's love of nature.
Ss' own answers.

KEY

- He gave messages not only to the Turkish people but also to all the countries of the world about protecting nature.
- The protection of nature didn't exist in any country or president's agenda. However, Atatürk comprehended the importance of the protection of nature in the 30's whereas the others started thinking about and considering after 70's. He was a great leader.

TEACHER'S NOTE

THE MANSION THAT ATATÜRK HAD TRANSPORTED FOR THE SAKE OF A PLANE TREE LIMB

A. Look at the photos and tell what happens.

Ask Ss to describe what they see in the pictures.

B. Read the text and find out the topic.

The topic is, Atatürk's message to the public about the protection of the nature by avoiding cutting of a limb in Yalova.

C. Read the text again and answer the questions.

Ss read the questions and answer them.

KEY

1. The mansion is a two floor, quadrangular, wooden framed structure. There is an open space made of marble that is surrounded with columns and a thirty meters long dock, at the side of the mansion that faces the sea.
2. Because it's meeting hall is enclosed completely with plate glass so that, one feels out in the nature at all seasons.
3. Atatürk wanted them to move the building a little bit further instead of cutting down the limb instructs.

D. Work in pairs and tell your thoughts about Atatürk's love of nature.

Form Ss in pairs. Ask them to talk about their own thoughts

EDUCATION

Theme 5



A Open University

B Mobile Tuition

C Abroad Education

At the end of this theme you will be able to

- * understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.
- * grasp the content and the significance of news, articles and reports on topics connected with your interests.
- * take an active part in discussion in familiar context about education.
- * speculate about causes, consequences, hypothetical situations.
- * write clear, detailed text on education.
- * write formal/personal letters highlighting the personal significance of events and experiences.

Theme		THEME 5- Education		
Language areas		Verb patterns, e.g. verb gerund or infinitive, gerund and gerundives		
Skills		General Outcomes	Vocabulary	Materials
Open University	Reading	Identify the cause effect relation in the written text. (R.2)	Nouns: undergraduate, graduate, tutor Verbs: decide on sth/sb, give up, start off, get sth out of sb, move on, play truant, host expel Adjectives: distance, periodic, priority, highlight, confident	The CD Teacher's book
	Writing	Write detailed descriptions of their feelings, ideas, dreams, and expectations. (W.4) Write clear, detailed descriptions. (W.5)		
	Listening	Identify the clear and detailed descriptions in the recorded text. (L.3) Follow the essentials of lectures, talks and reports which are prepositionally and linguistically complex. (L.4)		
	Spoken interaction	Maintain the conversation by adjusting to the changes of direction, style and emphasis. (SI.1) Explain future plans and arrangements. (SI.4) Make presentations by participating actively in group works. (SI.5)		
	Spoken production	Use a variety of linking words efficiently to mark clearly the relationship between the ideas. (SP.4)		

Theme		THEME 5- Education		
Language areas		Verb patterns, e.g. verb gerund or infinitive, gerund and gerundives		
Skills		General Outcomes	Vocabulary	Materials
Mobile Tuition	Reading	Make inferences about the written text. (R.3)	Nouns: preschool, handcraft, expense, tuition Verbs: apply for, turn into, count up Adjectives: remote, effective, rural	The CD Teacher's book
	Writing	Give supporting and explanatory examples with appropriate expressions. (W.1) Write personal letters about feelings and experiences on events and activities. (W.3)		
	Listening	Identify the significant points in the complex recorded texts on familiar topics related to their interest. (L.5)		
	Spoken interaction	Give clear, detailed descriptions. (SI.3)		
	Spoken production	Guess about the reasons and results. (SP.2)		

Theme		THEME 5- Education		
Language areas		Verb patterns, e.g. verb gerund or infinitive, gerund and gerundives		
Skills		General Outcomes	Vocabulary	Materials
Abroad Education	Reading	Apply detailed instructions. (R.1)	Nouns: hostel, branch, diploma, salary, fee Verbs: host, attend, enrol, improve Adjectives: unemployed, walled	The CD Teacher's book
	Writing	Evaluate the factual information and opinions in formal letters. (W.2)		
	Listening	Recognise speakers' behaviours and attitudes. (L.2)		
	Spoken interaction	Change the topic of the conversation purposefully. (SI.2)		
	Spoken production	Speak fluently appropriate to the purpose of speech. (SP.1)		

Open University

A

Time to Listen

A. Work in pairs and find the differences between these words.

- a tutor – a professor
- an undergraduate – a graduate
- a course – a seminar – a lecture

B. Look at the pictures and tell what the Open University is.

C. Listen to the radio programme. Write if the sentences are true (T) or false (F). Check your answers.

- Open University is a new system all over the world.
- Distance learning is when you can learn with different materials in your home.
- It is not possible to be 60 and study at the Open University.

D. Listen to the radio programme again. Take notes about the reasons why Dan and Samuel become Open University students.

Dan	Samuel

E. Listen again and talk about the main parts of the radio programme given below.

- The system of Open University.
- The people who can apply this system.
- The system how the students are taught by distance learning.
- The qualifications that are wanted.

F. Discuss the advantages and disadvantages of distance learning with your partner and make presentation in the class.

G. Choose one of the statements below and tell your *opinions* and *feelings* about it.

- I think everybody should go to university and get a degree.
- I think, it is stupid to take a gap year. It is a waste of time.
- It often costs a lot of money to go to university.
- I would rather be taught than learn on my own.

While you are expressing your ideas use the phrases below and linking words such as HOWEVER, BUT, ALTHOUGH, IN SPITE OF, SO THAT, BECAUSE etc.

Absolutely.
Oh, I'm not so sure.
Oh, no, I don't agree with that.
Oh, yes I agree.
Well, it depends.

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THEME 5 EDUCATION

5A Open University

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD

Warm Up:

Books are closed. Ask Ss the questions below:

"What are the most popular and the most important universities in your country?"

Are they private or public?

What subjects do Ss study?

Have you ever heard about universities?

What do you know about them?

Is it a problem to be an Open University student? Why?

Why not?"

Time to Listen

A. Work in pairs and find the differences between these words.

Students are going to work with their partners. Introduce the task by directing attention to the words and tell them to find out the differences between these words.

KEY

* **A course:** a subject that you need to think about, discuss or deal with.

* **A lecture:** a talk on a particular subject, especially at university or college.

* **A tutor:** a teacher who works with one student or a small group of students

* **A professor:** a teacher of the highest level in a university department.

* **An undergraduate:** somebody who is studying for their first degree at university or college.

* **A graduate:** somebody who has a first degree from a university or college.

A seminar: a class in which a small group of students discuss a particular subject.

B. Look at the pictures and tell what the Open University is.

Tell Ss to look at the pictures. Encourage them to talk about what the Open University is.

KEY

Open University is essentially a distance learning form of studying in which you are sent whole packets of material with the entire course in it. Therefore, you are able to look through the whole programme and since it is programmed to do bit by bit, week by week you are very much guided through the course.

C. Listen to the radio programme. Guess if the sentences are true (T) or false (F). Check your answers. (CO-L.5)

Ss guess if the sentences are true or false.

Make Ss use background knowledge to understand the recorded text.

TRACK 13

Theme 5 - Page 57

Activity C: Listen to the radio programme. Guess if the sentences are true (T) or false (F). Check your answers.

Interviewer: Good evening everybody. Today we have some guests to talk about Open Universities. You know, the biggest British university is the Open University, with around 190.000 students in 2011. The Open University began in the 1960s and was the first university in the world dedicated to distance learning. It was thought that instead of going to class, people could learn by watching special academic programmes on TV in OU system. Let's turn to our guests. Welcome, Dan and Samuel. We know that you were Open University students. Can you explain its system?

Dan: Well, the Open University is essentially a distance learning form of studying in which you are sent whole packets of material with the entire course in it. Therefore, you are able to look through the whole programme.

Interviewer: For whom this system is?

Dan: It's really aimed at anybody who has the desire to go back to study.

Interviewer: What was your reason to become an Open University student?

Dan: Well, I decided to become an Open University student partly because it was so much more accessible and I could do studying at home and

combining it with a job. At the same time it involves less of commitment. So I think it's the combination of the flexibility, the convenience and also the absence of a really long commitment.

Interviewer: Now it's your turn Samuel. What was your reason?

Samuel: I decided on the Open University mainly because of their high profile, you can guarantee the quality for the course material you have. There was no other option other than Open University. I didn't want to give up full-time work. It is ideal for people who are working. Approximately 70% of students work full-time.

Interviewer: Can you tell us how you were taught by distance learning?

Samuel: The Open University teaches you by sending units through the post with cassettes, written by the Open University which leads you through the subjects. There are also television programmes and radio broad broadcasts, which highlight topics that they believe will be difficult to understand. It also provides periodic meetings with tutors to help explain the parts you don't understand, from reading.

Interviewer: Do you have to have any qualifications to study at the Open University?

Samuel: No, just have to be over 16. But importantly, there is no maximum age limit. 10,000 disabled people study at the Open University. Disabled people are officially a priority group in the university.

Interviewer: My last questions are coming, are you happy to choose this system and are there any other open universities all over the world?

Samuel: I am very happy to be a student of OU since I really needed to do a university degree. Most OU courses are available throughout Europe. Some of them are available in many other parts of the world.

Interviewer: I am very glad to host you here. I want to learn about your experiences more. Please, write to me and I am going to share them with my audiences who want to be at the Open University. Thank you very much. See you at another programme, bye.

KEY

- | | |
|---------------------|------------------|
| 1. F (since 1960) | 2. T |
| 3. F (no age limit) | 4. F (can study) |
| 5. F (over 16) | |

D. Listen to the radio programme and again. Take notes about the reasons why Dan and Samuel become Open University students. (GO-L.3)

Play the audio programme. Ss listen radio programme and check their answers.

TRACK 13

Theme 5 - Page 57

Activity D: Listen to the radio programme and again. Take notes about the reasons why Dan and Samuel become Open University students.

KEY

- * **the reason why Dan become Open University student:** because it is so much more accessible and he could do it a studying at home and combining it with a job. At the same time it involves less of commitment. He thinks it's the combination of the flexibility, the convenience and also the absence of a really long commitment.
- * **the reason why Samuel become Open University student:** because of its high profile, he can guarantee the quality for the course material he has. There is no other option other than Open University because he didn't want to give up full-time work. It is ideal for people who are working.

E. Listen again and talk about the main parts of the radio programme given below. (GO-L.4 / CO-L.4)

Play the audio programme again. Ss listen radio programme to find the main parts of the radio programme. **Make Ss listen selectively.**

TRACK 13

Theme 5 - Page 57

Activity E: Listen again and talk about the main parts of the radio programme given below.

KEY

- * **the system of Open University:** Instead of going to class, people could learn by watching special academic programmes on TV in OU system. The Open University is essentially a distance learning form of studying in which you are sent whole packets of material with the entire course in it.
- * **the people who can apply this system:** there is no maximum age limit. Disabled people are officially a priority group in the university.
- * **the system how the students are taught by distance learning:** The Open University teaches you by sending you units through the post with cassettes, audio cassettes and sometimes video cassettes, written by the Open University which leads you through the subjects.
- * **the qualifications that are wanted:** just have to be over 16.

F. Discuss the advantages and disadvantages of distance learning with your partner and make presentation in the class. (GO-SI.1,5)

Tell Ss to discuss the advantages and disadvantages of distance learning with their partner. Then want Ss to make presentation in the class.

They are going to share their ideas with their partners.

G. Choose one of the statements below and tell your opinions and feelings about it.

(GO-SP.1,3,4 / CO-S.11,12,13,14,15,16, 17,18)

Tell Ss to work individually, explain the task briefly. Remind them to express their ideas using both phrases below and **linking words such as HOWEVER, BUT, ALTHOUGH, IN SPITE OF, SO THAT, BECAUSE** etc. Give them 10 minutes to prepare their talking statement. Encourage them to tell their opinions, feelings and aims about the chosen statement. Walk in the class to monitor, but don't interrupt them.

Absolutely / Oh, I 'm not so sure / Oh, no, I don't agree with that / Oh, yes I agree.

Well, it depends.

Tell Ss to support their speech with gestures and facial expressions. Make them use sentence connectors in their speeches. While talking, encourage them to speak self- confidently. Also tell them to use basic repertoire of isolated words and phrases according to their functions and genre. Tell them to avoid irrelevancy and word repetition while speaking. Encourage Ss using a range of vocabulary repertoire and appropriate structures in their speeches accurately. Tell Ss to present their ideas in a logical coherence.

OBJECTIVE

Focus on: Ss speak fluently appropriate to the purpose of speech.

A

Open University

Time to Read

A. Discuss the questions with your classmates.

1. Why do you think Open University has this name?
2. Would you prefer a distance learning course at home or attending a university?



B. Read Samuel's letter and find out why it is written.

Dear Mr Spencer,

I am writing about my experiences at Open University. My parents had always wanted me to go to university to get a degree. So I took their advice and enrolled in a university. I had always been a good student. I had never **played truant** and had always passed all my exams easily in high school. However, I wasn't ready for university. I enjoyed the freedom too much. I decided to get some experiences in real world. After a short research I decided the Open University was the best choice for me.

I **decided on** the Open University mainly because of their high profile. I could guarantee the quality for the course material I had. There was no other option other than Open University because I didn't want to **give up** my full-time work. It was so much more accessible and I could study at home. Distance learning gave me flexibility to study where and when I liked, at my own speed. I didn't have to go to classes. I usually studied at home via books, videos, CDs, DVDs and the Internet. TV programs and radio broadcasts highlighted topics that they believed would be difficult to understand. I could usually communicate with my lecturers by phone or on the Internet, and occasionally met them face to face.

The books are very good at covering with wide range of subjects. During the 2013 - 14 academic year Social Studies was the most popular study area followed by biology, physics, history and philosophy. The least popular academic fields were mass communications, documentation, creative arts and design. I've done quite variety of courses. I found that I **started off** in science and took some of the basic courses here, particularly earth sciences, which I enjoyed because it **gets me out of** the laboratory into the field. Then I **moved on** to mathematics because when I heard its name my mind used to go blank. Now I feel more confident about it. I have also studied Social Sciences. But the best one is psychology. It was enjoyable and just rewarding for me. I enjoyed a lot and decided to go on in this area.

The last point I want to mention is that the open university is also popular with those who cannot physically attend on-campus university study course because they have health limitations, are working or resident overseas, in prison, serving in the armed forces, caring for family members. Therefore, it is the best choice for the one who wants to get a university degree but cannot attend the course physically. That's all about me. If you want anything more about my experiences please, write to me.

See you again,
Yours sincerely,
Samuel Hamilton
E-mail: samham@hotmail.com

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TEACHER'S NOTE

Time to Read

A. Discuss the questions with your classmates.

- Tell Ss to discuss the questions with their classmates. Ask:
- Why do you think Open University has this name?
 - Would you prefer a distance learning course at home or attend a university?

B. Read Samuel's letter and find out why it is written.

Tell Ss to read Samuel's letter and find out why it is written.

KEY

Samuel promised Mr Spencer, therefore he is writing about his experiences at Open University; why he chose to study there.

TEACHER'S NOTE

Open University



C. Look at the phrasal verbs and phrases below and match them with their meanings.

1. play truant ()	2. decide on sth/sb ()
3. give up ()	4. start off ()
5. get sth out of sb ()	6. move on ()

a. to persuade or force someone to tell or give you something.
b. to begin by doing something.
c. to be regularly absent from school without permission.
d. to choose something or someone after careful thought.
e. to stop doing a regular activity or job.
f. to start a new activity.

D. Fill in the blanks with the given words in bold in the text. Two of them are extra.

1. start off	2. move on
3. play truant	4. give up
5. get sth out of sb	6. decide on sth sb

1. I'd done the same job for ten years and felt it was time to
2. When he understood that he couldn't win the game, he
3. She the meeting with the monthly sales report.
4. After looking at all the matching the colours, we blue curtains for the kitchen.

E. Read the letter again and tell the reason why the Open University is popular with those who can't physically attend the course.

F. Look at the questions and answer them.

1. What teaching materials does Open University use?
2. What were the most and the least popular study areas at Open University during the 2013 - 14 academic year?
3. Which courses has Samuel done?
4. For whom is the Open University a best choice?

G. Work in groups and talk about your future education plans considering the subjects below.

- Subjects you want to study at university.
- Free time activities at university.
- Foreign languages you want to choose.
- * **Look at your plans and choose one of your plans. Discuss the tasks in order to achieve your plan.**

H. Write an essay about your perfect school by mentioning your feelings, opinions, aims and expectations.

* While writing your essay give some details about "your perfect school" considering:

- the name and place of the school
- the number of the students
- any special buildings
- the school subjects (timetable)
- the clubs which the school offers



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C. Look at the phrasal verbs and phrases below and match them with their meanings.

Want them to study the phrases and match them with their definitions. Check answers with them.

KEY

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

D. Fill in the blanks with the given words in bold in the text. Two of them are extra.

Tell Ss fill in the blanks with the given words in below. Warn them that there are two extras.

KEY

1. move on 2. give up 3. started off 4. decided on

E. Read the letter again and tell the reason why the Open University is popular with those who can't physically attend the course. (GO-R.2)

Ask Ss to read the letter again and find the reason why the Open University is popular with those who can't physically attend the course.

KEY

It is the best choice for people who want to get a university degree but cannot attend the course physically. Distance learning gives them flexibility to study where and when they like, at their own speed. They don't have to go to classes so they usually study at home with books, videos, CDs, DVDs and the Internet. TV programs and radio broadcasts highlight topics that they believe will be difficult to understand.

F. Look at the questions and answer them.

Ask Ss to answer the questions.

KEY

1. *It uses books, videos, CDs, DVDs, the Internet, TV programs and radio broadcasts.*
2. *Social studies was the most popular study area followed by biological and physical sciences and historical and philosophical studies; the least popular academic fields were mass communications and documentation and creative arts and design.*
3. *Science, particularly earth sciences, mathematics, social sciences and the best one is psychology for Samuel.*
4. *It is the best choice for the one who wants to get a university degree but cannot attend the course physically.*

G. Work in groups and talk about your future education plans considering the subjects below. (GO-SI.4)

Tell Ss to work in small groups and talk about their future education plans. Help them, if they don't understand some expressions. Encourage them to tell their plans. Give them 10 minutes. Then, have them choose one of their plans and discuss the tasks in order to achieve their plan.

H. Write an essay about your perfect school by mentioning your feelings, opinions, aims and expectations. (GO-W.4)

* while writing your essay give some details about "your perfect school" considering;

(GO-W.5 / CO-W.1,2,3,4,5,7)

Talk about your own feelings and expectations about the perfect school. Then want Ss to write about Ss' own feelings and expectations. At last want Ss to share their stories with their friends.

Tell Ss to avoid irrelevancy while writing. Also make them write in a logical coherence and use a range of repertoire of words and words group in their writings. Tell Ss to write according to the spelling rules. Ss should use punctuation marks appropriately and accurately. Ss should write according to the process writing strategies.

B

Mobile Tuition

Time to Read

A. Look at the first picture and guess what "the classroom on wheels" means.



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B. Read and check your answers.

SCHOOL ON WHEELS

1 / Driving a large truck or a big bus over mountain roads is not the **usual** way that a school teacher begins her day-especially if she is a preschool teacher. But Mrs. Beth Miller does this five days every week. Her **unusual** schoolhouse-on-wheels is really a large truck. The back of the truck has been made into a classroom in order to carry the advantages of modern education to **remote** areas of the state of West Virginia. In many **rural** areas of this state, it is **impossible** for small children to go to **regular** schools because of the isolation caused by the many hills and valleys of Appalachia.

2 / The purpose of the schoolhouse-on-wheels project is to develop basic skills and social behaviour in children three to five years of age. **This** is accomplished through games, exercises, toys, and simple **handicrafts**. The schoolhouse-on-wheels concept also teaches the young children to recognize 300 to 400 words on the printed page. This is a great advantage in helping the pupils to learn to read when they begin regular school. In its three-year history, the project has helped about 350 children in an area composed of five counties, an area of 20,000 square kilometres.

3 / The schoolhouse-on-wheels is a part of the Appalachia Educational Laboratory, a research effort paid for by the federal government. Besides the mobile classroom, other parts of the program include lessons by television and visits to the homes of the students. The technique is very **effective**, and one teacher can do the work of seven in a traditional educational system. As a result the program costs about 50% less than the regular kindergarten.

4 / All these advantages of the schoolhouse-on-wheels have made both parents and school officials happy. West Virginia plans to increase the program and to include **it** in the public school system so that more than 4,500 pre-school children can have this valuable learning experience.

C. Read the text and match the headings to the correct paragraph.

- a. Advantages of school-on-wheels
- b. School-on-wheels program
- c. The school-on-wheels drivers
- d. The aim of school-on-wheels
- e. Trucks of school-on-wheels

Tell Ss to understand the written text with the help of teaching aids.

KEY

a. 2/4

b. 3

d. 2

TEACHER'S NOTE

5B Mobile Tuition

Warm Up:

Tell Ss to look at the photographs and want them to talk about for a while. Ask Ss the questions below:

- What do you see in the pictures?
- Do you know any vehicle shaped like in the photos?
- What does "mobile tuition" mean?

Time to Read

A. Look at the first picture and guess what "the classroom on wheels" means.

Tell Ss to focus on the first picture and guess what "the classroom on wheels" is. Write "mobile school" as a clue.

B. Read and check your answers. (CO-R.4)

Ask Ss to read the text and check their answers.

Want Ss to underline the sentences that are related to "the classroom on wheels".

Remind Ss to use different strategies to understand the written text.

C. Read the text and match the headings to the correct paragraph. There are two extra. (CO-R.6)

Tell Ss to read the text and match the heading to the correct paragraph.

Tell Ss to understand the written text with the help of matching headings to the correct paragraph.

Mobile Tuition

B

D. Write True (T) or False (F).

- a. The teachers of the schoolhouse-on-wheels project teach students how to read and write.
- b. The schoolhouse-on-wheels project helped about 350 children in five states in an area of 20,000 square kilometres.
- c. Students learn how to count up to 400 in the schoolhouse-on-wheels project.
- d. Visiting some students in their homes is a part of the schoolhouse-on-wheels project.
- e. The USA government pays for the expenses of the schoolhouse-on-wheels project.
- f. The schoolhouse-on-wheels is a mobile classroom.

E. Complete the sentences according to the passage.

1. The schoolhouse-on-wheels program is cheaper than the conventional kindergarten because
2. Mrs Beth Miller usually
3. Children in many rural areas of West Virginia cannot go to regular schools because
4. A preschool teacher teaches the children who
5. The project has been operating

F. Read again and tick the correct answer.

1. The word 'remote' in paragraph 1 is similar in meaning to the word
 - a. usual b. unusual
 - c. rural d. regular
 - e. impossible
2. The word 'effective' in the second paragraph means
 - a. unproductive b. successful
 - c. impressive d. powerful
 - e. useless

3. 'This' in the second paragraph refers to

- a. to teach young children 300-400 words on the printed page
- b. to help the pupils to learn to read
- c. to develop basic skills and social behaviour in children three to five years of age
- d. to make small children to go to regular schools
- e. to accomplish the purpose of the school

4. 'It' in the last paragraph refers to

- a. West Virginia
- b. the schoolhouse-on-wheels project
- c. learning
- d. parents and school officials' being happy
- e. the traditional educational system

G. Read the following statements and decide which cannot be inferred from the passage.

1. Usually school teachers don't drive a large truck whose back has been turned into a classroom.
2. Some geographical factors don't let some children go to regular schools.
3. The schoolhouse-on-wheels is only one part of Appalachia Educational Laboratory.
4. Regular kindergarten education costs twice as much as the expenses of the schoolhouse-on-wheels project.
5. West Virginian government plans to educate all students by the schoolhouse-on-wheels project.

H. Read the text again and tell the reasons and the results of mobile tuition.

REASONS

RESULTS

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F. Read again and find the answers.
Tell Ss to read and find the answers.

KEY			
1. c	2. b	3. c	4. b

G. Read the following statements and decide which cannot be inferred from the passage. (GO-R.3)

Ask Ss to read the statements and read the text. Make them find the answer.

KEY
1 - 3 - 5

H. Read the text again and tell the reasons and the results of mobile tuition then write about them on the table. (GO-SP.2 / CO-R.3)

Ask Ss to read the text again and tell the reasons and the results of mobile tuition. Want them to write about the reasons and results of mobile tuition. **Ask Ss to understand the written text with the help of background knowledge.**

KEY	
REASONS	RESULTS
* not suitable place to build a school, museum or library	* classroom, library or museum on wheels
* to draw people's attention	* cartoon character

D. Write true or false.

Ask Ss to read the text again and write true (T) or false (F).

KEY
a. F (They don't teach students how to read and write but they develop basic skills and social behaviour.)
b. F (not in five states but in five counties.)
c. F (not count up to 400 but they recognize 300 to 400 words on the printed page.)
d. T
e. F (not the USA government pays but federal government pays it.)
f. T

E. Complete the sentences according to the passage.

Ask Ss to complete the sentences according to the passage.

KEY
1. one teacher can do the work of seven in a traditional education system
2. drives a large truck to begin her work
3. there are many hills and valleys there
4. have not yet begun school
5. for three years.

TEACHER'S NOTE

B**Mobile Tuition**

- I. Work in pairs and imagine that you were the teacher and driver of mobile tuition. Talk about the advantages and disadvantages of your job.

Time to Listen

- A. Look at the photos and guess what you are going to listen.



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- B. Listen and check your answers.
C. Listen again and find the answers.
1. How did Beth apply for her job?
 2. Why did she decide to be a teacher?
 3. What is the reason for her to be a truck driver?
 4. How does she describe to be a teacher who works at remote places? Give exact examples.

- D. Work in pairs and look at the statement below. Talk about what she means.

**"LIFE IS YOUR PLAYGROUND!
YOU CAN LAUGH OR CRY,
IT'S UP TO YOU!"**

- E. You can see mobile kinds of tuition, theatre, library and museum all over the world. Talk about the reasons and results of their being in mobile.

- F. Look at the subjects below and imagine that you have experienced one of them.
- * Write an e-mail about your experiences by giving supporting examples.

- mobile tuition
- mobile theatre
- mobile library
- mobile museum

- I. Work in pairs and imagine that you were the teacher and driver of mobile tuition. Talk about the advantages and disadvantages of your job. (GO-SI.3)

Ask Ss to work in pairs and want them to imagine they were the teacher and driver of mobile tuition. Ask them to tell the advantages and disadvantages of their job and tell them they can take some notes before their speech.

Time to Listen

- A. Look at the photos and guess what you are going to listen. (CO-L.3)

Ask Ss to look at the photos and want them to guess what they are going to listen.

Ask Ss the guess the answers of the questions below.

- What is "White Show"? A TV or radio programme?
- Who are the guests in White Show?
- What are these vehicles used for?

Use visuals for Ss to understand the recorded text.

- B. Listen and check your answers. (CO-L.1,2)

Ask Ss to listen and want them to check their answers.

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

Tell Ss to take care rules of manners and cultural values while listening.

TRACK 14

Theme 5 - Page 62

Activity B: Listen and check your answers.

Presenter Mr White: Good morning everybody. You are watching White Show and we are going to have a great time. We

have a special guest today. She helps the kids with a great effort. Let's not make her wait. Let's call her.

She is a cheerful and determined teacher.

(Applause)

She is a powerful and brave truck driver.

(Applause)

Beth Miller is coming with your applause.

Beth Miller: Good morning, Mr White and everybody.

Presenter: Welcome to White Show. If you don't mind, can I call you Beth?

Beth Miller: Sure, no problem.

Presenter: Beth, when I read the article about you in the newspaper, I was proud of you. Can you tell us some about you?

Beth Miller: I am a preschool teacher. I grew in a village, that's why I always wish that I could help people living in poor conditions.

Three years ago, I read an advertisement of the Appalachia Educational Laboratory, a research effort paid for by the federal government. It was saying that they were looking for teachers who could travel on trucks. Later on I learned that those trucks were called schoolhouse-on-wheels. Teachers who were accepted will go to remote places, villages which have poor conditions. I decided to apply. Teaching is the best way to help people.

Presenter: Well, I think you drive those trucks. How did you decide to be a truck driver?

Beth Miller: There were not enough drivers, so I decided to be truck driver. I went to a driving licence course, and then I got my licence.

Presenter: How would you describe to be a teacher who works remote places?

Beth Miller: It is courageous, unique, worthwhile and exciting, but sometimes exhausting, badly-paid and uncomfortable.

Presenter: What do you mean by courageous, unique, worthwhile and exciting?

Beth Miller: When you are driving on mountains or valleys, you have to be brave. When you teach something to the students who has poor conditions, their smile is unique and seeing their smiling face is worthwhile and exciting.

Presenter: What do you mean by exhausting, badly-paid and uncomfortable?

Beth Miller: When you work and drive five days a week, it becomes tiring. When you have a puncture on mountains or valleys, it is hazardous for a woman to be alone. Badly-paid is the salary and most of the time I stay in the truck. This is uncomfortable.

Beth Miller: The only truth students shouldn't forget throughout their lives is: LIFE IS YOUR PLAYGROUND! YOU CAN LAUGH OR CRY, IT'S UP TO YOU!

Presenter: I feel happy that you are here. Maybe, one day you can show me your truck. What would you like to say in conclusion?

Beth Miller: Some of these kids weren't really held to higher standards of education and weren't really nurtured in certain ways. I'm doing my best to help and give them what the real them is.

SUGGESTED KEY

They are going to listen a TV programme.

C. Listen again and find the answers. (GO-L.5)

Ask Ss to listen again and want them to find out the answers.

TRACK 14

Theme 5 - Page 62

Activity C: Listen again and find the answers.

KEY

1. *Three years ago, she read an advertisement of the Appalachia Educational Laboratory, a research effort paid for by the federal government. It was saying that they were looking for teachers who could travel on trucks.*
2. *She thinks that teaching is the best way to help people.*
3. *There were not enough drivers.*
4. *Courageous; you have to be brave on mountains.
Unique; students' smile is unique
Worthwhile; seeing their smiling face is worthwhile and exciting
Exhausting; When you work and drive five days a week, it becomes tiring.
Hazardous When you have a puncture on mountains or valleys, it is hazardous for a woman to be alone.
Badly-paid is the salary
most of the time she stays in the truck. This is uncomfortable.*

D. Work in pairs and look at the statement below. Talk about what she means. (CO-S.1,2,3,4,5,6)

Ask Ss to read the statement and tell them to work in pairs. Ask them to talk about what she means.

Ask Ss to take care rules of manners and cultural values while speaking.

Remind Ss to use a range of vocabulary repertoire in their speeches.

Encourage Ss to speak self- confidently.

Tell Ss to avoid word repetition while speaking.

Make Ss to pay attention to intonation, pronunciation and stress while speaking.

Encourage Ss to use words and word groups related to particular concrete situations meaningfully.

SUGGESTED KEY

In the playground, children have fun but sometimes they argue with their friends, sometimes they cry. Life is our playground, we can fight, argue, cry. Sometimes we have fun or laugh. All these related to our view of life.

E. You can see mobile kinds of tuition, theatre, library and museum all over the world. Talk about the reasons and results of their being in mobile.

Tell Ss to talk about the reasons and results of tuition, theatre, library and museum as being in mobile. Encourage them to talk about the subject eagerly.

SUGGESTED KEY

The most important reason for their being in mobile is to reach remote and isolated places. In those places, people have no opportunity to visit them in their towns. As a result they have the change to visit museums, libraries etc. by the help of their mobility.

F. Look at the subjects below and imagine that you have experienced one of them. Write an e-mail about your experiences. (GO-W.1,3 / CO-W.6,8,9,10,11,12,13,14,15)

Ask Ss to read the statement and want them to imagine they have experienced one of them. Ask them to write an e-mail about their experience to their friends.

Encourage Ss to write letters and e-mails.

Remind Ss to express themselves in different ways in their writings.

Remind Ss to explain the same topic in different ways of writing.

Warn Ss to avoid word repetition in their writings. Say them to use sentence structures, patterns

accurately and different conjunctions in their writings. Say Ss to write according to the context and the situation. Encourage them to enjoy writing. Tell Ss to review their writing for accuracy and appropriateness.

SUGGESTED KEY

Hello Ege, today a mobile museum came to our school. It was about Çanakkale. It was amazing. I love it. I hope you will see it soon. Take care.

TEACHER'S NOTE

Abroad Education



Time to Listen

A. Look at the photos below. Choose the one you would like to study at.



Rome, Italy



Barcelona, Spain



Paris, France



London, England

B. Listen to three students talking about their education situations. Fill in the blanks with the correct name.

- think(s) their/his/her degree is a big advantage.
- think(s) going to university was a waste of time.
- hate(s) to study for a degree.
- friends have good jobs.
- think(s) that if you work for a company with your good degree, you can earn a lot of money.

C. Work with your partner. Listen to the text again and answer the questions.

- Why is a good degree important for our life?
- Why are there a lot of unemployed graduated around us?
- How can diploma help you to get a good job?
- What do you understand from life standard?

Time to Read

A. Read the question below and then tick (✓) suitable one(s) if they are "true" for you.

'Why do a lot of students want to study abroad?'

- To see a different country. ()
- To meet with foreign students around the world. ()
- To live with a host family. ()
- To spend a lot of money for shopping. ()
- To learn about different cultures. ()
- To have a good holiday. ()
- To get good salary and life in the future. ()

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5C Abroad Education

Materials:

Ss' dictionaries, leaflets, Cd's.

Warm Up:

Book are closed. Write 'university, education, abroad, friends, etc.' on the board. Ask students "what do these photos have in common? / Who wants to get education abroad? Why / why not? Students can say what they think about abroad education.

Time to Listen

A. Look at the photos below. Choose the one you would like to study at?

Explain the task. Ss work in pairs. Focus Ss' attention on the picture on the book. Ask them to choose the one they would like to study..

B. Listen to three students talking about their education situations. Fill in the blanks with the suitable person. (GO-L.2)

Play the audio program. Say Ss to work individually and complete the sentences according to the text. Which speaker(s)

TRACK 15

Theme 5 - Page 63

Activity B: Listen to three students talking about their education situations. Fill in the blanks with the suitable person.

Interviewer: Hello, teens. There are three students in our studio who are completed university education. Now, they want

to learn a foreign language for their future. They will tell you something about their plans.

Ayhan: Hello, my name is Ayhan. I am from Turkey. I was graduated from university in 2011. I did well at university. I got a good degree. There are a lot of unemployed graduated around us. I want to go to Italy to learn Italian. I think if I learn a foreign language, I can find a job in Turkey.

Mary: I am Mary from England. I did my degree at Cambridge University. It was a five-year education. I hate the idea that you have to study for a degree what it brings you later in your life and job. I don't think that my diploma will help me to get a good job. Because of this I must learn another language so I chose Italian language. Learning different languages provide some advantages to me.

Frank: Hi, everybody! I am American. My name is Frank and I want to say you one important view, if you have a good degree from university, it puts you way ahead of people who don't have one. If you get a chance to work for a company or factory which is good and famous, your beginning salary will be much higher than others. You obviously need a good salary for your life standard. So I want to get good job and good salary. I will go to Italy to learn language. I am sure that I will do it.

KEY

- | | |
|----------|------------|
| 1. Frank | 2. Mary |
| 3. Mary | 4. Ayhan's |
| 5. Frank | |

C. Work with your partner. Listen to the text again and answer the questions.

Ss work in pairs. Play the audio programme again. Say Ss to take notes for the answers. Have Ss to compare their answers in pairs. Then go over answers with the class.

KEY

- We can get good jobs./ We can get good salary. Etc.
- (Maybe) they graduated with low degree. / They haven't got enough practice about theirs jobs.
- If you graduated from university with a good degree, your diploma help you to get a good job.
- Ss' own answers.
- They want to go to abroad. Because they want to get a good job. They think if they learn some different languages, they can find a job easily.

Time to Read

A. Read the question below and then tick suitable ones for you.
'Why do a lot of students want to study abroad?'

Books are open. Explain the task. Ss work individually. Remind Ss guess this question before reading. "Why do a lot of students want to study abroad?" Tell students tick (✓) suitable one(s) if they are true for them. Choose a student to count and write the answers on the board for statistics.

TEACHER'S NOTE

Abroad Education

B. Read the formal letter and number these events in Ayhan's education life in order.

Royal Street
London HD1 6TE

Dear Mr. Cavalli
My name is Ayhan AKIN. I was graduated from Eskişehir Anatolian University. My branch is Computer Engineering. I decided to learn a foreign language abroad. So I went to Perugia. Perugia is a lovely, historical, and very cosmopolitan city. There are two universities. University for Foreigners is a great place to learn Italian. It hosts for world-famous jazz festival in summer. It's a walled city on a hill top with a great view. Its history goes back to the ninth century BC. It is a right place for students because life is very simple, cheap, and interesting for them. There are a lot of restaurants, hotels, places of amusement, parks, libraries, etc. You can find everything there and do what you want. I loved Perugia very much.

I enrolled university for learning Italian language. Teachers of university always spoke Italian. They weren't speaking English. Due to this, at first I couldn't understand them. So, I was very upset and annoyed. I had a lot of native and foreign friends from all over the world who tried to speak Italian.

I was staying with an Italian family. It was a great opportunity and experience for me. Living with a host family was cheaper and more enjoyable than staying at a hotel. I loved my new family. They behaved me like my own family. Living with them provided me some advantages such as learning, seeing, and getting knowledge about their history, customs, religion, social and family life as well as the Italian language. I attended this school for 9 months. After that I learned a lot of Italian. I visited Rome, Milan, Naples, Venice, and Florence. I saw and visited a lot of interesting sights. I bought some souvenirs for my family and friends.

When I returned to Turkey, I found a good job in Izmir. Italy was my greatest experience that I will never forget. I am sure that I will go there again.

Best Regards
Ayhan AKIN

A. He attended Universita Per Stranieri for 6 months.
 B. He loves his host family.
 C. His Italian teachers never spoke English.
 D. He went to Perugia for learning language.
 E. He studied computer engineering in Turkey.
 F. He visited some cities and saw a lot of sights there.

C. Read the formal letter again and write True (T), False (F) or Don't Know (DK)

1. Ayhan graduated machine engineering in Turkey.
2. He completed his university education in 2010.
3. Teachers at university know English.
4. He learnt some good things about Italians.
5. When he completed his course, he improved his Italian language.

D. Read the formal letter again and answer the following questions.

1. What can you say about Perugia?
2. What were the advantages of staying with an Italian family?
3. Why did he enjoy his host family?
4. If you had a chance to go to Italy, would you like to go? Why/why not?

E. Read the formal letter again and write your evaluation about factual information and Ayhan's opinions about Perugia.

Factual information of Perugia:
Ayhan's opinions about Perugia:

F. Read Ayhan's e-mail carefully. Fill in the CV form.

Dear Mr. Maragato,
My name is Ayhan. I was born in Turkey in 1988. I was graduated from Eskişehir Anatolian University last year. I have been a computer engineer for a year. I saw your language course advertisement on the net. I want to learn Japanese. I think learning Japanese will bring some advantages for my future life. Maybe, I can work for a company in Turkey or Japan. I can speak Turkish, English and Italian languages. This year I had Italian course for nine months in Italy.
I love playing table tennis. I am good at it. I am also interested in Turkish folk dances. What's more, I have a certificate of training folk dances. I am crazy about playing chess and if I had some time, I can attend a chess club.
Could you tell me how I can enrol your Japanese course please? Would you send me a brochure about it?
I am looking forward to hearing from you.
Yours sincerely,
Ayhan AKIN
Address: 225 street No: 47/C
35035 Bornova-Izmir / TURKEY
Phone: +90 0232 375 88 09
E-mail: ayhanakin@hotmail.com.tr

B. Read the formal letter and number these events in Ayhan's education life in order.

Tell Ss (they can work in pairs or individually) to read the formal letter briefly. Then Ss number the events in Ayhan's education life in order.

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

C. Read the formal letter again and think these statements are T (true), F (false) or DK (don't know)

Tell Ss to read the text briefly. And say them to think the statements are **TRUE (T)** , **FALSE (F)** , or **DON'T KNOW (DK)**

KEY
1. F
2. DK
3. DK
4. T
5. T

D. Read the formal letter again and answer the following questions.

Books are open. Tell Ss (they can work in pairs or individually) to read the text again, and answer the following questions. Then go over answers with the class.

(CO-R.1,2,5,7,8,9)

Say Ss to pay attention to punctuation marks while reading. Say Ss to define an appropriate strategy for the aim of reading. Encourage Ss are eager to read fluently. Say Ss to answer the questions before, while and after reading. Tell Ss to understand the written text with help of vocabulary repertoire.

KEY

1. Perugia is a lovely, historical, and very cosmopolitan city in Italy.
2. Staying with an Italian family was cheaper than staying in a hotel. Also they were learning language, got knowledge about their history, customs, religion, social and family life, etc.
3. Because they behaved him as his real family.
4. Ss' own answers.

E. Read the formal letter again and write your evaluation about factual information and opinions in the letter. (GO-W.2)

Want Ss to read the formal letter again. Encourage Ss to write their evaluation about factual information and opinions in the letter.

F. Read Ayhan's e-mail carefully. Fill in the CV form. (GO-R.1)

Tell Ss work in pairs. Want them to help each other to complete the spaces of first part of CV from Ayhan's background with suitable words. Encourage Ss to compare their answers.

TEACHER'S NOTE

Abroad Education
CURRICULUM VITAE (CV)

* Complete the first part with Ayhan's personal information.

Name (Surname, first name-(s))		PHOTO
Address		
Telephone		
Fax		
E-mail		
Citizenship		
Date of birth		

* Complete the first part with Ayhan's personal information.

Name and type of School	
Personal skills and competences	

* Complete the third part with interests.

Hobbies and interests	
-----------------------	--

* Complete the last part with additional information (any other information that may be relevant, for example contact persons, references, etc.)

Additional information	
------------------------	--

G. Write your own CV by listening to your teacher's instructions.

Personal information:	Education and training:	Personal skills and competences:	Social skills and competences:
*	*	*	**
*	*	*	**
*	*	*	**

H. Work in pairs. Imagine you are talking on the phone with the foreign language course manager.

Student A: You are Ayhan. Ask questions about the family, city, people and course you will attend in England. Be careful and use formal language.

Student B: You are a manager. Answer the questions.

HOW MUCH DO I KNOW?				
I CAN		😊	😐	😞
LISTENING	understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.			
READING	grasp the content and the significance of news, articles and reports on topics connected with your interests.			
SPOKEN INTERACTION	take an active part in discussion in familiar context about education.			
SPOKEN PRODUCTION	speculate about causes, consequences, hypothetical situations.			
WRITING	write clear, detailed text on education; write formal/personal letters highlighting the personal significance of events and experiences.			

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CURRICULUM VITAE (CV) ANSWERS.

* Complete the first part with Ayhan's personal information.

Name (Surname, first name-(s))	AYHAN AKIN
Address	225 STREET NO: 47/C 35035 BORNOVA-IZMIR
Telephone	+ 90 0 232 375 88 09
Fax	-----
E-mail	ayhanakin@hotmail.com
Citizenship	TURKISH
Date of birth	Year: 1988

* Complete the second part with educational and training information.

Name and type of School	ESKISEHIR ANATOLIAN UNIVERSITY - COMPUTER ENGINEERING
Personal skills and competence	Speaking Turkish, English, and Italian. Have a certificate of training Turkish folk dances.

* Complete the third part with interests.

Hobbies and interests	Playing table tennis, chess, Turkish folk dances
-----------------------	--

* Complete the last part with additional information (any other information that may be relevant, for example contact persons, references, etc.)

Additional information	Vegetarian
------------------------	------------

G. Write your own CV by listening to your teacher's instructions. (GO-L.1)

Ss work individually. They have to write their own CV, Give them table your instructions for writing. Explain Ss to apply complex instructions in the table.

KEY
Ss' own answers.

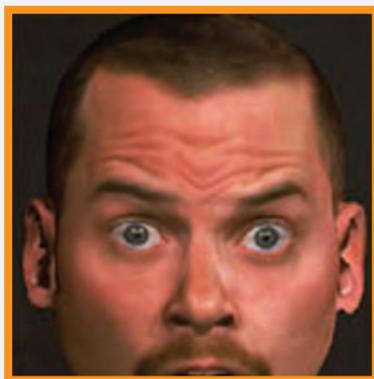
H. Work in pairs. Imagine you are talking on the phone with the foreign language course manager. (GO-SI.1,2)

Ss work in pairs. Give the instruction aloud. Ss role play in pairs. Set a time limit of about five minutes. Assign A/ B roles. Student A 'Ayhan'. Remind St. B 'Manager'. They will prepare a conversation. Go around the class and give help as needed. Make a note of common errors. Suggest ways the role plays could be improved. Give examples of good communication that you have heard. Ss own sentences. In exercise E.

TEACHER'S NOTE

COMMUNICATION

Theme 6



A Body Language

B Advertising Effects

C Internet

At the end of this theme you will be able to

- * understand the important parts of the messages and announcements.
- * follow detailed instructions.
- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * initiate, maintain, and end discourse naturally with effective turn-taking.
- * construct a chain of reasoned argument, linking your ideas logically about communication
- * write an essay or report to express point of view or pass on information about communication

Theme		THEME 6- Communication		
Language areas		A range of definite and indefinite articles in noun Phrases		
Skills		General Outcomes	Vocabulary	Materials
Body Language	Reading	Interpret the relations between the written texts. (R.2) Identify the similarities and differences between the opinions in the text and their own opinions. (R.3)	Nouns: gesture, sincerity, gene Verbs: clasp, rub Adjectives: angry, ashamed, confident, disgusted, happy, hopeful, frustrated, embarrassed, bored, suspicious, honest, defensive, impatient, dishonest, nervous Adverbs: slightly, culturally, generally	The CD Teacher's book
	Writing	Write personal letters about feelings and experiences on events and activities. (W.3)		
	Listening	Follow the essentials of lectures, talks and reports which are prepositionally and linguistically complex. (L.1) Distinguish the main points of the conversation delivered by the native speakers. (L.3) Listen interactively. (L.4)		
	Spoken interaction	Express cause effect relations in their speeches. (SI.1)		
	Spoken production	Interpret information and proofs gathered from different resources. (SP.1) Speak fluently appropriate to the purpose of speech. (SP.2)		

Theme		THEME 6- Communication		
Language areas		A range of definite and indefinite articles in noun Phrases		
Skills		General Outcomes	Vocabulary	Materials
Advertising Effects	Reading	Identify the purpose of the written text. (R.4) Distinguish feelings, dreams, and the opinions in the written text. (R.5)	Nouns: celebrity, separation, Dependant, contestant Verbs: enrage, find out, enhance Adjectives: comfortable, catchy, comply, competitive Adverbs: sufficiently	The CD Teacher's book
	Writing	Write detailed descriptions of their feelings, ideas, dreams, and expectations. (W.4)		
	Listening	Evaluate the reason cause effect relations in the recorded text. (L.5)		
	Spoken interaction	Outline an issue or a problem. (SI.2) Ask follow up question for checking and confirming understanding. (SI.3) Make presentations by participating actively in group works. (SI.4)		
	Spoken production	Evaluate and summarise different points of views. (SP.3)		

Theme		THEME 6- Communication		
Language areas		A range of collocations of adjectives and prepositions A range of collocations of verbs and prepositions		
Skills		General Outcomes	Vocabulary	Materials
Internet	Reading	Read for specific, detailed information. (R.1)	Nouns: dependant, survey, attitude, insolation Verbs: deal with, uninstall, register Adjectives: unthinkable, lifetime Adverbs: frankly	The CD Teacher's book
	Writing	Write clear, detailed text on a variety of subjects. (W.1) Evaluate news and comments relating them with their ideas. (W.2)		
	Listening	Follow complex and detailed directions/descriptions in the recorded text. (L.2)		
	Spoken interaction			
	Spoken production			

Body Language

A

Time to Listen

A. Look at the smileys and write what they mean.



1.
2.
3.
4.
5.
6.

B. Read the questions and answer them.

1. Do you think it's possible to know about someone's personality from their body language? Why? Why not?
2. Do you use body language while speaking?
3. How do you show your happiness or anger with your gestures?

C. Listen to the conversation and find what each body language means. Fill in the blanks with the correct adjectives.

angry	embarrassed
confident	defensive
sincere	doubtful
comfortable	nervous

1. When we cross our arms and legs it is a gesture.
2. We often point a finger at a person when we are with them.
3. We are moving away from people when we aren't with them.
4. people show the palms of their hands when they talk.
5. People who are rub both their noses and eyes.
6. People who are bite their nails.
7. People sit with their hands clasped behind their heads when they are
8. We blush when we don't tell the truth and when we are

D. Listen again find out who does the acts in the dialogue.

1. has been searching about communication without words.
2. believes in the power of words.
3. crossed on chest which means defensiveness.
4. is pointing his finger at her.
5. is moving away from him, because she isn't comfortable with him.
6.'s palms are open which means sincerity and openness.
7.' body language is the same.
8. is slightly rubbing both his nose and eyes.
9. is biting her nails while she is listening to Sam.
10. sitting with her hands clasped behind her head means confidence.

* Work with your partner. Show each body language expressions to your partner.

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KEY

1. angry, cross, annoyed, frustrated
2. shocked, surprised, amazed
3. happy, glad, pleased, cheerful, hopeful
4. unconscious
5. sad, miserable, unhappy
6. suspicious

B. Read the questions and answer them.
Ask Ss to discuss the questions. Elicit the answers.

C. Listen to the conversation and find what each body language means. Fill in the blanks with the correct adjectives. (GO-L.1 / CO-L.3,5)

Play the audio programme and ask Ss to find what each body language means. Tell Ss to fill in the blanks with correct adjectives.

Tell Ss to use visuals and background knowledge to understand the recorded text.

TRACK 16

Theme 6 - Page 67

Activity C: Listen to the conversation and find what each body language means. Fill in the blanks with the correct adjectives.

Betty: What are you doing Samuel?

Samuel: Well, Betty. I have been searching about communication without words. I am preparing my term work on body language by examining people around.

Betty: What is body language?

Samuel: When we communicate with others, we express our thoughts and feelings not only through the words we choose, but also through our tone of voice, facial expression and body language. In fact, many communications experts believe that far more information is communicated without words, I mean non-verbally than verbally. "Body language" is a movement made with a part of the body.

Betty: I believe in the power of words.

I mean communication is words. Do you mean you don't need words to communicate?

Samuel: Words are nothing without eyes, tone of voice and body language. Feelings are easily seen in people's eyes or on their faces and also the way we greet one another; how we stand, how we sit or walk; the way we position our arms and legs or use our hands and eyes are some of the most basic. We actually speak with our bodies, you know. Look over there. You see Alan and Tess.

Betty: Oh, yes. I know them.

Samuel: Well, look at Tess. She isn't interested in Alan.

Betty: Yes, but how do you know?

Samuel: Well, she isn't speaking to him but her body is speaking. Her arms are crossed on chest which means defensiveness.

THEME 6 COMMUNICATION

6A Body Language

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD

Warm Up:

Books are closed. Write the title 'body language' on the board. Ask Ss to define it. After eliciting answers, ask them questions like:

- What can you express with your body language?
- Which one is more effective, your body language or your words? Start a class discussion about these questions.

Monitor them while they are discussing. Add the points which are necessary.

Time to Listen

A. Look at the smileys and write what they mean.

Books are open. Explain the task. Focus Ss' attention on the picture and ask them to guess what the smileys mean.

Betty: Oh, it is interesting. What else?
Samuel: Look, Alan is pointing his finger at Tess. It is said that it is an aggressive gesture. We often point a finger at a person when we are angry. Consequently, Tess is moving away from him, because she isn't comfortable with him.

Betty: Look, over there. Alex and Sue are talking. What can you say about their body language?

Samuel: They're different because they are smiling and Sue is moving near him. She feels relaxed with him. What's more, Alex's palms are open which means sincerity and openness. Their body language is the same. It means that we usually copy the gestures of people when we are interested in him.

Betty: Look, Frank is slightly rubbing both his nose and eyes.

Samuel: Because, he is doubtful. I can say something else about others. For example Tracy is biting her nails while she is listening to Sam which shows insecurity and nervousness. Also your sitting with your hands clasped behind your head means confidence according to the body language. You are blushing. I know you are embarrassed.

Betty: Wow! Samuel. You did your job well. I think you become a professional to read body language and I'm sure you will get high points from your assignment.

KEY

- | | |
|-----------------|----------------|
| 1. defensive, | 2. angry, |
| 3. comfortable, | 4. sincere, |
| 5. doubtful, | 6. nervous, |
| 7. confident, | 8. embarrassed |

D. Listen again and find out who does the acts in the dialogue. (GO-L.3)

Play the audio programme again. Ss listen to find out the names of the people.

TRACK 16

Theme 6 - Page 67

Activity D: Listen again and find out who does the acts in the dialogue.

KEY

- | | | |
|-------------------|-----------|-----------|
| 1. Samuel, | 2. Betty, | 3. Tess, |
| 4. Alan, | 5. Tess, | 6. Alex, |
| 7. Alex and Sue', | 8. Frank, | 9. Tracy, |
| 10. Betty | | |

* Work with your partner. Show each body language expressions to your partner. (CO-L.4)

Tell Ss to work in pairs. Ss listen and show each body language expressions to their partners.



Body Language

E. Work in pairs and give suggestions to your partner about how to use his/her body language to the subjects below. Then act it out in the class.

- present a project in class.
- give a speech for school leader election.
- have a part-time job interview.

e.g.:

- Your palms should be open because it means sincerely.
- You should smile while giving a speech for school election.
- You should be careful about the tone of your voice. When you are in part-time job interview.

F. Work in pairs and discuss the reasons why people do below;

1. Some people bit their nails because
2. The majority of people shook their head because
3. More people lick their lips because
4. We nod our heads because
5. People shrug their shoulders because
6. People shake their hands because
7. People twist their hair



Time to Read

A. Look at the photos and choose the best description of the people.

1. In the first picture they look;
 - a. in pain.
 - b. depressed.
 - c. thoughtful.
2. In the second picture the man looks;
 - a. sorry.
 - b. worried.
 - c. surprised.
3. In the third picture they look as if;
 - a. they are greeting each other in different cultures.
 - b. they are lacking of conversation.
 - c. they are listening something that sounds exciting.

Keep in Mind!

We often point a finger at a person when we are angry.

You read about the shows in the newspapers...

B. Ask your friend to pretend to be a person in the situations below.

- * who has just eaten something nasty.
- * who has just been told some bad news.
- * who is listening to something that sounds great.

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E. Work in pairs and give suggestions to your partner about how to use his/her body language to the subjects below. Then act it out in the class. (CO-S.10,11,13,14,15)

Tell Ss work with their partners, explain the task briefly. Remind them to give suggestions to their partner about how to use body language. Give them 10 minutes to prepare their dialogues. Walk in the class to monitor, but don't interrupt them. When they finish encourage them to role play their conversations.

Tell Ss to answer the questions while and after speaking. Encourage the to support their speech with gestures and facial expressions. Make them speak self-confidently. Ss should use basic repertoire of isolated words and phrases according to their functions and genre. Tell them to avoid irrelevancy while speaking.

F. Work in pairs and discuss the reasons why people do below; (GO-SI.1 / CO-S.16,17,18)

Form Ss in pairs to discuss the reasons people do some behaviour.

Tell Ss to avoid word repetition while speaking. Encourage them to use a range of vocabulary repertoire and appropriate structures in their speeches accurately and also make them present their ideas in a logical coherence.

KEY

- because they are worried, depressed or nervous.
- because they are not interested, means no.
- because they are hungry.
- because we accept what is said.
- because they don't know what is said.
- because they are excited, thrilled, furious, surprised.
- because they are uncomfortable, not ease, anxious or nervous.

Time to Read

A. Look at the photos and choose the best description of the people. (CO-R.3)

Tell Ss to examine the pictures and choose the best description of the people. Elicit ideas. Draw Ss attention to the using of look, look like, look as if.

Tell Ss try to understand the written text with the help of background knowledge.

KEY

1. c	2. c	3. a
------	------	------

B. Ask your friend to pretend to be a person in the situations below.

Ask Ss to pretend to be a person;

- * who has just eaten something nasty.
- * who has just been told some bad news.
- * who is listening to something that sounds great.

KEY

Ss' own answers

TEACHER'S NOTE

Body Language

A

C. Read the texts about facial expressions and tell the topics of the texts.

(A researcher, Edward Hopkins from the University of Harvard, in England explains facial expressions)

A team of our researchers have recently found that facial expressions are very often passed on from parent to child and continue to run in the family through the genes. Our team of scientists in England showed that the negative facial expressions such as frowning, anger and disgust are inherited by children from the elder members in their family. The study was conducted with blind subjects who can't have learned any kind of facial expression from relatives since they couldn't have seen the particular way in which their relatives move their eyes, lips and eyebrows when expressing states and feelings.

This is a natural phenomenon and it all lies in the family genes, which are passed on from parents to their children and so on. Famous biologist Charles Darwin noticed that the blind people display facial expressions. He stated that expressions which can be read on one's face are inherited by his/her descendants.

I rejected explanations that blind people learn from their relatives at early ages. Blind people in general don't touch others' faces because this is an impolite action. According to me facial expressions are too detailed and complex to learn that way. Our next step is to find the exact genes that influence facial expressions.



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(A researcher, Thomas Shepherd from the University of Oxford, in England explains facial expressions)

We have suggested a theory about the study of body movement. We believe that physical appearance is often culturally programmed. In other words, we learn our looks; we aren't born with them. A baby has generally unformed facial features. It learns where to set its features by looking at those around such as family and friends. Think that a husband and a wife together for a long time often look quite alike. This also explains why the people of some regions of the country look so much alike. For instance, New Englanders and Southerners have common facial characteristics that cannot be explained by genetics. This is why in a single country there are areas where people smile more than those in other areas.

Unlike the genetics which explain facial expressions are very often passed on from parent to child and continue to run in the family through the genes, we believe we learn our looks from those around us.

D. Read the texts and underline the important parts. Take notes about them.

E. Read the texts again and answer the questions.

- Why did the researcher reject the explanation that blind people learn facial expressions by touching their parents' faces?
- What will their next research be about in the first text?
- What does the second text argue?
- What is the conflict between two texts?

F. Make a search whether people are born with or without facial expressions.

- * Tell the similarities and differences between your opinions and the texts above. Share your ideas with your classmates.

G. Write a letter to your foreign friend telling your ideas and feelings of body language in his/her country.

C. Read the texts about facial expressions and tell the topics of the texts. (GO-R.2 / CO-R.6)

Tell Ss to read the texts and try to tell the topics of them. Help them, if they don't understand some expressions. Encourage them to read and understand the sentences.

Tell Ss to understand the written text with the help of teaching aids.

KEY

1st text's topic: facial expressions such as frowning, anger and disgust are inherited by children from the elder members in their family.

2nd text's topic: we learn our looks; we aren't born with them.

D. Read the texts and underline the important parts. Take notes about them.

Tell Ss to underline the important parts and take notes about them. They will share them in the class.

E. Read the texts again and answer the questions.

Tell Ss to read the texts again and answer the questions.

KEY

- Because, blind people in general don't touch others' faces because this is an impolite action.
- Their next step is to find the exact genes that influence facial expressions.
- They argue that we learn our looks from those around us.
- The conflict between them is whether facial expressions are passed on from parent to child or we learn our looks from those around us.

F. Make a search whether people are born with or without facial expressions. (GO-SP.1,2)

* Tell the similarities and differences between your opinions and the texts above. Share your ideas with your classmates. (GO-R.3)

Want Ss to make a search whether people are born with or without facial expressions on the Net. Also want them to share ideas fluently with their classmates.

Tell Ss to read the texts again and tell the similarities and differences between their opinions and the texts.

KEY

Ss' own answers

G. Write a letter to your foreign friend telling your ideas and feelings of body language in his/her country.

(GO-W.3 / CO-W.1,2,3,4,5,6)

Tell Ss to imagine they have just returned from visiting a close friend who was in England. Ask them share their ideas about their visiting. Write the points they mention on the board. Add tips you want to give. Let them write their own letter to him/her telling their experiences about facial expressions, gestures, mimics or body language.

Tell Ss to avoid irrelevancy while writing and want them to write in a logical coherence. Encourage them to use a range of repertoire of words and words group in their writings. Ss should write according to the spelling rules. Make them use punctuation marks appropriately and accurately. Ss should be eager to write letters and e-mails.

TEACHER'S NOTE

B Advertising Effects

Time to Read

A. Match the advertisement words in the box with their meanings. One is extra.

launch	enhance	rival
care-free	achieve	

- : to make a new product, book etc. available for sale for the first time.
- : a person, group or organization that you compete with in sport, business, a fight etc.
- : having no worries or problems.
- : to improve something.

ANGELS

WHO YOU GUARD

WHEN YOU DRIVE

USUALLY

RETIRE AT 65

BURMASHAVE



B. Look at the photos above and guess why the words are presented in separate boards.



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C. Read the text and find out;

- why Odell directed people's attention
- why Odell followed this kind of method to take an interest of people to his advertisement
- why Odell focus the people's attention on his product

GENIUS MINDS

The year 1925, Gas stations and other local businesses were increasing trade by putting up advertising signs along the nation's highways. Perhaps, thought Allan Odell, the family business - a small company that made a brushless shaving cream - could also step up sales by using the same method. He could put up sets of signs. Five in a set. They wouldn't have to be big.

At first Odell tried five in a set advertisement approach. "Brushless Shave, Burma - Shave" was written on them. Sales began to increase at once. But that didn't satisfy him. He wanted to disseminate his product all over the country by advertising. Motorists see these signs, he told himself, at remote spots on the highway, perhaps after hours of monotonous driving. Wouldn't they appreciate a touch of rhyme?

They would indeed! Odell decided to change the form of five in a set advertisement used the catchy Burma-Shave signs - some ironic, some cynical, some absurd, but all of them were funny. They were easy to remember. They caught the fancy of nearly everyone, including those people usually critical of advertising. An example: IF YOU DON'T KNOW WHOSE SIGNS THESE ARE YOU HAVEN'T DRIVEN VERY FAR Burma - Shave

These signs continued as the advertising method of the company for 35 years. When cars travelled too fast, it was hard for people to read. Because more than a dozen words painted in small letters. The inevitable happened and the company phased out its roadside advertising. Perhaps a growing criticism of this kind of advertising, which interfered with highway scenery, also influenced the company's decision.

By late 1965 this criticism resulted in President Lyndon Johnson's - highway beautification bill. This bill authorised a federal-state campaign to improve the scenery on other side of major highways, to cancel or remove junkyards, and to put billboards sufficiently far back from the highway, so that they wouldn't interfere with the view. States, which did not comply with the bill, could lose 10 per cent of their federal highway grant.

But this wasn't the end of the billboard industry. Many road were not part of the highway system which was supported by federal grants, and these roads were not affected by the law.

In one form or another, the poster will always be with us.

6B Advertising Effects

Warm Up:

Ask Ss the questions below:

- What kind of advertisement affects you most?
- Do you know any interesting advertisement?

Time to Read

A. Match the advertisement words in the box with their meanings. One is extra.

Tell Ss to match the advertisement words in the box with their meanings.

KEY

1. to launch 2. rival 3. care-free 4. to enhance

B. Look at the photos above and guess why the words are presented in separate boards.

Tell Ss to focus on the boards and to read them. Ask them why they are written for.

KEY

to make people be curious about the next board.

C. Read the text and find out; (GO-R.4)

Ask Ss to read the text and want them to find the important parts and take notes about them.

SUGGESTED KEY

- He directed people's attention to sell his product.
- This made people more curious.
- Because he wanted his product to stick in people's mind.

Advertising Effects B

D. Read the text again and complete the sentences.

- Allan Odell decided to use roadside advertising because
- Allan Odell's first advertisements were
- Allan Odell's second type of advertising
- The company eventually decided to stop this form of advertising because
- The main purpose of Lyndon Johnson's bill was to
- Roadside advertising continued because
- 'the same method' refers to
- 'catchy' means
- 'phase out' means

E. Talk about Odell's idea with your partner considering the important parts you have taken notes in Exercise C on page 70.

- Whether it was surprising, shocking, dull, interesting etc.
- Whether it worked or not.
- When it started to lose its effect.
- What made people be interested in the advertisement.

Time to Speak

A. Work in groups. Read the advertisements of Burma-Shave below and tell what the relations are with Burma-Shave product.

- Do some brainstorming about the relations.
- Choose the common ideas about them.
- Present them in your class.

**IT GAVE
MCDONALD
THAT NEEDED CHARM
HELLO HOLLYWOOD
GOOD-BY FARM
Burma-Shave**

**IF CRUSOE HAD
KEPT HIS CHIN
MORE TIDY
HE MIGHT HAVE FOUND
A LADY FRIDAY
Burma-Shave**

**BEN MET ANNA,
MADE A HIT.
SHE FELT HIS CHIN.
BEN - ANNA SPLIT.
Burma Shave**

B. Work with your partner and talk about the statement below.

- What do you think of 'TV market' ads?

Student A: Ask your friend some questions.
Student B: While answering your friend's questions, ask some questions as below to understand.

- How do you react to advertisements on TV?
- Do you enjoy watching them?
- Do you change channel?
- Why are you impressed? Is it funny or shocking in some way? Is it because of its music, colours or actors/actresses?

C. Read the Burma-Shave advertisements above and find out the differences between.

- Your feelings and thoughts.
- Odell's expectation.



Time to Listen

A. Look at the pictures and guess what you are going to listen.



B. Listen and check your answers.

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them to talk about those statements in the course book considering the important parts they have taken notes in Exercise C on page 70.

KEY

- *It was interesting.*
- *It worked.*
- *It started to lose its effect by 1965*
- *The Rhymes*

Time to Speak

Objective: Adjust what they say and the means of expressing it appropriately to the situation and the circumstances.

A. Work in groups. Read the advertisements of Burma-Shave below and tell what the relations are with Burma-Shave product. (GO-SI.4/ CO-S.19,20)

Tell Ss to work in groups and to read the advertisements of Burma-Shave. Tell what the relations are with Burma-Shave product and why they are written for. **Develop appropriate and effective communication strategies. Increase their vocabulary repertoire.**

KEY

They make people smile, think or curious.

B. Work with your partner and talk about statement below.

- Have you ever been persuaded to buy anything by an advertisement?
- What do you think of 'TV market' ads? (GO-SI.3/ CO-S.12)

Ask Ss to read the advertisements and make them work in pairs. Ask them to talk about the statement. Ask Ss to read the instructions and to work in pairs. While **Student A** asks some questions. **Student B** answers. Tell **Student B** to ask some questions to understand the dialogue while answering student A's questions. **Tell Ss to use sentence connectors in their speeches.**

C. Read the Burma-Shave advertisements above and find out the differences between. (GO-R.5)

Ask Ss to read the advertisements and tell them to find the feelings and thoughts and Odell's expectations. **Pay attention to punctuation marks while reading. Define an appropriate strategy for the aim of reading. Remind Ss to understand the written text with the help of background knowledge. Tell Ss to use different strategies to understand the written text. Remind Ss to read fluently. Tell Ss to use visuals to understand the recorded text.**

D. Read the text again and complete the sentences. (CO-R.4,10)

Ask Ss to read the text and want them to find the answers. **Ask Ss to use different strategies to understand the written text.** Tell Ss to underline the important parts and take notes about them. **Encourage Ss to guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.**

KEY

1. *he wanted to disseminate his product all over the country*
2. *hard to understand*
3. *amused people*
4. *it was no longer effective*
5. *make the roadside more attractive*
6. *federal law did not apply to some roads*
7. *putting up advertising signs on the motorway*
8. *amusing*
9. *obey*

E. Talk about Odell's idea with your partner considering the important parts you have taken notes in Exercise C on page 70. (GO-SI.2)

Ask Ss to read the statements and to work in pairs. Ask

Time to Listen

A. Look at the pictures and guess what you are going to listen.

Tell the students to look at the photographs and want them to guess what the listening is about.

Use visuals for Ss to understand the recorded text.

B. Listen and check your answers.

Ask them to listen and check their answers.

TRACK 17

Theme 6 - Page 71

Activity B: Listen and check your answers.

Presenter: Good morning, everybody. We have special guests today. Dr. Steven Reiss. Welcome to our program. How do you do Dr. Steven?

Steven: Thanks. I'm happy to be here.

Presenter: Can you talk about yourself Dr.?

Steven: I'm a psychologist at Ege University and I'm doing some social studies as well.

Presenter: Dr. Steven, even if you do not watch reality television, you can probably name some of the programs. Your friends and co-workers talk about them. You read about the shows in the newspapers, see pictures in magazines, and even see **contestants** on the news. Why are these shows so popular?

Steven: Some people say that people watch the programs to be part of the "in" crowd. Other people think that only people who are unintelligent watch reality television. So, we wanted to **find out** what kind of people watch reality programs and why they watch. The results were surprising. First of all, we discovered that reality television watchers are not less intelligent than non-watchers. We also found out that they are not more social than non-watchers, so they do not watch these programs just to talk about them with friends.

Presenter: Are there any differences between reality TV watchers and non-watchers?

Steven: People who watch reality television were more **competitive** than people who don't watch it. However, that was not the biggest difference. People who enjoy watching reality television generally agreed with statements such as "Prestige is important to me" and "I am impressed with designer clothes." The desire for status is a way to get attention. When you get more attention, you feel more important.

Presenter: So, what is your opinion about these shows popularity?

Steven: Through reality TV, people can dream about becoming famous. Ordinary people watch other ordinary people become celebrities. The message of reality television is that ordinary people can become so important that millions will watch them. And the secret dream of many of those viewers is that they might be the next **celebrities**.

Presenter: Thanks for your information.

Steven: Thanks for everything. It was nice to be here.

Presenter: Today, we have finished our program. Next week, with our another guest we will be right here. All the best. See you next week.



Advertising Effects

C. Listen again and circle the best answer.

1. "contestants" are people who

- watch reality TV programs.
- want to be on a Reality TV program.
- produce Reality TV Programs.
- compete on a reality program to win a prize.

2. To "find out" means

- to discover a fact.
- to learn about a result of a scientific study.
- to make a survey about reality programs.
- to make a scientific study.

3. The synonym of "competitive" is

- arrogant
- ambitious.
- confident
- fascinated

4. "celebrities" are

- famous people.
- common people.
- ordinary people.
- prestigious people.

5. This conversation is mainly to

- describe some of the popular Reality TV programs.
- encourage people to watch Reality TV programs.
- explain the results of scientific study about Reality TV.
- explain why Reality TV is so popular and what kind of people watch it.

6. According to a scientific study conducted at Ege University,

- only unintelligent and unsocial people watch Reality TV.
- in fact the people who watch reality programs are not intelligent as the non-watchers.
- non-watchers of reality TV are not as ambitious as the people who watch them.
- the only motivation of Reality TV watchers is to talk about them with their friends.

7. Reality TV watchers are generally the kind of people who

- don't like getting attention.
- don't mind watching about famous people.
- are keen on prestige and status.
- like wearing designer clothes

8. Millions of people watch Reality TV programs because

- they can watch famous people who they admire through them.
- when they watch them, they become more prestigious and important.
- there aren't TV programs as quality as Reality TV programs on TV.
- there is a message that even an ordinary person may become famous.

D. Listen again and tell the reason and result relations by answering the questions.

- What are the reasons for Dr. Steven to make a search?
- What are the reasons of differences between reality TV watchers and non-watchers?
- Why are reality shows so popular?

E. Talk about Dr. Steven's research results mentioned below and make a summary.

- what kind of people watch
- the reason why they watch reality programmes

F. Work in groups. Choose a product and write an interesting advertisement like Burma-Shave slogans considering your ideas, expectations and feelings.

eg.:

DO RELY ON A CAR
YOU WILL NEVER BE FAR
DAY BY DAY, YOU SEE IN NASCAR



DOYODA

C. Listen again and circle the best answer. (CO-L.6)

Tell Ss to read the questions and want them to answer while listening.

Make Ss to guess the meaning of unknown words in the recorded text to understand the context.

TRACK 17

Theme 6 - Page 72

Activity C: Listen again and circle the best answer.

KEY

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

D. Listen again and tell the reason and result relations by answering the questions. (GO-L.5 / CO-L.4)

Ask Ss to listen again and find the answers.

Warn Ss to listen selectively.

KEY

- He wanted to find out what kind of people watch reality programs and why they watch.
- People who watch reality television were more competitive than people who don't watch it.
- Through reality TV, people can dream about becoming famous.

E. Talk about Dr. Steven's research results mentioned below and make a summary. (GO-SP.3)

Ask Ss talk about of Dr. Steven's research and summarise it considering the statements given.

KEY

Intelligence is not the key word. Reality TV watchers are more competitive. Prestige, designer clothes and getting attention is important for Reality TV watchers.

F. Work in groups. Choose a product and write an interesting advertisement like Burma-Shave slogans considering your ideas, expectations and feelings. (GO-W.4 / CO-8,9,10,11,13,14)

Ask Ss to work in groups and to choose a product and write an interesting advertisement like Burma-Shave slogans considering their thoughts, ideas, expectations and feelings.

Encourage Ss to express themselves in different ways in their writings.

Tell Ss to explain the same topic in different ways of writing.

Warn Ss to avoid word repetition in their writings.

Warn Ss to use sentence structures and patterns accurately.

Remind Ss to write according to the context and the situation.

Encourage Ss to enjoy writing.

SUGGESTED KEY

DO RELY ON A CAR
 YOU WILL NEVER BE FAIR
 DAY BY DAY, YOU SEE IN NASCAR



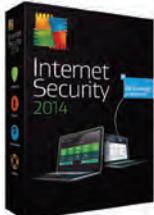
DOYODA

TEACHER'S NOTE

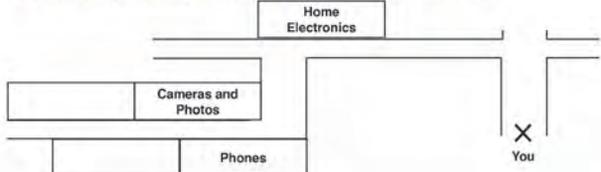
Internet C

Time to Listen

A. Look at the pictures and guess what you are going to listen.




B. Listen to the dialogue and check your answers.
 C. Listen again and find the way of the computer department in media market.



D. Listen again and answer the questions.

1. What departments are there in the market?
2. Which security program is advised by the attendant? Why?
3. Have you ever lost your way in a shopping mall?
4. Do they know how to install the Internet security program to their computers? How can they achieve installing?
5. Have you ever installed a program to your computer?

E. Work in pairs and discuss the comments below:
 > The Internet has forever changed the way we live.

F. Choose an "area" below and make a search about it on the Net. Write a paragraph about "How the Internet will develop next fifty years."

- * work
- * money
- * politics
- * personal communication
- * entertainment

eg.: Internet will develop the politics deeply next fifty years. They will keep in touch by Internet. They will tell their projects in detail by Internet. They will announce their decisions so they will save money and time. Moreover, the elections will be held and people will vote through the Internet.

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6C Internet

Materials:
 Ss' dictionaries, Internet, newspapers, pictures, teacher's book, CD

Warm Up:
 Write "Face book" on the board. Ask: How has face book changed your lives? What can you do with face book? Ask: "If there were no internet what would they do? What do you use internet for? Elicit answers.

Time to Listen

A. Look at the pictures and guess what you are going to listen.
 Ask Ss to look at the pictures and tell what they have seen on them. Then do a brainstorming activity to guess what they are going to listen.

KEY

George and Tom want to buy an Internet Security Program at a media market.

B. Listen to the dialogue and check your answers.
 Play the audio programme and tell Ss check their answers.

TRACK 18
 Theme 6 - Page 73

Activity B: Listen to the dialogue and check your answers.

George: Hi, Tom.
Tom: Hello, sorry I am late because of the traffic.

George: It doesn't matter. I've just come. Are you ready to buy Internet security program?

Tom: For a long time. Let's do it.

George: Wow! The shop is too big. Look at the departments' names above. There are home electronics, computers, camera and photos, office materials, and phones departments. I think we are going in this way.

Tom: Hey! George, I've seen the attendant over there. Let's go and ask him.

George: Excuse me! We want to buy Internet security program. How do we get to that department?

1st Attendant: First, go down. Then, turn left at the corner. After that, go straight on until you get to the home electronics. When you get to the home electronics, turn left again. Then, stay on cameras and photos department. It's on your left, next to the phones department. You can't miss it!

Tom: Thank you very much.

George: We turn left at this corner and go straight on. Yes, we get to the home electronics. Now, we turn left again. Here are the cameras and photos. Great, we find computers' department.

Tom: Let's ask the safest one. Excuse me; is there any safest Internet security program you can suggest us around here?

2nd Attendant: Nowadays, the safest Internet program is Dennis Internet Security Program. It is the best to protect your computer from Trojan horses, bugs, worms, viruses and spy ware.

Tom: OK, we are buying this. How can we install it to our computers?

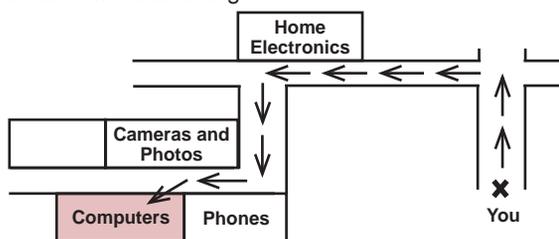
2nd Attendant: In the box you are going to find the instructional manual that you can install it properly.

Tom: Thanks for your help. Bye

C. Listen again and find the way of the computer department in media market. (GO-L.2 / CO-L.1,2)

Play the audio programme again and ask Ss to find the way of the computer department in media market.

Ss will be able to find the target department following the corridors while listening.



Tell Ss to pay attention to stress, pronunciation and intonation while listening. Ss should take care rules of manners and cultural values while listening.

TRACK 18

Theme 6 - Page 73

Activity C: Listen again and find the way of the computer department in media market.

KEY

First, go down. Then, turn left at the corner. After that, go straight on until you get to the home electronics. When you get to the home electronics, turn left again. Then, stay on cameras and photos department. It's on your right, next to the phones department. You can't miss it!

D. Listen again and answer the questions.

Play the audio programme again and ask Ss to answer the questions.

KEY

1. There are home electronics, computers, camera and photos, office materials, and phones departments.
2. Dennis Internet Security Program is advised by the attendant. Because it is the safest and the best to protect their computer from Trojan horses, bugs, worms, viruses and spyware.
3. Ss' own answers.
4. No, they don't. In the box there is an instructional manual that they can install it properly.
5. Ss' own answers.

E. Work in pairs and discuss the comments below; (CO-S.6,7,8,9)

Ask Ss to work in pairs and discuss the comment.

Tell Ss to use words and word groups related to particular concrete situations meaningfully. Want them to express themselves with meaningful and accurate sentences. Encourage Ss to pronounce the words accurately. Tell Ss to ask questions while and after speaking.

F. Choose an area below and make a search about it on the Net. Write a paragraph about "How the internet will develop next fifty years." (GO-W.1)

Tell Ss to read the areas below and to choose one of them. Search it on the Net. Write a paragraph about the statement below.

TEACHER'S NOTE



Internet

Time to Read

A. Work in pairs or small groups. Look at the photos which show different modern media. Discuss these questions.

1. Which one is the most effective media?
2. What is your definition of a good newspaper, TV or web site?
3. Do you use all these media?
4. What kind of TV programs do you watch?
5. What are your favourite radio and TV programmes?
6. How often do you use the Internet? What are your reasons for using it?



B. Read the text and explain installation process of Internet security program in brief.

Dennis Internet Security (DIS) Instructional Manual

How much do you love your mobile-phone and using the Internet? A recent survey conducted in Germany found that 84 percent of people interviewed said they would be without their current partner (or car), but they would not be without their internet or mobile-phone. 97 percent of people said it was unthinkable to image life without a mobile-phone. The one thousand interviewees were all 19-29 years of age. There only seems to be a digital divide between people over and under 50. 50-year-olds seem to be less reliant on technology than younger users. If internet and mobile phones are so important, are we really aware of our security when we are using them? There is a brand new virus program which keeps your secrets. If you install it to your computer, you will not face any problem with your security.

Before you install DIS (Dennis Internet Security), read the installation instructions carefully and also review the system requirements.

Installation Process

To install, download the DIS (Dennis Internet Security) setup files to your local hard drive.

Step 1: Select your installation language

Firstly, choose the installation language.

Step 2: License Agreement

To continue with the installation, you must read then accept the End User License Agreement. Click 'I Accept' and continue.

Step 3: Product Registration

Next, the wizard will activate your free lifetime license. Click 'Next'.

Step 4: Select which components you wish to install

- **Install DIS Firewall** - Selecting this option installs DIS Firewall and Defense+ components.

- **Install DIS Antivirus** - Selecting this option installs DIS Antivirus and Defense+ components.

Step 5: Firewall Configuration

This option should only be chosen when you have a third party Antivirus protection activated in your system.

Step 6: Configuring your DNS Settings

In this step of installation of DIS Internet Security, the DNS settings of your computer can be changed automatically to direct to our DNS servers.

Step 7: Installation and restarting your computer

Step 8: After restarting Your System

After restarting, if your computer is connected to Internet, then you can register and use your Dennis Internet Security safely.

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TEACHER'S NOTE

Time to Read

A. Work in pairs or small groups. Look at the photos which show different modern media. Discuss these questions.

Form Ss in pairs or small groups. Focus their attention to the photos which show different modern media. Ask Ss to discuss the questions. Elicit answers.

B. Read the text and explain installation process of Internet security program in brief.

Ask Ss to read the text and tell the reason why they need internet security program.

Tell Ss to read the text and want them to explain installation process of Internet Security program in brief.

KEY

1. Select your installation language.
2. Accept the licence agreement.
3. Enter the product registration.
4. Select which components you wish to install.
5. Configure the firewall.
6. Configure the DNS settings.

Internet



C. Read the text again and answer the questions.

1. What was the survey about?
2. What were the results of the survey?
3. Who disagrees with young people about technology? What might be the reason?
4. How can you register Dennis Internet Security Program?

D. Look at the definitions of the words below and find the words from the text.

1. people who answer the questions in a survey:
2. separation:
3. organised and performed activity:
4. dependant:
5. deal with:

E. Read the comment below and write a paragraph using Keep in Mind parts.
 "The importance of Internet will continue to grow. By the year 2017 most of the world will be conducting its business, receiving its media (TV, films, music), and staying in touch solely via the Internet."

Keep in Mind!	Keep in Mind!	Keep in Mind!
- Opinions, Preferences: I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt etc.	Disagreeing: I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...	Giving Reasons and offering explanations: To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that..., The Internet Will Change Our Lives In Every Aspect.

HOW MUCH DO I KNOW?		
I CAN		  
LISTENING	understand the important parts of the messages and announcements, follow detailed instructions.	
READING	understand articles and reports on current problems in which the writers express specific attitudes and points of view.	
SPOKEN INTERACTION	initiate, maintain, and end discourse naturally with effective turn-taking.	
SPOKEN PRODUCTION	construct a chain of reasoned argument, linking your ideas logically about communication	
WRITING	write an essay or report to express point of view or pass on information about communication	



KEY	
1. interviewee	2. divide
3. conducted	4. reliant
5. face	

E. Read the comment below and write a paragraph using Keep in Mind parts. (GO-W.2 / CO-W.7,12,15)

Tell Ss to read "Keep in Mind" parts and use the suitable ones in their writing. Ask Ss to read the comment and write a paragraph using Keep in Mind part and tell them to consider their own opinions with them.

Warn Ss to write according to the process writing strategies. Tell Ss to use different conjunctions in their writings. Remind Ss to review their writing for accuracy and appropriateness.

TEACHER'S NOTE

C. Read the text again and answer the questions.

Tell Ss to read the questions first, then find out the answers.

KEY	
1.	<i>It is about how much we love our mobile-phone and using the internet.</i>
2.	<i>84 percent of people interviewed said they would rather be without their current partner (or car) than be without their internet or mobile-phone. 97 percent of people said it was unthinkable to image life without a mobile-phone.</i>
3.	<i>50-year-olds seem to be less reliant on technology. Reasons are Ss own answers.</i>
4.	<i>After installation, if your computer is connected to Internet, then you can register and use your Dennis Internet Security safely.</i>
5.	<i>You select your language. You tick the licence agreement. You register the product. You choose the components. You want to install. You configure the firewall and the DNS settings. Restart your computer. You install it properly.</i>

D. Look at the definitions of words below and find the words from the text. (GO-R.1)

Ask Ss to read the definitions and to find the words of those definitions from the text.



JOBS

Theme 7



A Job Requirements

B Handcrafts

C Stop Child Labour

At the end of this theme you will be able to

- * understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.
- * grasp the content and the significance of news, articles and reports on topics connected with your interests.
- * apply detailed instructions.
- * take an active part in discussion in familiar context on jobs.
- * explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions.
- * summarise orally the plot and sequence of events about jobs
- * write formal /personal letters highlighting the personal significance of events and experiences.
- * write an essay or report to express point of view or pass on information about jobs.

Theme		THEME 7- Jobs		
Language areas		A range of collocations of adjectives and prepositions A range of collocations of verbs and prepositions		
Skills		General Outcomes	Vocabulary	Materials
Job Requirements	Reading	Apply detailed instructions. (R2)	Nouns: appearance, personality contact, qualification, promotion, satisfaction, respectability, responsibility Verbs: look forward to, renew, apply for Adjectives: dedicated, exhausting	The CD Teacher's book
	Writing	Write reports. (W2) Evaluate and comment on the information and correspondent's views in formal letters. (W5)		
	Listening	Distinguish the main points of the conversation delivered by the native speakers. (L.4) Listen interactively. (L.5) Apply complex instructions in the recorded text. (L.6)		
	Spoken interaction	Share opinions and feelings in the group works. (SI.1) Cooperate paying attention to other opinions in the group. (SI.2)		
	Spoken production	Express opinions with reasons. (SP.1) Adjust what they say and the means of expressing it appropriately to the situation and the circumstances. (SP.3) Evaluate and summarise different points of views. (SP.4)		

Theme		THEME 7- Jobs		
Language areas		A range of collocations of adjectives and prepositions A range of collocations of verbs and prepositions		
Skills		General Outcomes	Vocabulary	Materials
Handcrafts	Reading	Interpret the relations between the written texts. (R.1) Scan quickly through long, complex texts, locating details about information or the situation. (R.3)	Nouns: travel, patchwork, sewing, bead work, knitting, mosaic, puppetry, shoemaking, spinning, profession, employment, compliance, allegation, prohibition, supplier, debt, choice, day off, bonus, payment, flexible hours, career, occupation, salary, wages Verbs: gain, win, earn Adjectives: inconvenient, previous, beaten,	The CD Teacher's book
	Writing	Write compositions. (W.4)		
	Listening	Follow complex and detailed directions/ descriptions in the recorded text. (L.3)		
	Spoken interaction			
	Spoken production			

Theme		THEME 7- Jobs		
Language areas		A range of collocations of adjectives and prepositions A range of collocations of verbs and prepositions		
Skills		General Outcomes	Vocabulary	Materials
Stop Child Labour	Reading		Nouns: clothing enquiries sweatshops unwise decisions child abuse keeping images clean investigations addressing challenges, codes, anger Verbs: contact, travel, terminate, reinforce, launch, address, violate keen, trick, pay Adjectives: keen forced, choice, flexible, Adverbs: supposedly	The CD Teacher's book
	Writing	Synthesise and summarise information and arguments from a number of sources. (W.1) Write essays. (W.3)		
	Listening	Follow the essentials of lectures, talks and reports which are prepositionally and linguistically complex. (L.1) Understand main ideas of prepositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect. (L.2)		
	Spoken interaction	Participate actively in formal discussions with appropriate and effective communication strategies. (SI.3) Make presentations by participating actively in group works. (SI.4)		
	Spoken production	Interpret information and proofs gathered from different resources. (SP.2)		

Job Requirements A

Time to Listen

A. Read the questions and answer them.

- Which jobs would you most/least like to have below? Why? Why not?
- Which jobs has the highest status?
- Which is the best/worst paid job?

B. Look at the photos. Listen and write the people's names under them.



1

.....



2

.....



3

.....



4

.....



5

.....

C. Listen to the dialogue and take notes about each job's requirements, then find the jobs.

<ul style="list-style-type: none"> • working place • qualifications • salary • features of the job such as risky, stressful etc. 	1. Job:	2. Job:
	a.	a.
	b.	b.
	c.	c.
	d.	d.
e.	e.	
3. Job:	4. Job:	5. Job:
a.	a.	a.
b.	b.	b.
c.	c.	c.
d.	d.	d.
e.	e.	e.

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KEY	
1. Cook	2. Nurse
3. Real Estate	4. Fire fighter
5. Pilot	

C. Listen to the dialogue and take notes about each job's requirements, then find the jobs. (GO-L.6 / CO-L.6)

Play again and give 3 minutes for Ss to complete the table according to what they heard about **each**. When each **job's requirements** has finished, stop the CD player. Get Ss to compare their answers. When you are sure everybody is ready play the CD again and let them check their answers with their friends.

Tell Ss to guess the meaning of unknown words in the recorded text to understand the context.

TRACK 19
Theme 7 - Page 77

Activity C: Listen to the dialogue and take notes about each job's requirements, then find the jobs.

Presenter: Hi, everybody. I'm Jack Whitewood and this is your weekly 'Guessing the Jobs' qualifications each job requires. You are going to listen to people from different jobs and they are going to tell you what qualifications they have got. Make at least five notes about his/her job qualifications. Now our first guest is coming. Welcome Mrs Todler, will you please talk about your job's requirements?

Mary: I work indoors. My job requires formal training and qualifications. It can be well paid, perks as free meals. It can involve shift work. In this job we must be creative and careful about sanitary rules. I deal with food and meals.

Presenter: Ok, thank you Mrs Todler. Dear competitors look at your notes and guess who our first guest is. Now our second guest is coming.

Margaret: I am working indoors. Unfortunately, it is poorly paid. The person in this job must be physically and emotionally demanding. We must be kind, patient, caring, careful, helpful to the people. It has flexible hours and shift work. My job needs practical and theoretical nursing qualifications.

Presenter: Thank you Margaret. Dear competitors now look at your notes and guess who our second guest is. Here is our third guest. Tell us about your job, please?

James: Hello, I work indoors and outdoors. I must be talkative. I usually have flexible hours and may receive a commission for ever sale made or a bonus for selling a house. My job is quite stressful because I have to co-ordinate the needs of the house buyers and house sellers.

Presenter: Thank you James. Dear competitors look at your notes and guess who our third guest is. Here is our fourth guest. Can you tell us about your job, please?

Bruce: I love my job a lot. I've always wanted to have this job because I want to save lives and rescue people. We have to be very careful, brave, strong and calm. I finished fire fighting training course. It was very difficult. It's a risky job but I try

THEME 7 JOBS
7A Job Requirements

Materials:
Ss' dictionaries, internet, magazines, pictures, teacher's book, CD

Warm Up:
Write the word 'jobs' on the board. Ask Ss to give as many examples as they can. Then, divide the class into two teams. One team says the name of a job. The other team says the place the person works.

e.g:
Team A: a doctor
Team B: a doctor works in a hospital. A teacher.
Team A: a teacher works in a school. A

Time to Listen

A. Read at the questions and answer them.
Ask Ss to look at the questions and answer them. Ss' own answers.

B. Look at the photos. Listen and write the people's names under them. (GO-L.4 / CO-L.1,3)
Tell Ss to examine the picture. Elicit what each of the people in the pictures is doing and ask them if they are happy with their jobs. Tell Ss to listen and match each picture with the jobs they hear. Play the audio programme and stop listening when the first guest has defined his/her job. Do the same activity in each guest's talking.

Tell Ss to pay attention to stress, pronunciation and intonation while listening. Encourage them to use visuals to understand the recorded text.

not to think about the risks. When I am faced with a life-and-death situation, I haven't got time to think. I just get in there. If there are people inside the building, my job is to get them out safely. The smoke and flames are obstacles to overcome.

Presenter: Write the fourth quest's qualities and his job. Now our fifth and the last quest is coming. Hello, SOLO TURK. Tell about your job, please.

SOLO TURK: Hi, I'm SOLO TURK as everybody knows. My job is an obsession for me. Getting paid to do it is even better. For some people, it's the perfect job: an office that travels a view that's constantly changing and challenges that are exhilarating. It fascinates people. Everybody wonders what it's like to be responsible for hundreds of lives or goods worth millions. I am really trained professionals and the movie stars of the air transportation show. It is a serious business.

Presenter: Dear competitors, that's all about our jobs. Now write the fifth quest's job and tell all your notes. We are going to find who the best to guess the jobs.

KEY

1. Job: Cook/ Chef

- indoors
- formal training
- well paid / perks
- careful about sanitary rules
- creative

2. Job: Nurse

- indoors
- poorly paid
- demanding, careful, helpful
- kind, patient, caring
- flexible hours, shift work

3. Job: House agent

- indoors/outdoors
- talkative
- flexible hours
- receive a commission
- stressful

4. Job: Fire fighter

- saving life
- careful, brave
- strong, calm
- difficult, risky
- overcoming some obstacles

5. Job: Pilot

- perfect, challenging
- exhilarating, fascinating
- amazing
- professional
- serious business

A

Job Requirements

D. Listen again and answer the questions.

- Which of these jobs is done indoor, outdoor or both?
- Why do you think people want to become pilots?
- What kind of dangers do firemen face?
- Which of these jobs is the most dangerous?

E. Work in pairs and talk about what skills/qualities each job requires. Use the words in the box below;

Scientist Politician
Artist Comedian
Businessman Journalist

exhausting demanding dedicated
help others stressful on duty
responsibility patient university degree
dangerous well paid ambitious
uniform creative powerful
deal with problems

Student A: Tell the skills/qualities.

Student B: Find out which job your friend talks about.

e.g:

Student A: The job needs to have a university degree and it must be good at explaining things. They should be dedicated and patient and interested in helping others.
Student B: Teacher.

Time to Speak

A. Work in group and ask some questions to take their ideas about the subjects below. Then, share your ideas with them.

- Working hours (All workers should have at least thirty days holiday a year.)
- Education (Is education always necessary for a good job? Why? / Why not?)
- Money/salary (Older workers should get more money than younger workers.)

B. Read the questions below and talk about them.

- Do you want to be self-employed or work as an employee? Why?
- What qualifications do you need for your ideal job? Why?
- What kind of job would you like to do in the future? (what you are good at; what you like/enjoy doing.) Why?

C. Make a survey in the class about the qualities that are the most wanted and not wanted for being a pilot, then talk about "your survey results" to the class.

e.g: The subjects of report is
The majority of the students think that
The minority of the students think that

Number of students	5 most desirable qualities	5 least desirable qualities
	well paid	dangerous

D. Write a report on the results of the survey you did above. Plan your report as:

Paragraph 1: A brief introduction to the subject of the report.
Paragraph 2: The results of your survey. (majority, minority, few people, nobody, most people, a small number of people, many)
Paragraph 3: Your personal comments about the survey.

Time to Read

A. Look at the photos and answer the questions.



- Is it easy to find work where you live?
- Which one of these factors is the most important in getting a good job? Are there any other factors?
 - appearance - personality
 - contacts - qualifications
- Rank the following features according to their importance to have a good job for you.
 - money * atmosphere
 - holidays * responsibility
 - promotion * satisfaction
 - travel * respectability

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D. Listen again and answer the questions.

Play the audio programme again and tell Ss answer the questions.

TRACK 19

Theme 7 - Page 78

Activity D: Listen again and answer the questions.

KEY

- indoors: cook and nurse.
Outdoors: pilot and fire-fighter
Both: House agent
- Because, for some people it's the perfect job: an office that travels a view that's constantly changing and challenges that are exhilarating. It fascinates people.
- The smoke and flames are obstacles to overcome for fire fighters.
- Fire fighters do the most dangerous job.

E. Work in pairs and talk about what skills/qualities each job requires. Use the words in the box below; (GO-L.5)

Explain the task. Form Ss in pairs. Ss look at the jobs' names and try to explain what skills each job requires. Ss may choose a job from those already presented or one of

their own. **St A** tells the skills and **St B** finds out which job is described. Ask them to take turns asking and answering the questions in pairs. Encourage Ss to use phrases given for them. Set a time limit of about ten minutes. Go around the class and listen discreetly.

Time to Speak

- A. Work in group and ask some questions to take their ideas about the subjects below. Then, share your ideas with them. (GO-SI.1,2 / CO-S.14,15,16,17,18,19,20)**

Explain the task. Ss work in pairs. Read the statements aloud. Explain what they mean. Tell Ss ask some questions to take their partner's ideas about the subjects. Then, they share their own ideas with each other.

Encourage Ss to use basic repertoire of isolated words and phrases according to their functions and genre. Warn them about avoiding irrelevancy and word repetition while speaking. Tell them to use a range of vocabulary repertoire and appropriate structures in their speeches accurately and present their ideas in a logical coherence. Tell Ss to develop appropriate and effective communication strategies and increase their vocabulary repertoire.

Objective:

Focus on: Adjust what they say and the means of expressing it appropriately to the situation and the circumstances. **(GO-SP.3)**

- B. Read the questions below and talk about them. (GO-SP.1)**

Tell Ss work individually and ask them to talk about the given questions.

- C. Make a survey in the class about the qualities that are the most wanted and not wanted for being a pilot, then talk about "your survey results" to the class. (GO-SI.2 / GO-SP.4)**

Books are open. Read the question. Ask Ss to make a survey about the five qualities that are the most desirable and five qualities that are the least desirable ones for the jobs.

Ss talk about their survey results to the class.

- D. Write a report on the results of the survey you did above. Plan your report as; (GO-W.2)**

Tell Ss to write a report on the results of the survey they did above. Have them plan their reports as;

Paragraph 1: A brief introduction to the subject of the report.

Paragraph 2: The results of their survey. (majority, minority, few people, nobody, most people, a small number of people, many)

Paragraph 3: Their personal comments about the survey.

Time to Speak

- A. Look at the photos and answer the questions.**

Focus Ss' attention on the pictures. In the 2nd picture there are signs on men's heads. Ask Ss "What does each sign symbolize for you?" In the first and fourth picture there are words. What do they mean? Why are they in the pictures? "In the third picture, some people are together. Why are they together? What does it mean?" Elicit ideas. If a S seems to know quite a bit, have the rest of the Ss ask her/him questions to get more information. If there is no informed one in class, encourage them to predict about the pictures. Elicit Ss' predictions. Accept any reasonable answers, but do not tell Ss if they are correct. Then, make Ss answer the questions. Accept any reasonable answers Ss give.

TEACHER'S NOTE

SUGGESTED KEY

The Most and the Least Wanted Qualities For Being Pilot

- *The subject of report is the qualities that are the most wanted and not wanted for being a pilot.*
- *The majority of the students think that it is well paid, it needs responsibility and courage. The least desirable qualities are its being exhausting dangerous and stressful.*
- *Being a pilot is the most preferable and attractive job for the students in the class.*

Job Requirements

B. Read the text and underline the topic sentences.
(CO-R.4)

FIRST STEP TO GET A JOB

In many countries of the world youth unemployment is a serious social and political problem. It is very bad when there are no jobs for young graduates. One of the most important steps to get a job is writing a detailed letter describing themselves with a letter of reference. The process of applying for a job usually requires some form of writing. This could be writing a letter of application, completing an application form, or writing a resume. Employers require written applications so that they can compare and screen the people who apply for a job. Therefore, your letter, application form and resume need to be prepared with great care. When you are preparing applications for the jobs, always prepare a rough draft and ask someone to check it for you before completing a final version.

Imagine you saw your future job's advertisement and wanted to apply for it. Please take your pens (don't use a pencil) and write your letter of application while the instructions are given below. Your letter of application should include the following:

- Do write your address and the date clearly.
- Write the name and address of the business to which you are applying.
- Do find out the name of the person you're writing to and how to spell it.
- Write the name of the position and where you saw it advertised.
- State the reason why you're writing in the first paragraph. Point out how your qualifications, abilities and experience will enable you to do the job well.
- Write a concluding sentence referring to your availability for an interview, and give a telephone number where you can be contacted easily.
- If your letter is addressed to a person by name, your letter should end 'Yours sincerely', if your letter starts with 'Dear Sir/Madam', end it with 'Yours faithfully'.
- Finish with your signature and your name.

Your letter of application will be used to decide if you are suitable for the job. It should be positive and confident, and should contain the information needed by the employer to make that decision. Before writing a letter, find out as much as you can about the employer and the possible job. Put something of your own personality into the letter but do not sound negative

or pessimistic or over-confident either. Emphasize your good points. Now, it's your turn. Are you ready to write your letter of application?

A SAMPLE LETTER OF APPLICATION:

January 3rd 2012 Nichol Nicholson 145 Cliff Street Sunderland AX74 3JQ	Benson Hartwell 38 Camel Road London CBU7 8US 26th March 2012
--	---

Dear Ms Nicholson,
I am writing in response to your advertisement. I would like to apply for the job which you advertised in the London Star newspaper. I feel I am well qualified for the position. I am very interested in the position of which you have advertised. As you will see, camping, hiking, trekking and table tennis are my hobbies and interests. I have a certificate in camping and hiking. Also, I have experience of giving their training. I like working with adults. I think, I am experienced, patient, well organised, and hard-working. I would like to work with you as I strongly believe that I will be able to use all my skills and energy with renewed enthusiasm to the benefit of your company.
I would be happy to attend an interview at any time convenient to you.
I look forward to hearing from you.
Yours sincerely
Benson Hartwell

C. Imagine you were applying for your dream job in your country. Write your letter of application in English by using the instructions in the text and "Keep in Mind" below.

Keep in Mind!

I am writing to apply for the position of ...
I have worked as ...
I have experience as ...
I am currently ...
I can ...
I am good at ...
I look forward to hearing from you soon.

D. Swap your letter of applications with your friends and reply to his application letter considering the parts in the given example.

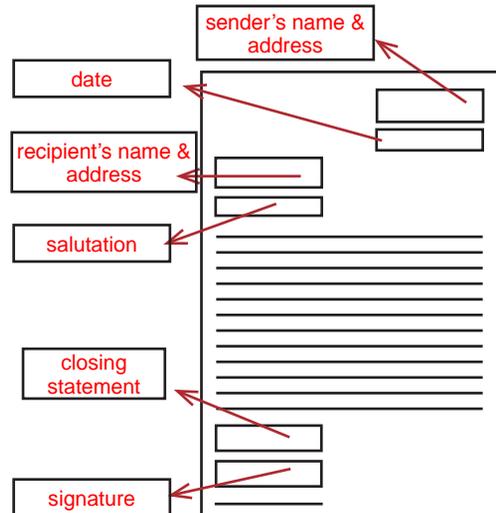
Tell them to write according to the spelling rules and to use punctuation marks appropriately and accurately use sentence structures and patterns accurately. Make them review their writing for accuracy and appropriateness.

Remind Ss to write according to the process writing strategies.

D. Swap your letter of applications with your friends and reply to his application letter considering the parts in the given example.
(GO-W.5 / CO-W.1,3,6,10,13,14)

Explain the task. Ss work in pairs. Read the instruction. Ask them to swap their letter of applications. Have Ss read their pairs'. Then, ask them to write a reply for their friend's letters. Go around the class and give help as needed. When Ss finish writing, encourage them to share their letters with their classmates.

Encourage Ss to avoid irrelevancy and word repetition in their writings while writing. Tell them to use a range of repertoire of words and word groups in their writings. Encourage Ss to be eager to write letters and e-mails and tell them to write according to the context and the situation. Let them enjoy writing.



B. Read the text and underline the topic sentences.
(CO-R.4)

Tell Ss to read the text and underline the topic sentence.
Tell them to use different strategies to understand the written text.

KEY

One of the most important step to get a job is writing a detailed letter describing themselves with a letter of reference.

C. Imagine you were applying for your dream job in your country. Write your letter of application in English by using the instructions.
(GO-R.2 / CO-R.6 / CO-W.4,5,7,11,15)

Focus on the given sample application letter. Talk about it. Give a brief information about letter type. Want them to write their own letter of application for their dream jobs. Remind them they should mention about the details. Focus on the given example application letter. Talk about it. Give a brief information about letter type. Want them to write their own letter of application for their dream jobs. Remind them they should mention about the details.
Encourage Ss to understand the written text with the help of teaching aids.

TEACHER'S NOTE

B **Handcrafts**

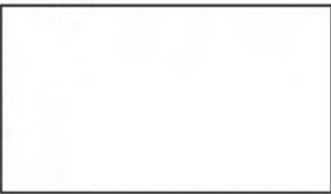
Time to Listen

A. Before listening look at these pictures below and answer them.

1. What are these pictures about?
2. Would you like to have a work like them? Why / why not?



B. Listen to the interview, and try to draw a picture which the artist mentioned in the script.



C. Listen again and try to check your picture.

D. Work with your partner listen to the text again and answer the questions.

1. Who is Mr Rehouse?
2. How does he introduce his picture?
3. How do you feel when you look at his picture?
4. What can you say about wooden cottage?
5. What are the old people waiting for?

E. Fill in the blanks with the correct forms of words.

1. She has been the Nobel prize for being the best novelist. rest
2. These twins who have performed as singers have nature. cottage
3. This geographical area has different emotion
4. If you want to be rich, it's better to buy a few instead of a luxury flat. award
5. Most of the psychiatrists know that green is a colour. brook

F. Fill in the blanks with the given words.

cottage, brook, award, restful, emotional, paradise

1. My doctor said the problem was more than physical.
2. I could hear the sound of a babbling
3. They have authorized of £1000 to each of the victims.
4. His idea of is to spend the day lying on the beach.
5. I love the sound of the wind in the trees.
6. They live in on peaceful country with flowers around the door.

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7B Handcrafts

Materials:

Ss' dictionaries, pictures, real objects

Time to Listen

A. Before listening look at these pictures below and answer them.

Before listening books are open. Say Ss to look at these photos. Then ask Ss questions which are on their books.

KEY

1. They are about arts, painters and artists.
2. Ss' own answers.

B. Listen to the interview, and try to draw a picture which the artist mentioned in the script. (GO-L.3)

Books are closed. Play the audio programme. Say Ss to listen to the text very carefully and they try to draw a picture which the artist mentioned. After that Ss will change their books with their partners and they discuss about drawings.

TRACK 20

Theme 7 - Page 80

Activity B: Listen to the interview, and try to draw a picture which the artist mentioned in the script.

Interviewer: And this week in our regular interview from London. We visited Mr Rehouse's studio. He is very famous English painter who won the award of year best painter this year. Mr Rehouse could you tell us something about your awarded paint.

Mr Rehouse: Well, my picture is very beautiful, restful and quiet. You

can find your emotional calm when you look at it.

Interviewer: Yes, that's right. But could you describe it for our listeners?

Mr Rehouse: Oh! I see. Let me think. Firstly guess a Greenland with two hills which are very close each other. The sun shines behind them. The sky is bright, blue and there are some white clouds. A bird is singing on a tree. There are also some trees around there.

Interviewer: It is very amazing. I feel myself there.

Mr Rehouse: Most of people think like you. Err, There is a little brook which flows down between two hills.

Interviewer: There is a small wooden bridge on it, isn't there?

Mr Rehouse: Hey! Do you know my picture? Yes, you are right. There is also a dog on the field. Everywhere is full of grass and colourful flowers such as paradise.

Interviewer: I want to live there! What about houses or any special things?

Mr Rehouse: Yes, there is a wooden cottage which has two stages with big windows. There is a pergola and a sofa in front of it. Lastly, an old man and old lady are sitting on it. They are waiting for Oh! I really don't know.

C. Listen again and try to check your picture.

Books are closed. Play the audio programme again. Say Ss to revise their pictures.

TRACK 20

Theme 7 - Page 80

Activity C: Listen again and try to check your picture.

D. Work with your partner listen to the text again and answer the questions.

Books are closed. Ss work with their partners. Play the audio programme again. Say students to answer the questions.

KEY

1. He is a very famous English painter. (Who won the award of the best painter of this year?)
2. It is beautiful, restful, and quiet.
3. You can find your emotional calm when you look at it.
4. It has two stages with big windows. There is a pergola and a sofa in front of it.
5. They are waiting for
Ss' own answers.

E. Fill in the blanks with the correct forms of words.

Tell Ss to fill in the blanks with the correct forms of words. Warn Ss about the grammar patterns of the sentences. Remind them about not to forget to add suffixes or prefixes to the word if needed.

KEY

- | | | |
|-------------|--------------|-----------|
| 1. awarded | 2. emotional | 3. brooks |
| 4. cottages | 5. restful | |

F. Fill in the blanks with the given words.

Tell Ss to fill in the blanks with the given words.

KEY

- | | | |
|--------------|------------|------------|
| 1. emotional | 2. brook | 3. award |
| 4. paradise | 5. restful | 6. cottage |

Handcrafts

B

G. Work in groups; choose one of these jobs and discuss it considering the questions below.

Patchwork
Sewing
Beadwork
Knitting
Mosaic
Puppetry
Shoemaking
Spinning

1. How important do you think they are?
2. How useful do you think they are?
3. What are the advantages/disadvantages of these jobs?
4. How much importance do these jobs have in your country?
5. Nearly, how much are people paid for these jobs in your country?
6. Do you think they should be paid more or less money?

Keep in Mind!

You can find your emotional calm when you look at it.
There is a small wooden bridge on it.
Carpets come in a variety of size.

Time to Read

A. Read the questions and answer them.

1. Which qualities and skills could you say are important for making ceramics / carpets / sculptures?
2. Which job is the most interesting for you? Why?

B. Read the texts and find out the common points of three jobs.

HAND-MADE OBJECTS



ANTONIO HIGHWAY (49)

Pottery is very easy for me. When I was six, I saw a man who was making ceramic products such as vase, glass, pots etc. I have been making ceramics as my job for 30 years. I started when I was 19. I think perfecting them can take a lifetime though. If you want, you can try to make your own ceramics. The art of making ceramics satisfies your creative needs and gives you an outlet totally your own. Immerse yourself in a fulfilling hobby while you mold clay in beautiful objects to decorate your home.

Whenever people accent a beautiful outdoor garden, ceramics fit the bill. Hobbyists have been enjoying making their own ceramic items in the world for thousands of years.



CANAN CAN (19)

I am 19 years old. When I completed my high school education I started to make carpets in my father's carpet project shop this year. Although making carpet is difficult, it is very enjoyable. If you want to make a small carpet, you must have a simple carpet loom. Carpets come in a variety of sizes. Most of time they are rectangular shape and come in several lengths. A great way to have something different is to create your own carpet runner.

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B. Read the texts and find out the common points of three jobs.
(GO-R.1 / CO-R.8)

SUGGESTED KEY

- They are traditional jobs.
- They are difficult jobs.

TEACHER'S NOTE

G. Work in groups; choose one of these jobs and discuss it considering the questions below.

(CO-S.2,3,4,5,6,7,8,9,10)

Ss work in groups. Say them to choose one of the jobs which are given below. Ss form pairs to organize a speech. **Encourage them to speak self- confidently. Say Ss to avoid word repetition while speaking. Warn Ss to pay attention to intonation, pronunciation and stress while speaking and to use words and word groups related to particular concrete situations meaningfully. Encourage them to express themselves with meaningful and accurate sentence, and pronounce the words accurately Explain Ss to ask and answer the questions while and after speaking. Set a time of about ten minutes. Say Ss to use a range of vocabulary repertoire in their speeches.** Go around the class and give help as needed. (Ss' own answers.)

Time to Read

A. Read the questions and answer them.

Books are open. Say Ss cover the text and ask the question which is written on their books.

SUGGESTED KEY

e.g:

1. Ss' own answers. I could say creativity, talent, experience, attention, practice, etc. are important for these jobs.
2. Ss' own answer.

B**Handcrafts****TIM BLACK (50)**

I began to make sculpture as a hobby. My father was a famous sculptor. While he was making sculpture, I was imitating him, and making sculpture is my occupation now. I think it is a very easy job. Sculpting is a great outlet for me. It combines the hand-on work of creating a structure with artistic task of making something representational and expressive. Start out simple, using easily available materials and building something on a small scale. If you want to make a simple sculpture decide what you want to make a sculpture of, how large you want it to be, what materials you want to use; put up materials and adhesives put up above, build the sculpture, decorate your sculpture. Good luck.

C. Work with your partner. Answer the questions.

1. How long has Antonio been making ceramics?
2. What have hobbyists been enjoying?
3. Which products can Antonio make as ceramics?
4. What does Canan think about making carpet?
5. What do you need if you want to make a simple carpet at home?
6. What does Tim think about making sculpture?
7. If you want to make a simple sculpture, which ways must you follow?

D. Fill in the blanks with the given words.

adhesive - sculptor - loom - fulfilling - immerse - mold

1. If you have a simple carpet it's not so difficult to make a carpet.
2. Shoes that gradually to my feet.
3. She got some books out of the library and
4. You will need a / some strong to mend that chair.
5. Nursing is hard work, but it can be very
6. Haluk Tezozar who died in 1995, is one of Turkish best-known

**E. Complete the sentences with the suitable word.**

1. John wants to make himself a (n) career/ occupation/employment in the food industry.
2. Maria is an artist by job/ career/ profession.
3. They haven't had a pay/salary/wages rise for several years.
4. Tom works for a business/industry/ company.
5. If you gain / win / earn more experience. You can find a good job. With good salary.

F. Imagine you were a shoemaker. Write a composition on the topic; "COULD YOU EARN ENOUGH MONEY FOR YOUR LIFE?"**D. Fill in the blanks with the given words.****KEY**

- | | |
|---------------|--------------|
| 1. loom | 2. moulded |
| 3. immersed | 4. adhesive |
| 5. fulfilling | 6. sculptors |

E. Complete the sentences with the suitable correct word.

Ss work with their partners. Ss complete the sentences with the correct word. Tell them to circle or underline the correct words.

KEY

- | | | |
|------------|---------------|--------|
| 1. career | 2. profession | 3. pay |
| 4. company | 5. gain | |

F. Imagine you were a shoemaker. Write a composition on the topic; "COULD YOU EARN ENOUGH MONEY FOR YOUR LIFE?" (GO-W.4 / CO-W.2,8)

Tell Ss to work individually.

Say Ss to write in a logical coherence and express themselves in different ways in their writings.

Then tell Ss discuss their composition.

TEACHER'S NOTE**C. Work with your partner. Answer the questions. (GO-R.3 / CO-R.3,8)**

Ss work with their partners. Say them to look at the pictures very carefully.

Have Ss understand the written text with the help of background knowledge.

Say Ss to answer the questions before, while and after reading.

Ss will try to answer the questions. Choose a student to write the answers on the board. **Ss' own answers.**

KEY

1. He has been making ceramics for 30 years.
2. They have been making their own ceramic items.
3. (Optional Answers) He can make vases, glasses, pots, etc.
4. She thinks that making carpet is difficult and inconvenient. But it is very enjoyable.
5. You need a simple carpet loom.
6. He thinks that it is very easy, it's a great outlet for him.
7. You must decide how large you want it to be, what materials you want to use.

Stop Child Labour

C

Time to Read

A. Work in groups; decide which of these words from the article are interesting/boring. Why?

clothing	violation	sweatshops
fashion	child abuse	rubber pipe
allegations of children	investigations	anger



GIVE A HAND TO CHILDREN
The Independent, Monday 29 October 2007
by EMILY DUGAN; Washington, DC

Just weeks away from the beginning of the busy holiday shopping season, the high street clothing chain has (1) _____ an enquiry into claims that its suppliers are using child labour. Gap Inc., which sells its (2) _____ clothes worldwide, is meeting with suppliers to investigate allegations of children being used in sweatshops. The company has already terminated a contract (3) _____ one Indian factory. Gap president Marka Hansen told reporters: "It's (4) _____ disturbing to all of us... I feel violated and I feel very upset and angry with... the subcontractor who made this very, very unwise decision." Gap said it will not sell the garments made in this factory in its stores. There are fears that some of the (5) _____ children are as young as ten. Reports say that the children work 16 hours a day, often without pay. Factory bosses (6) _____ beat them with rubber pipes and put oily cloths in their mouths when they cry.

The chain has 3,000 shops across the globe and is keen (7) _____ keeping its image clean. Senior executive Dan Henkle said: "Our team in India is conducting a (8) _____ investigation and we have already made sure the products will never

be sold. Although violations of our strict prohibition on child labour are extremely (9) _____, we are calling for an urgent meeting with all suppliers in this region to reinforce this policy." Hansen, meanwhile, wanted the world to know she was (10) _____ the matter seriously. She told CNN: "Gap has a history of addressing challenges like this (11) _____ on, and our approach to this situation will be no exception." She added: "In 2006, Gap ceased business with 23 factories due to [Code of Vendor Conduct] violations. We have 90 people located around the world (12) _____ job is to ensure compliance with our code."

The children are not physically matured and they're more vulnerable to lung diseases caused by heavy metals or other chemicals in pesticides. So the bad working conditions put them in risk of (13) _____ that might eventually lead to death. "When consumers learn that abuse of children is involved in the making of a product, they will not buy that product," said Greenberg, The National Consumers League Executive Director. "This should serve as a wake up call for companies who are doing business overseas. American companies are (14) _____ for what happens in their supply chain – whether its sweatshop or forced labour or product safety – and consumers will hold them accountable."

B. Complete the essay with the given words.

- | | |
|---------------------|-------------------|
| 1. (a) luncheonette | (b) lynched |
| (c) lunched | (d) launched |
| 2. (a) brands | (b) bland |
| (c) branded | (d) branding |
| 3. (a) with | (b) by |
| (c) of | (d) around |
| 4. (a) deep | (b) deeply |
| (c) depth | (d) deeper |
| 5. (a) abused | (b) abusive |
| (c) abuser | (d) abusing |
| 6. (a) supposes | (b) supposing |
| (c) suppose | (d) supposedly |
| 7. (a) on | (b) to |
| (c) for | (d) with |
| 8. (a) fell | (b) fall |
| (c) full | (d) fill |
| 9. (a) rare | (b) rarely |
| (c) rarer | (d) rarest |
| 10. (a) stalk | (b) stalking |
| (c) take | (d) taking |
| 11. (a) hands | (b) eye |
| (c) head | (d) mind |
| 12. (a) who's | (b) whose |
| (c) who | (d) who is |
| 13. (a) injuries | (b) injured |
| (c) injury | (d) uninjured |
| 14. (a) responsible | (b) irresponsible |
| (c) responsibly | (d) irresponsibly |

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TEACHER'S NOTE

7C Stop Child Labour

Warm up:

Books are closed. Ask Ss:

What is child labour?

Do you have it in your country?

Get Ss' interests in topic using visuals about child labour.

Time to Read

A. Work in groups; decide which of these words from the article are interesting / boring. Why? (CO-R.1)

Ask Ss to work in groups and to decide which of the phrases from the article are interesting / boring. Why?

Warn Ss to pay attention to punctuation marks while reading.

B. Complete the essay with the given words. (CO-R.2,5,7)

Ask Ss to mark the suitable choice to complete the essay. **Define an appropriate strategy for the aim of reading.**

Tell Ss to read fluently.

Motivate Ss to read.

Tell Ss to answer the questions before, while and after reading.

KEY

- | | | | | | | |
|------|------|-------|-------|-------|-------|-------|
| 1. d | 2. c | 3. a | 4. b | 5. a | 6. d | 7. a |
| 8. c | 9. a | 10. d | 11. c | 12. b | 13. c | 14. a |

Stop Child Labour

C. Read the text and write True (T) or False (F).

- Gap clothing company will look into allegations of child abuse.
- The company has fired one of its suppliers in India.
- It is too late for Gap to stop selling clothes made by the supplier.
- It is reported that kids as young as 16 are working 10-hours a day.
- Gap has difficulty keeping its 3,000 global stores clean and tidy.
- It is very unusual for child abuse to occur among Gap's suppliers.
- Gap finds addressing history to be very challenging.
- Gap employs 90 people worldwide to ensure its standards are met.

D. Match the following words with their synonyms.

1. terminated	a. started
2. compliance	b. claims
3. launched	c. ended
4. reinforce	d. degraded
5. prohibition	e. allegedly
6. addressing	f. eager
7. supposedly	g. ban
8. violated	h. strengthen
9. keen	i. dealing with
10. allegations	j. adherence to
11. supplier	k. provider / giver

E. Scan the text and find out who Marka Hansen is.

F. Work in group and talk about "who's the main responsible for early employment".

Time to Speak

A. Work in pairs and talk about one of the children considering the points below. Make a presentation about it in the class.

- When he/she gets up
- How he/she goes to work
- The difficulties in his/her job
- Gender problems in doing his/her job

Name	Age	Job	Country
Kim	13	Newspaper delivery girl	England
Liu	14	Miner	China
Khadji	13	Carpet weaver	Morocco
Eva	14	Coffee picker	Brazil

B. Work in pairs. Imagine that you are making an interview with a governor.
Student A: Governor
Student B: Interviewer

- Having strong laws against child labour
- Training police to combat child labour
- Tackling poverty

C. Make a search about the websites below and tell why they are established for, then write a summary of your search.

www.rugmark.org www.freetheslaves.net
www.antislavery.org www.savethechildren.org

Time to Listen

A. Look at the words below and decide which are common to the child labour.

tricked forced
 beaten debt
 no pay promotion two days off
 bonus payment flexible hours

B. Listen and complete the sentences about an interview with Ashique.

- Ashique works _____
- The reason why Ashique has to work is _____
- Ashique doesn't receive the entire salary because _____
- Ashique can't play because _____

Keep in Mind!

Formal Questions

- * Would it be possible to take strict precautions against child labour?
- * Could it be possible to take strict precautions against child labour?
- * Is it possible to take strict precautions against child labour?

C. Listen again and tell the main idea of the listening passage.

F. Work in group and talk about "who's the most responsible for early employment."

Ask Ss to work in pairs and decide who is responsible for child labour.

Time to Speak

A. Work in pairs and talk about one of the children considering the points below. Make a presentation about it in the class. (GO-SI.4 / CO-S.1-11-13)

- When he/she gets up
- How he/she goes to work
- The difficulties in his/her job
- Gender problems in doing his/her job

Ask Ss to read the four children names and their jobs. Tell them to work in pairs and take notes about their daily life. Ask them to change partners later on.

Remind Ss to take care rules of manners and cultural values while speaking.

Tell Ss to support their speech with gestures and facial expressions.

Warn Ss to speak self- confidently.

B. Work in pairs. Imagine that you are making an interview with a governor. Ask what can be done about child labour considering the subjects below in a formal way. (GO-SI.3)

Ask Ss to read the Keep in Mind part in order to ask formal questions. Ask Ss to work in pairs and to imagine that they were making an interview with a governor. Ask Ss what can be done about child labour considering the subjects in a formal way.

Student A is Governor and Student B is Interviewer.

C. Make a search about the websites below and tell why they are established for, then write a summary of your search. (GO-SP.2 / GO-W.1)

Ask Ss to make a search about the websites and tell them to find why they are established for.

- www.rugmark.org
- www.antislavery.org
- www.savethechildren.org
- www.freetheslaves.net

KEY

They are established for keeping the children away from the factories as labours.

Time to Listen

A. Look at the words below and decide which are common to the child labour.

Ask Ss to read the words and decide which ones are related to child labour.

C. Read the text and write True (T) or False (F).

Ask Ss to read the text and write true or false.

KEY			
a. T	b. T	c. F	d. T
e. F	f. T	g. F	h. T

D. Match the following words with their synonyms.

Ask Ss to read the words and to match the words with their synonyms.

KEY					
1. c	2. j	3. a	4. h	5. g	6. i
7. e	8. d	9. f	10. b	11. k	

E. Scan the text and find out who Marka Hansen is. (GO-R.3)

Ask Ss to scan the text and find out who Marka Hansen is.

KEY
<i>Marka Hansen is the GAP inc, president.</i>

B. Listen and complete the sentences about an interview with Ashique. (GO-L.1 / CO-L.5)

Ask Ss to read the exercises and complete the missing parts while listening to the first part.

TRACK 21
Theme 7 - Page 84
Activity B: Listen and complete the sentences about an interview with Ashique.

“My name is Ashique. I am 11 years old and have been working in the brick factory for the past six years with my father and elder brother. My father borrowed 20,000 rupees (about £400) to pay for my sister’s marriage and now we have to work hard to pay off the loan. I work every day except Sunday. My father, brother and myself are paid 30 rupees (50p) for every 1000 bricks. We can make around 2,500 - 3000 bricks in a day. Our wage is cut by 50 per cent for loan repayments. We do not understand the loan interest, which seems to be always increasing. We work from around 2 a.m. until 6 or 7 p.m. in the evening. We have a short rest of half an hour between 7 and 8 am. I am given no time to play. My father sent me to school, but after three months the factory owner took me out of school and put me back to work. I liked going to school. I liked being free. My hope is to enjoy freedom, if I am released from slavery, so that I may learn about some other trade in a better way. “

KEY	
1.	<i>in a brick factory</i>
2.	<i>her father’s debt</i>
3.	<i>their wage is cut by 50 per cent for loan repayments.</i>
4.	<i>she has to work</i>

C. Listen again and find the main idea of the listening passage. (GO-L.2)

Ask Ss to listen again and find the main idea of the listening passage.

TRACK 21
Theme 7 - Page 84
Activity C: Listen again and find the main idea of the listening passage.

KEY	
<i>Child labour in Pakistan and poor conditions.</i>	

TEACHER’S NOTE

Stop Child Labour 

Time to Write

A. Write an essay from the perspective of Ashique.
Your journal entry should:

- be told in first person
- have a clear focus and sense of purpose
- present details in a logical order and
- help your reader share your experience
- use precise words to create a vivid image or express your emotions
- use sensory details

B. Swap your papers. Use the rubric to peer-assess your friend’s descriptive journal essay.
1. Read each attribute. If the paper contains that attribute, put a tick in the complete box.
2. If you are missing anything, edit and revise the paper until all boxes are checked.

PEER-ASSESSMENT RUBRIC

Attribute	Complete
The entry tells about working in the factory	
The journal is written entry in first person.	
The entry has a clear focus and sense of purpose.	
The journal entry is descriptive with many sensory details.	
The words are original, varied, and natural.	
I have used complete sentences.	
My journal entry has no comma errors.	

HOW MUCH DO I KNOW?

I CAN				
LISTENING	understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.			
READING	grasp the content and the significance of news, articles and reports on topics connected with your interests. apply detailed instructions			
SPOKEN INTERACTION	take an active part in discussion in familiar context on jobs.			
SPOKEN PRODUCTION	explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions. summarise orally the plot and sequence of events about jobs			
WRITING	* write formal /personal letters highlighting the personal significance of events and experiences. write an essay or report to express point of view or pass on information about jobs.			

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Time to Write

A. Write an essay from the perspective of Ashique. (CO-W.9,12)

Ask Ss to write an essay based on the notes they took. Ask them to write from the perspective of Ashique. Tell them to change the papers and assess through peer-assessment rubric.

Tell Ss to explain the same topic in different ways of writing.

Tell Ss to explain the same topic in different ways of writing.

B. Swap your papers. Use the rubric to peer-assess your friend’s descriptive journal essay. (GO-W.3)

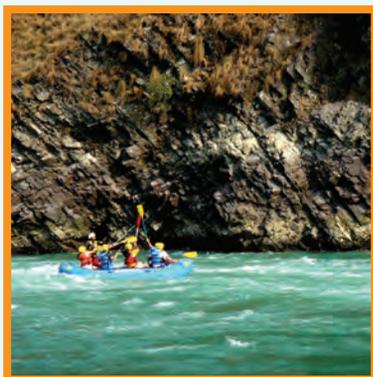
Ask Ss to use background knowledge to understand the recorded text.

SUGGESTED KEY

I am Ashique from India. I am 11 but I am a factory worker. I have to pay my Fader’s loans. This is not good because I earn little. I work long hours but a short break in a day, half an hour. I would like to go school, study my lessons, have fun and play games with my friends. This is my dream.

TOURISM

Theme 8



A Adventure Holidays

B Unusual Hotels

C Tourism: an Evil or an Angel

At the end of this theme you will be able to

- * Use different strategies including listening for main point, checking comprehension by using contextual clues etc.
- * Read reviews dealing with the content and the cultural topics and summarise the main points.
- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * take an active part in discussion in familiar context about tourism.
- * Interpret and evaluate information on tourism.
- * write formal /personal letters highlighting the personal significance of events and experiences.
- * write an essay or report to express point of view or pass on information about tourism.

Theme		THEME 8- Tourism		
Language areas		Future continuous in all forms Future perfect simple and continuous		
Skills		General Outcomes	Vocabulary	Materials
Adventure Holidays	Reading	Scan quickly through long, complex texts, locating details about information or the situation. (R.3)	Nouns: scuba diving, Hiking, kayaking, rafting Verbs: turn back from, turn out, take on cut sth off come up, sort sth/sb out, dream about/of, go through Adjectives: ancient, adventurous, package shallow	The CD Teacher's book
	Writing	Write formal letters. (W.2)		
	Listening	Identify the significant points in the complex recorded texts on familiar topics related to their interest. (L.1) Distinguish the main points of the conversation delivered by the native speakers. (L.2)		
	Spoken interaction			
	Spoken production	Give clear, detailed descriptions emphasising the significant points. (SP.1) Use a variety of linking words efficiently to mark clearly the relationship between the ideas. (SP.3)		

Theme		THEME 8- Tourism		
Language areas		Future continuous in all forms Future perfect simple and continuous		
Skills		General Outcomes	Vocabulary	Materials
Unusual Hotels	Reading	Apply detailed instructions. (R.2)	Nouns: spa, cave, natural spring cavern, shape, chalet, usher, cell, paradigm, shift Verbs: attract, qualify, recast Adjective: bright, dim, damp unique enormous, massive, vast gimmicky, threadbare	The CD Teacher's book
	Listening			
	Spoken interaction			
	Spoken production	Relate their own point of view with other ideas and opinions. (SP.4) Adjust what they say and the means of expressing it a appropriately to the situation and the circumstances. (SP.2)		

Theme		THEME 8- Tourism		
Language areas		Future continuous in all forms Future perfect simple and continuously		
Skills		General Outcomes	Vocabulary	Materials
Tourism: An Evil Or An Angel	Reading	Comment on the articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (R.1)	Nouns: influx accommodation, scenery Verbs: Protect preserve, carve Adjectives: countervailing, concrete, hand-woven, sustainable, competitive	The CD Teacher's book
	Writing	Write persuasive texts. (W.1) Write detailed descriptions of their feelings, ideas, dreams, and expectations. (W.3)		
	Listening	Identify the significant points in the complex recorded texts on familiar topics related to their interest. (L.1) Distinguish the main points of the conversation delivered by the native speakers. (L.2)		
	Spoken interaction	Change the topic of the conversation purposefully. (SI.3) Express their ideas and opinions in group discussions conducted fluently. (SI.1) Adjust to the changes of direction, style and emphasis normally found in conversation. (SI.2)		
	Spoken production			

Adventure Holidays

A

Time to Listen

A. Read and talk about the statements below.

- Which type of holidays you would prefer;
 - Adventure holiday
 - Cultural holiday
 - Island holiday
 - Package holiday
- Rank them from the most to the least you would like to do and explain your choices to your partner;
 - Go scuba diving / hiking / kayaking / rafting
 - Buy handmade souvenirs
 - Try local cuisine
 - Walk along or sunbathe on sandy beaches
 - Visit galleries / museums / ancient castles / historical sites
 - Do some sightseeing

B. Look at the photos and tell;

- whether the holiday types are for you or not.
- which you would like to visit. Why?



C. Listen to the radio programme and find out who goes where.

D. Listen again and answer the questions.

- What activities will have Andy done by the end of his holiday?
- What was his reason choosing an adventure holiday to Canada?
- What type of holiday is Susan crazy about?
- Which one do you find interesting? Why? Do you choose any of them?

E. Talk about the most adventurous holiday you have ever had.

- when you went
- where you went
- who you went with
- what made it adventurous

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THEME 8 TOURISM

8A Adventure Holidays

Materials:

Ss' dictionaries, Internet, newspapers, pictures, teacher's book, CD

Warm Up:

Bring photos of holiday types such as **adventure, island, cultural, package,** and **safari** holiday. Ask questions such as: **Which type is your favourite? Where are the people? What activities can they do in these types of holidays?** Elicit answers and encourage them to voice their opinion giving specific examples.

Time to Listen

A. Read and talk about the statements below.

Ask Ss to answer the questions individually and want them to compare their ideas with their classmates to find common and different parts in their preferences. Then do a brainstorming activity to choose which ones they agree most.

B. Look at the photos and tell;

Draw Ss attention to the pictures and ask about their opinions of the holiday types.

C. Listen to the radio programme and find out who goes where. (GO-L.1 / CO-L.3,4)

Play the audio programme and ask Ss to find out who goes where in the programme.

Tell Ss to use visuals to understand the recorded text. Tell Ss to listen selectively.

TRACK 22

Theme 8 - Page 87

Activity C: Listen to the radio programme and find out who goes where.

Presenter: In today's programme you are going to hear two holidaymakers about their adventurous holiday plans. Let's meet our first holiday maker. Hello, can you tell us about yourself?

Andy: Hi, I'm Andy Thunder. I'm twenty five years old and I'm not married. I like adventure very much.

Presenter: Which of the holiday are you going on?

Andy: I'm going hiking through the forests and mountains especially the highest mountain of Canada. I like being in the unspoilt countryside. I will be camping out every night which will add more adventure to my holiday. Then I'll have gone kayaking, white water and rafting by the end of next week. What's more, I'll have seen Niagara Falls by the end of my holiday. I think it'll be the holiday of my lifetime.

Presenter: It's interesting. Why did you choose this holiday?

Andy: I'm very active person and the sort who can't sit still for long. So that's why I'm going to Canada.

Presenter: Thank you very much. Now, I turn to our second holiday maker. Welcome, Susan. Can you tell us a bit about yourself?

Susan: My name is Susan Bard and I'm 23. I'm not married.

Presenter: Which of the holiday are you going on?

Susan: I'm going on Bahamas to swim with sharks.

Presenter: Sorry, but I think I've heard something wrong. Do you mean swimming with sharks? Are you making fun of us?

Susan: Of course, not. It'll be the ideal way to escape the routine of everyday life. My daily life is great boring. When I read the advertisement on newspaper, I went crazy about it. I couldn't sleep with the excitement of swimming with sharks. I'm going on tomorrow's plane. I'll be swimming with sharks this time on Sunday. Can you believe it?

Presenter: No, I can't. Isn't it terrifying?

Susan: No, rather than staying in the safety of a boat, I'll be diving in unprotected and will be free to interact with and touch the sharks.

Presenter: You've heard our holidaymakers about their adventurous holiday stories. Today's programme has ended. See you in another programme. Bye!

KEY

Andy is going hiking through the forests and mountains especially the highest mountain of Canada

Susan is going on Bahamas to swim with sharks.

D. Listen again and answer the questions. (GO-L.2)

Play the audio programme again and tell Ss to answer the questions.

TRACK 22
Theme 8 - Page 87

Activity D: Listen again and answer the questions.

KEY

1. *He'll have gone kayaking, white water and rafting by the end of next week. He'll have seen Niagara Falls by the end of his holiday. I think it'll be the most adventurous holiday of my lifetime.*
2. *He's very active person and the sort who can't sit still for long. So that's why he is going to Canada.*
3. *She's crazy about going on Bahamas to swim with sharks.*
4. *Ss own answers.*

E. Talk about the most adventurous holiday you have ever had. (GO-SP.1)

Firstly tell about your own experiences about most adventurous holiday. Then ask Ss to talk about their most adventurous holidays they have ever had.

KEY

Ss' own answers.

TEACHER'S NOTE



Adventure Holidays

F. Choose one of the statements below and discuss. Use the linking words below.

- Travel deepens our self-knowledge and makes us better person.
- It's better to go on holiday independently than go on a package holiday where everything is arranged for you.

Keep in Mind!

However	Although	Therefore
Furthermore	Despite	In addition
Because of	Thus	Finally
Because	Nevertheless	Moreover

Time to Read

A. Look at the questions below and answer them.

1. What are the differences between a typical and adventurous holiday?
2. Have you ever been on a safari? Would you like to go on one? Why?
3. If you could go on an adventurous holiday with a famous person (living or dead) where and who would you go with? Why?

B. Look at the photos and guess what the texts are about.





C. Read the texts and check your answers.

DEEP BLUE SEA

Hi, I'm John and I'm twenty nine years old. I like adventure very much and don't miss any chance to go on adventurous holidays. My job is really stressful so I wanted to do something that would let me forget all about it. At that time while I was surfing on the net I won a prize at a contest. It was a scuba-diving holiday on Australia's Great Barrier Reef. Even though I had no diving experience I had gone on my holiday. Yesterday, I **turned back** from my ten - day-holiday. We travelled around by bus and a small plane and on boats. It was so noisy, lively and busy. It was amazing to swim with hundreds of different types of fish and see sharks just half a meter from me. I'd also see lots of marine life whales and dolphins. I told nobody that I didn't know how to dive. I went all the diving places with them but never tried. However, on the last day of my holiday I wanted to dive. I wore a lot of equipment which was really heavy. I hadn't known to practice in shallow water before I tried deeper water. The waves were really high and the territory was really dangerous for an inexperienced diver. I dived but crashed my legs to the rocks. I lost my consciousness. I was lucky because there were experienced divers to take me up to the boat and brought me to the hospital. Fortunately, I only broke my leg. It had definitely been a horrifying experience and I was lucky to be alive in the end. Despite these problems, I still hope for going on another adventurous holiday.

F. Chose one of the statements below and discuss use the linking words below.

(GO-SP.3 / CO-S.1,7,8,9,10,11,12,13)

Ask students to discuss about given sentences by considering linking words below;

Keep in Mind!

However	Although	Therefore
Furthermore	Despite	In addition
Because of	Thus	Finally
Because	Nevertheless	Moreover

- * Travel deepens our self-knowledge and makes us better person.
- * It's better to go on holiday independently than go on a package holiday where everything is arranged for you.
- Finish the discussion reminding the answers that most of the Ss agree to be correct.

Tell Ss to express themselves with meaningful and accurate sentences and pronounce the words accurately. Encourage them to ask and answer the

questions while and after speaking. Tell them to support their speech with gestures and facial expressions and use sentence connectors in their speeches. Encourage Ss to speak self-confidently.

Time to Read

A. Look at the questions below and answer them.

Ask Ss to answer the questions.

KEY
Ss' own answers.

B. Look at the photos and guess what the texts are about. (CO-R.2,3,7)

Picture exploitation: First ask students to cover the reading text. Ask questions like: **Do you know this type of holidays? Which one do you prefer?** After eliciting answers want them guess what the text is about. Give time for five minutes for students to study with their partners. Then get their answers, write some of their answers on the board and want students to list them Then pass to the reading.

Tell Ss to define an appropriate strategy for the aim of reading and understand the written text with the help of background knowledge. Ss are eager to read.

KEY
1st text is about John's scuba diving holiday experiences on Australia's Great Barrier Reef and 2nd text is about Tom's safari holiday and how it becomes a nightmare.

C. Read the texts and check your answers. (CO-R.5)

Tell students to read the texts and check their answers.

Encourage them to read fluently.

TEACHER'S NOTE




Adventure Holidays

DREAM DESTINATION

Hello, I'm Tom. I've always wanted to go somewhere exotic. Africa was my dream destination. I wanted to learn about wildlife. In addition, I'd probably meet interesting people. What's more, it would be a unique experience as many parts of the jungle are completely uninhabited. Although it was wild and dangerous place with poisonous animals, it would be a fascinating experience. As a result I decided to go on a week's safari holiday in Africa. Before coming here, I was offered the chance to encounter a wide range of wildlife and a great deal more. I was invited to live the safari experience. I would have seen lots of animals and watched snakes up close but never been in danger. I was quite excited about it whereas I stayed only two days and could you believe that a holiday I had been dreaming of **turned out** to be disappointing?

The travel agent said that our hotel would be perfect in the centre of the town. On the contrary, it was an old rundown building and we were miles from anywhere. When I opened the door to my room, I couldn't believe my eyes. There was no bed, just a carpet on the dirty floor. There was no hot water in the bathroom and my room was **crawling with** cockroaches. What's more, I couldn't see any animals I had been **dreaming of**. Like me, all of the safari holidaymakers complained about them but never saw anybody to **deal with** our complaints. We were all tired, hungry and still in shock. In fact none of the promises in their advertisement were true. We decided to go back our homes without any satisfaction. As our jeep rolled across the vast desert, I looked back with a deep sigh of relief and said 'I'm so glad it's all over'. I thought that would have been a great holiday for all of us but it had definitely been a dreadful experience and I was lucky to be alive in the end.

D. Read the texts again and match the phrases with their meanings.

- turn back
- turn out
- be crawling with sth
- dream about/of
- deal with sth

a. to take action in order to achieve something to solve a problem
b. to return in the direction you have come from

c. to happen or to have a particular result, especially an unexpected one

d. to think about something that you want very much

e. to be completely covered with or full of a particular type of thing.

E. Read again and answer the questions.

- Why did John go to a scuba-diving holiday in Australia?
- Which transportations did they travel by?
- What happened to John?
- Where did Tom go on his holiday?
- What had he been dreaming of? What was the problem?

F. Work in pairs and talk about the common points of these adventurous holidays.

G. Imagine you were Tom or John. Write a formal letter of complaint about the holiday you had experienced to the tour agent considering:

- exact place of holiday
- exact dates of holiday (when it happened)
- complaints (describe what happened in detail)
- action expected to be taken

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D. Read the texts again and match the phrases with their meanings.

Tell students to read the texts again to match the meanings of the phrases. Then give them time to match them with their definitions. Ask them to compare their answers with the ones their friends have listed.

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

E. Read again and answer the questions. (GO-R.3)

Tell students to read the texts again to have information to answer the questions.

KEY
1. Student's own answers.
2. They travelled around by bus, a small plane and on boats.
3. He broke his leg.
4. He went on a week's safari holiday in Africa.
5. He had been dreaming of seeing lots of animals and watching snakes up close but his holiday turned up to be disappointing.

F. Work in pairs and talk about the common points of these adventurous holidays.

KEY

- Both like adventurous holidays.
- Both holidays turned out to be disappointing.

G. Imagine you were Tom or John. Write a formal letter of complaint about the holiday you had experienced to the tour agent considering; (GO-W.2 / CO-W.1,2,3,4,5,6,7,10,11,15)

Tell Ss to choose Tom's or John's holiday experience and to write a letter of complaint to the tour agent. Explain that they should use complaining something tips.

Encourage Ss to avoid irrelevancy and word repetition while writing. Tell them to write in a logical coherence and use a range of repertoire of words and words group in their writings. Tell them to write according to the spelling rules. Encourage Ss to use punctuation marks appropriately and accurately and to write according to the process writing strategies. Encourage them to be eager to write letters and e-mails. Encourage Ss to use sentence structures and patterns accurately. Review their writing for accuracy and appropriateness.

TIPS FOR COMPLAINING SOMETHING

- I'm afraid I have got a complaint
- I'm sorry to say that I'm very disappointed
- I'm afraid to say that I've a number of complaints about
- Look, I'm sorry to trouble you, but I wonder if you could
- There's something I'd like to talk to you about. It's just that you promised to
- I'm writing with regard to one of your holidays that I went on

TEACHER'S NOTE

B Unusual Hotels

Time to Listen

A. Work with your partner, and discuss these following questions.

1. Do you know any types of unusual hotels? If you say "yes", what sort of hotels are they?
2. What do you know about unusual hotels?

B. Look at the pictures below and answer the questions.

1. Which type of hotels would you prefer to stay? Why?
2. What do you like/dislike about the hotels?






Keep in Mind!

We will have spent our holiday again there.

Unusual hotels will have increased all over the world.

C. Listen to the interview and find where they stayed / will stay.

D. Listen again and answer the questions.

1. Where is the cave hotel / the ice hotel / the underwater hotel?
2. Where will David have gone by next summer at this time?
3. Is it comfortable to live in the ice hotel? Why?
4. What is the temperature inside / outside the ice hotel?
5. What facilities can you do in the ice hotel / in the underwater hotel / in the cave hotel?

E. Work with your partner and match the words with their meanings.

<ol style="list-style-type: none"> 1. <input type="checkbox"/> Spa 2. <input type="checkbox"/> Preserve 3. <input type="checkbox"/> Carve 4. <input type="checkbox"/> Dim 5. <input type="checkbox"/> Cavern 6. <input type="checkbox"/> Damp 7. <input type="checkbox"/> Vast 	<ol style="list-style-type: none"> A. Protect B. Cave C. Not bright D. Natural spring E. Shape something. Out of stone, etc. F. Enormous, huge G. Moist, moisture
---	--

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8B Unusual Hotels

Materials:

Ss' dictionaries, pictures, hotel brochures, Cds.

Time to Listen

A. Work with your partner, and discuss these following questions.

Before listening books are open. Ss work with their partners. Ss will discuss the answers and share their opinions with class.

KEY

Ss' own answers.

B. Look at the pictures below and answer the questions.

Say students to look at the pictures and answer the questions. Give some time to them. Say Ss to answer the questions.

C. Listen to the interview and find where they stayed/will stay.

Books are closed. Tell Ss to work individually. Play the audio programme. They have to listen to the text carefully and guess where they stayed/will stay.

TRACK 23

Theme 8 - Page 90

Activity C: Listen to the interview and find where they stayed/ will stay.

WOULDN'T YOU LIKE TO BE IN THESE HOTELS?

Daniel: Hi! Everybody welcome to our unusual hotels programme. Tonight we are going to introduce the hotels which are unusual. We start with one which is in cave.

Liz: In cave! Oh my God!

Daniel: Yes, I visited the cave hotel in Cappadocia in Turkey. It was amazing and excellent. There were two bedrooms, a living room and a spa in each room. I booked a room for two. By next summer at this time we will have spent our holiday again there. Hahaha!

Liz: Oh! What will you do in a cave? Isn't it dark?

Daniel: You can sleep in a room in historic cave, one of the world's best preserved cave settings. In cave hotel you can see dark winding corridors, vast caverns. It is cold, damp and dim, but not exactly dark. There is a wonderful garden around it.

Liz: Mmm. Very nice.

Daniel: Ok! Have you ever heard anything about ice hotel?

Liz: Yes, A few years ago I stayed there for three nights. I was amazed. It is situated in a small village of Jukkasjarvi in Greenland. We went our hotel by dog sledge

Daniel: Oh! It sounds cold.

Liz: Yes, it is very cold. You know it is made of ice. These are carved from large blocks of ice. Everywhere was full of snow. The temperature inside the hotel is about -5; the outside sometimes can be -40.

Daniel: Brrrr! extremely cold. How do they make beds?

Liz: They make the beds from ice. Absolutely, you will need some warm clothes if you want to go there. You can watch films in the cinema, its screen made of ice. You can sit lobby in an ice armchair and drink ice tea. By the time this afternoon my father will have booked for this hotel for two nights.

David: When will you go there?

Liz: I am not sure when we will be there.

David: Do you know, I will be going underwater hotel in Italy this July when the weather is hot.

Liz: I read that it was 10 or 15 metres under the sea. How many rooms are there? What can you do under the sea?

David: There are only six rooms. You can't do a lot of things, just relax, look at the fish and of course dive. When you visit this underwater hotel, you will have discovered the 15 metres beneath the surface of the sea. The main important feature of each room is the large round windows that look out into the sea. While you are looking out into the murky beyond the fish are looking at you. Fish, snapper, peek in the windows of the habitat, while anemones, sponges, oysters and feather-duster worms seem to cover every meter of this underwater world.

Ok! Guys pack your suitcases, choose one of your hotels and go, go, go.

KEY

Daniel: Cave Hotel

Liz: Ice Hotel

David: Underwater Hotel

D. Listen again and answer the questions.

Play the audio programme again. Tell Ss to work individually or in pairs. Ss write answers on their books and then change the books to control them.

TRACK 23

Theme 8 - Page 90

Activity D: Listen again and answer the questions.

KEY

1. Cave hotel is in Cappadocia in Turkey, Ice hotel is in Jukkasjarvi in Greenland. Under Water is in Italy.
2. He will have gone Italy by next summer at this time.
3. Ss own answers. Sample: No, it isn't comfortable to live in ice hotel.
4. It is - 5 inside and - 40 outside the hotel.
5. You can;
 - a) have a bath in spa in a cave hotel.
 - b) watch films, sit lobby and drink ice tea in an ice hotel.
 - c) look at the fish and dive in an underwater hotel.

E. Work with your partner match the words with their meanings.

Books are open. Ss work with their partners.

KEY

- | | | |
|------|------|------|
| 1. D | 2. A | 3. E |
| 4. C | 5. B | 6. G |
| 7. F | | |

TEACHER'S NOTE

Unusual Hotels

F. Fill in the blanks with the given words.
 dim - vast - spa - cavern - preserve - damp - carve

- He her name on a tree.
- She is afraid of going in and searching a
- I want to the character of the town while improving the facilities.
- Afyon and Denizli are two of Turkey's famous cities.
- A audience watched the broadcast.
- This shirt still feels a bit
- The lamp gave out a light.

G. Work with your partner, fill and discuss this table about the hotels.

HOTELS	GOOD THINGS	BAD THINGS
CAVE HOTEL		
ICE HOTEL		
UNDERWATER HOTEL		

H. Look at the photos and tell the class your opinions about these hotels.





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F. Fill in the blanks with the given words. Tell Ss to fill in the blanks with the given words.

KEY			
1. carved	2. cavern	3. preserve	4. spa
5. vast	6. damp	7. dim	

G. Work with your partner, fill and discuss this table about the hotels (CO-S.2,6,7,13,15,17,18)

Ss work with their partners. Say Ss to read the text and discuss their ideas about the hotels.

Say Ss to speak self-confidently.

Use a range of vocabulary repertoire in their speeches.

Use words and word groups related to particular concrete situations meaningfully Encourage Ss to express themselves with meaningful and accurate sentences.

Warn Ss to avoid irrelevancy while speaking.

Encourage Ss to use a range of vocabulary repertoire and appropriate structures in their speeches accurately.

Tell Ss to present their ideas in a logical coherence.
 They can fill the table together.

KEY		
HOTELS	GOOD THINGS	BAD THINGS
CAVE	Wonderful gardens	Damp – Dim – Dark Winding corridors.
ICE	Amazing Watch films Sit ice bar and drink Ice tea.	Very cold Uncomfortable Full of snow Ice beds – Ice screen
UNDERWATER	Interesting, To watch the fish. Dive	Impossible to go for a walk outside. Quite small

H. Look at the photos and tell the class your opinions about these hotels. (GO-SP.2,4 / CO-S.3,4,5,8)

Say Ss to work in pairs and think these hotels.

Have Ss to relate their own point of view with other ideas and opinions.

Encourage them to speak self-confidently and avoid word repetition while speaking. Have Ss to pay attention to intonation, pronunciation and stress while speaking and pronounce the words accurately.

Go around the class and give help as needed. Note the eliciting answers. Share their opinions with whole class.

Time to Read

A. Work with your partner, before reading guess about these questions.

Ss work with their partner. They discuss the answers of the questions. Encourage them to give answer.

KEY	
1.	Ss' own answers.
2.	Ss' own answers.

B. Read the telephone call between Mr. Blacky and receptionist, and answer the following questions.

Books are open. Say Ss work individually or in pairs. They read the text and answer the questions.

KEY	
1.	They will come to hotel on 2 nd July.
2.	They will stay six nights.
3.	They want one double and one single room.
4.	He will pay the hotel fee by credit card.
5.	It includes full board.
6.	He will confirm their reservation as soon as possible. (Ss' own answer.)
7.	Ss' own answer.

B 

Mr Blacky: I think it will be six nights.
Receptionist: Oh! I am going to look my computer for free days. Yes, Fine, I can book for your rooms. And how many guests you are, sir.
Mr Blacky: Three. My wife, my son and me.
Receptionist: Oh! Would you like a suite room for your own?
Mr Blacky: No, thanks. One double and one single, please.
Receptionist: Would you like your rooms with a sea view or mountain view?
Mr Blacky: A sea view, please.
Receptionist: It's a good idea. How would you want to pay?
Mr Blacky: By credit card. Is it possible?
Receptionist: Sure. The price will be £60 per night for 3 person. Could you send us deposit for a night?
Mr Blacky: Yes. As soon as possible. Does the price include half board or full board?
Receptionist: Full board. Could you say your full name, please?
Mr Blacky: It is Albert Blacky. Will you confirm the reservation by e-mail?
Receptionist: Yes. Sir. What is your e-mail address?
Mr Blacky: It's blackyalbert@endmail.edu.com
Receptionist: What about your address?
Mr Blacky: 345 King Road 18 London 7KX64Q / ENGLAND
Receptionist: Could you write your phone number, Sir?
Mr Blacky: Oh, yes. 675044214
Receptionist: Okay! Thank you Sir.
Mr Blacky: Thanks for everything.

1. When will Mr Blacky and his family will come to hotel?
 2. How many days will they stay?
 3. Which type of room do they want?
 4. How will Mr Blacky pay the hotel fee?
 5. What does the fee include?
 6. When will the receptionist confirm their reservation?
 7. Why does the receptionist need your personal info?

C. Choose the correct word from the text for the given definition.
 a. make certain
 b. people who stay in a hotel
 c. reserve
 d. set of rooms in a hotel
 e. give personal information at a reception desk

D. Fill in the blanks with the suitable phrase and the words.
 a. The singer was interviewed in his £ 2000 a night hotel
 b. The woman at a table at the restaurant for nine o'clock, asked if we wanted seats in smoking or no smoking.
 c. The rules require that you bring only one to the dinner.
 d. I have a table at the restaurant for nine o'clock.
 e. All bookings must be in writing.

E. Read the dialogue again and fill in this Hotel Booking Form according to the dialogue.

SEVEN STAR KING HOTEL BOOKING FORM
 (Please complete the form and send by e-mail to our hotel before APRIL 15.)
 Personal information (Please type or print clearly in CAPITAL LETTERS)
 • All fields marked with a point are required for registration

• Title: Mr Mrs
 • Ms Others (please Specify)
 • First Name:
 • Last (Family)name:
 • Postal Address:
 • Postal code:
 • City:
 • Country:
 • Tel:
 • E-mail address:
 • Check-in: (mm/dd/yy)
 • Check-out: (mm/dd/yy)
 • Total nights:
 • Payment method:
 (One night deposit is required by hotel)
 • Signature of guest:

F. Describe your dream hotel. Write a paragraph about it.

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KEY

- Title: Mr ...X... Mrs
- Ms Others (please Specify)
- First Name: Albert
- * Last (Family)name: BLACKY
- Postal Address: 345 King Road 18
- Postal code: 7KX64Q
- City: London
- * Country: ENGLAND
- Tel: 675044214
- E-mail address: blackyalbert@endmail.edu.com
- Check-in: July / 2 / 2014 (mm/dd/yy)
- * Check-out: July / 8 / 2014 (mm/dd/yy)
- Total nights: 6
- Payment method: by credit card
(One night deposit is required by hotel)
- Signature of guest:

F. Describe your dream hotel. Write a paragraph about it.
 Say Ss to work individually. Encourage them to write a paragraph about their dream hotel.

TEACHER'S NOTE

C. Choose the correct word from the text for the given definition.
 Tell Ss to work in pairs. They read the text and try to complete the sentences with suitable words. They can use their dictionaries.

KEY

a. confirm b. guest c. book
 d. suite e. check in

D. Fill in the blanks with the suitable phrase and the words.

KEY

a. suite b. check in c. guest
 d. booked e. confirmed

E. Read the dialogue again and fill in this Hotel Booking Form according to the dialogue. (GO-R.2)
 Tell Ss to work with their partners. They must complete the hotel booking form. Give them 5 minutes. After that they change their books. They must try to fill or correct their friends' forms. Then say the suitable answers to them. Ss must examine the forms.

Tourism: an Evil or an Angel

C

Time to Read

A. Work in pairs and answer the questions.

1. What comes to your mind when you hear the word "tourism"?
2. What benefits can tourism bring to a city/country?
3. Has your country been spoilt or got rich by tourist developments?



Tourism and Its Effects

Although they are accused of being loud and rude, tourists can be one of the world's greatest forces for preservation. Moreover, tourism may be the true salvation to humankind's cultural heritage. After all, it's the main countervailing force to internalization- that is, the global blah of TV, t-shirts, modern housing, fast-food chains and brand names. Internalization has been a process of everyone's living and acting the same. Yet, tourists are looking for something old and something different and they will pay for it.

The effects can be seen across the globe, where tourism has rescued traditional cities and cultures from the edge of extinction. Just five years ago, the native community of the Cayapas lived in little concrete houses with TV sets, having moved from the banks of the Canade River in north-western Ecuador, to settle alongside the highway. They had nearly all abandoned the traditional hand-woven clothing of their ancestors and wore tennis shoes and jeans. That's what progress meant to them.

Thanks to influx of tourists, things have recently changed for the Cayapas. With tourists visiting them in search of ethnic tourism, the Cayapas have started to embrace the nearly forgotten culture of their ancestors. Once again, they are wearing traditional clothes, building old-style homes and using traditional agricultural techniques. They have become a sustainable

community, combining micro business and preservation, because they have understood that their **indigenous** way of life is what interests tourists," says Pedro Armendariz, a tourism and development-planning engineer based in Quito.

The situation is similar throughout Latin America, where interest in cultural and ecological tourism has been on the rise in recent years. Tourism to Guatemala, for example, with its Mayan heritage, abundant rain forests and lakes surrounded by volcanoes, has doubled in the past decade to nearly two million foreign visitors a year. The money from **them** has kept young women interested in learning the specialized craft of weaving on the Mayan's back-strap looms. Indigenous crafts form an important part of the Guatemalan touristic product. If this were not the case, such crafts could die off and the younger generations would have to look for new trades that would allow them to survive.

Tourism is not just about preserving old cultures, it can also help developed countries maintain a healthy competitive edge. For example, until recently, Japan did not feel the need to attract foreign travelers and in the process, nearly fell off the tourist map. The country ranks only 30th in the world as a tourist destination. Design and facilities at resorts fall behind world standards. In other words, without tourists, modern culture fails to take next step.

B. Read the text and find out the answers.

1. The word "influx" is similar in meaning to
 - a. diversity
 - b. departure
 - c. arrival
 - d. threat
2. The word "indigenous" is close, in meaning to
 - a. precious
 - b. original
 - c. developed
 - d. modified
3. The word "them" refers to
 - a. the things inherited from the Mayans
 - b. foreigners visiting Guatemala
 - c. abundant rain forests
 - d. lakes surrounded by volcanoes
4. The main point of the article is that
 - a. foreigners and tourists don't like to visit modern places
 - b. tourism is vital not only to sustain and preserve traditional cultures but also to keep up with world standards
 - c. tourism stops old cultures from developing as it causes them to resist change and modernization
 - d. tourism works against internalization because tourists want something old local and traditional rather than modern things

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KEY				
1. c	2. b	3. b	4. b	5. d

TEACHER'S NOTE

8C Tourism: an Evil or an Angel

Warm-up:

Tell the students to look at the photographs and want them to talk for a while. Ask Ss the questions below:

- What do you see in the pictures?
- Do you know any touristic places abroad?
- What do you think about tourism?

Time to Read

A. Work in pairs and answer the questions.

Ask Ss to work in pairs and answer the questions.

B. Read the text and find out the answers.

(CO-R.1,4,7,8,9,10)

Ask Ss to read and to answer the questions.

Warn Ss to pay attention to punctuation marks while reading.

Tell Ss to use different strategies to understand the written text.

Motivate Ss to read.

Remind Ss to answer the questions before, while and after reading.

Tell Ss to understand the written text with the help of vocabulary repertoire.

Remind Ss to infer meanings of the unknown words from their background word repertoire.



Tourism: an Evil or an Angel

5. We can infer from the article that
- tourism can offer no benefits to modern countries such as Japan as it's already developed and rich
 - in the past, Japan did its best to compete with other countries in the field of tourism
 - until five years ago, the Cayapas used to live along the highway so that the tourists could find them easily
 - if the Cayapas hadn't realized the value and uniqueness of their culture, their traditional and cultural way of life would nearly be forgotten



C. Do you agree with the writer about the positive effects of tourism? Think about the negative effects considering the questions below.

- In what ways do you think tourism can be harmful to the local landscape and environment?
- What can be done to reduce the damage done by tourism?



D. Work in pairs and talk about your holiday. While you are talking, use the questions below in order to direct the conversation.

- Where did you go on your last vacation?
- Who did you go with?
- How did you get there?
- Where did you stay when you were there?
- What did you do while you were there?
- What did you eat and drink?
- Do you prefer to go on a package tour or arrange things yourself?



Time to Listen

A. Work in pairs and answer the questions.

- Do you prefer to book holidays through travel agents or to make your own arrangements?
- What are the advantages and disadvantages of the following forms of holiday accommodation:

(a) five star hotel	(b) budget hotel
(c) bed & breakfast	(d) caravan
- Which form of accommodation did you have on your last holiday?
- Were you satisfied with it?
- Which form of accommodation would you prefer for your next holiday and how many people would you like to accompany you?



TEACHER'S NOTE

C. Do you agree with the writer about the positive effects of tourism? Think about the negative effects considering the questions below. (GO-R.1)

Ask Ss to talk about the positive and negative effects of tourism. Tell Ss to adjust what they say and the means of expressing it appropriately to the situation and the circumstances.

D. Work in pairs and talk about your holiday. While you are talking, use the questions below in order to direct the conversation. (GO-SI.3)

Ask Ss to work in pairs and talk about their holiday using the questions in their books. Tell Ss to adjust to the changes of direction, style and emphasis found in conversation. (GO-SI.2)

Time to Listen

A. Work in pairs and answer the questions. (CO-L.5)

Ask Ss to work in pairs and talk about the questions in their books.

Tell Ss to use background knowledge to understand the recorded text.

TEACHER'S NOTE

Tourism: an Evil or an Angel

B. Listen and take notes (not full sentences).

Changes	Bodrum in past	Bodrum now
accommodation		
scenery		
employment		
transport		
noise		
security		

C. Listen and complete the sentences.

- Bodrum is a beautiful town with
- In 2013, there will have been still coconut palms
- So, what happened? Well, the beach will have been
- There will have been fewer palm trees because
- The sea will have been full of speedboats

D. Write a paragraph explaining your dreams, expectations, ideas about the subject below.
If you could go on holiday anywhere in the world, where would you go? Why? What would you do there?

Time to Write

A. Work in groups and discuss the advantages and disadvantages of tourism considering the statements below.

- Yes, I think things are better because there is/are more...
- No, I think things are worse because there is/are more...
- I'm not sure, there are more... but there are fewer / less...

B. Write an essay about the advantages and disadvantages of tourism providing that your essay should:

- have logical proofs and reasons
- be admitted by the readers
- contain your dreams and predictions

C. Share your essay with your class friends.

HOW MUCH DO I KNOW?					
I CAN			😊	😐	😞
LISTENING	Use different strategies including listening for main point, checking comprehension by using contextual clues etc.				
READING	Read reviews dealing with the content and the cultural topics and summarise the main points. understand articles and reports on current problems in which the writers express specific attitudes and points of view.				
SPOKEN INTERACTION	take an active part in discussion in familiar context about tourism.				
SPOKEN PRODUCTION	Interpret and evaluate information on tourism.				
WRITING	write formal / personal letters highlighting the personal significance of events and experiences. write an essay or report to express point of view or pass on information about tourism.				

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There will have been fewer palm trees because there will have been more and more buildings. Hotels, holiday resorts, guest houses, restaurants, swimming pools, villas; all in white... What a shame! Paradise is no longer here, but the Paradise Hotel is.

Perhaps I'm the only one who has a problem with this? The tourists seem happy: the weather will be wonderful, the food will be tasty and cheap, and the sea will be warm. The local people seem happy: there will be many people selling things on the beach, there will be lots of more jobs and better roads. The developers will certainly be happy; there will be building work everywhere. So, why am I unhappy? Well, I know why I am unhappy, because I remember the view of 1950s Bodrum. It is full of wonderful pictures of empty beaches, small, wooden bungalows on the beach. No need to book! Just turn up and you have the place to yourself – very basic, very cheap, very quiet and very peaceful. Not anymore! The beach is never empty – it's packed all day! There is music blaring from the cafés, children are shouting and screaming, and the hotels are very expensive. Most of the hotels are full of holidaymakers who booked their trip months ago. I'm lucky to have a small room at the back of one hotel, and it's still expensive.

Perhaps, this is progress! Not only are the roads better but there is also a new medical clinic. The local kids now speak English 'Mister, mister, you want t-shirt?' and there are many new businesses opening all the time.

KEY

Changes	Bodrum in past	Bodrum now
accommodation	Wooden bungalows	Full of hotels
scenery	wonderful	White buildings everywhere
employment		More jobs Selling things on the beach
transport	small but quiet road	Better roads
noise	quiet	There is music blaring from the cafés, children are shouting and screaming and building work everywhere
security	peaceful	Not safe

B. Listen and take notes. (GO-L.1)

Ask Ss to look at the table and tell them to take notes while listening.

Encourage Ss to guess the meaning of unknown words in the recorded text to understand the context.

TRACK 24

Theme 8 - Page 95

Activity B: Listen and take notes.

Hello everybody,

I'm Cevat Şakir Kabaağaçlı. Everybody calls me Halicarnassus Fisher. I'm from paradise; I mean I'm from Bodrum. This is a letter from me to the future generations. This year is 1950. Bodrum is a beautiful town with golden beaches, clean and clear blue sea. I had a strange dream last night. In my dream, I was in Bodrum in 2013. Let me tell you my nightmare and you will have understood after you finish my letter.

I was in Bodrum. The year was 2013. There were palms, golden beaches. But not the same as it used to be. Then I saw an old woman trying to cross the road from her house to the shops. It was no longer a small, quiet road but a large and very busy one. She looked nervous and waited for someone to walk with her. The children no longer rode bicycles but raced around the island on motorbikes. It was not so safe either. The receptionist said that it was a good idea to put things in the safe box. I looked around and felt unsafe. Suddenly, I woke up and thought myself how Bodrum will have developed by 2013. Let me tell you the picture of future Bodrum.

There will have been still coconut palms, golden beaches and clear blue sea but not like 1950s. So, what happened? Well, the beach will have been full of people, sun beds and umbrellas. The sea will have been full of speedboats, noisy jet skies and surfers in 2013.

C. Listen and complete the sentences. (GO-L.2 / CO-L.1)

Ask Ss to listen and complete the sentences.

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

TRACK 24

Theme 8 - Page 95

Activity C: Listen and complete the sentences.

KEY

1. golden beaches, clean and clear blue sea
2. golden beaches and clear blue sea but not like 1950s.
3. full of people, sun beds and umbrellas.
4. there will have been more and more buildings.
5. noisy jet skies and surfers in 2013.

D. Write a paragraph explaining your dreams, expectations, ideas about the subject below. (GO-W.3)

Ask Ss to write a paragraph explaining their dreams, expectations, ideas about the subject.

Time to Write

A. Work in groups and discuss the advantages and disadvantages of tourism considering the statements below.

(GO-SI.1 / CO-S.14,15,16,17,18,19,20)

Ask Ss to work in groups and discuss the advantages and disadvantages of tourism considering the statements in the book.

Tell Ss to use basic repertoire of isolated words and phrases according to their functions and genre.

Warn Ss to avoid word repetition while speaking.

Encourage Ss to develop appropriate and effective communication strategies.

Tell Ss to increase their vocabulary repertoire.

B. Write an essay about the advantages and disadvantages of tourism providing that your essay should; (GO-W.1 / CO-W.8,9,12,13,14)

- have logical proofs and reasons
- be admitted by the readers
- contain your dreams and predictions

Ask Ss to write an essay about the advantages and disadvantages of tourism. Ask them consider that their essay should;

- have logical proofs and reasons
- be admitted by the readers
- contain your dreams and predictions

Tell Ss to express themselves in different ways in their writings.

Warn Ss to explain the same topic in different ways of writing.

Ask Ss to use different conjunctions in their writings.

Tell Ss to write according to the context and the situation.

Encourage Ss to enjoy writing.

C. Share your essay with your class friends.

ATATÜRK AND AVIATION

A. Look at the pictures and tell what you feel about Atatürk and aviation.



Thanks to his farsightedness, Atatürk sensed some truths many people were not aware of and, by saying "The future is in the sky. Nations who fail to protect their skies can never be sure of their tomorrows," he underlined how important aviation is.

Atatürk said: "A youth on wings is the greatest assurance in terms of a country's future. If some day western feet are to leave their foot prints on the Moon, works should already be carried out and progress needs to be made so that a Turk can be among those feet." He predicted future aviation progress.

Atatürk was following all foreign publications about aviation and trying to put the developments in that respect into practice also in Turkey, without a day's delay. In his opinion, wars would be won by nations which are superior in the sky. In 1936, Gazi (Veteran) Mustafa Kemal Pasha said, "No doubt, aircrafts are both the most effective weapon and means of the future. One day, humankind will walk in the skies without aircrafts, go to planets and, maybe, send us news from the moon. Waiting for the year 2000 will not be necessary for this miracle to become real. Our duty is to ensure that we are not left far behind the west."

When the young Turkish Republic was a newly founded state, for a certain period, planes and aircraft engine of such a quality one that foreign experts were astonished. There were two plane factories and an engine factory. They were all produced in Turkey, not imported from abroad. The target Atatürk set regarding the establishment of the aviation industry was that the country needed to acquire the power to engage in production itself instead of using aged technology from foreign countries. In 1937, Atatürk said all our planes and engines must be produced in the country from then on, and that our defence industry must be changed along this, giving the sign for the founding of the aviation industry.

B. Read the text and find out the answers.

1. What does "The future is in the sky" means?
2. What does "A youth on wings" means?
3. What is the proof of Atatürk's farsightedness about aviation?
4. Does Turkey produce planes as well as engines on its own?

C. Read the last paragraph and tell your feelings to your class.



Turkish Aircraft Factory (Kayseri) Turkish Akhisar Aircraft
Turkish Aircraft Engine Factory (Kayseri) Turkish Tavşanlı Aircraft

ATATURK AND AVIATION

A. Look at the pictures and tell what you feel about Atatürk and aviation.

Tell Ss to look at the pictures and tell what they feel about Atatürk and aviation. Focus on their feelings about it.

B. Read the text and find out the answers.

Tell Ss to read to questions and to answer them.

KEY

1. Ss' own answers.
2. Ss' own answers.
3. In 1936, Mustafa Kemal Pasha said, "No doubt, aircrafts are both the most effective weapon and means of the future. One day, humankind will walk in the skies without aircrafts, go to planets and, maybe, send us news from the moon. Waiting for the year 2000 will not be necessary for this miracle to become real. Our duty is to ensure that we are not left far behind the west."
4. Yes, it does.

C. Read the last paragraph and tell your feelings to your class.

Tell Ss to read the last paragraph and focus on their feelings about it.

SECURITY

Theme 9



A Safety First

B Crime and Punishment

C Traffic Security

At the end of this theme you will be able to

- * understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.
- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * exchange factual information on matters about security.
- * give clear, detailed descriptions on security related to your fields of interest.
- * Interpret and evaluate information on security.
- * write clear, detailed text on security.
- * write formal /personal letters highlighting the personal significance of events and experiences.

Theme		THEME 9- Security		
Language areas		Causatives		
Skills		General Outcomes	Vocabulary	Materials
Safety First	Reading	Interpret the relations between the written texts. (R.1) Make inferences about the written text. (R.4)	Nouns: assault, alert shortcut, clasp, safety deterrent, forgery, burglary, blackmail robbery, smuggling theft, smuggling, shoplifting, fighting, mugging Verbs: assault, alert, acquire Adjectives: on-going, well-lighted, valuable, sincere, recurring, monitoring, annoying	The CD Teacher's book
	Writing	Write detailed descriptions of their feelings, ideas, dreams, and expectations. (W.3)		
	Listening	Interpret speakers' behaviours and attitudes. (L.3) Explain their ideas related to the recorded text. (L.5)		
	Spoken interaction	Pass on detailed information reliably. (SI.3)		
	Spoken production	Give clear, detailed descriptions emphasising the significant points. (SP.1) Adjust what they say and the means of expressing it appropriately to the situation and the circumstances. (SP.3)		

Theme		THEME 9- Security		
Language areas		Causatives		
Skills		General Outcomes	Vocabulary	Materials
Crime And Punishment	Reading	Understand and interpret in detail lengthy, complex texts on contemporary matters. (R.2) Scan quickly through long, complex texts, locating details about information or the situation. (R.3)	Nouns: riot, rape, evasion, arson, mob, kidnapping Verbs: tear down, break increase, sentence Adjectives: abnormal, alert, destructive careless	The CD Teacher's book
	Writing	Write formal letters. (W.1)		
	Listening	Evaluate the clear and detailed descriptions in the recorded text. (L.4)		
	Spoken interaction	Change the topic of the conversation purposefully. (SI.4)		
	Spoken production	Express their point of view clearly. (SP.2) Comment on other ideas and opinions. (SP.4) Describe feelings and ideas. (SP.5)		

Theme		THEME 9- Security		
Language areas		Causatives		
Skills		General Outcomes	Vocabulary	Materials
Traffic Security	Reading		Nouns: pedestrian, pavement, rule, vehicle, transport, zebra crossing, offense Verbs: clasp, prevent, obey, stress-out	The CD Teacher's book
	Writing	Complete complex forms appropriately according to the instructions. (W.2)		
	Listening	Understand recordings in detail in standard dialect. (L.1) Qualify the relations between the proofs and examples given in the text and the recorded text. (L.2)		
	Spoken interaction	Cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, etc. (SI.1) Support theirs speech with subsidiary points and relevant examples. (SI.2)		
	Spoken production	Express their purpose in their speeches. (SP.7) Express dreams, hopes and expectations. (SP.6)		

A

Safety First

Time to Listen

A. Look at the questions and answer them.

1. For what situations do you say "It can't happen to me" or "If it's going to happen, it's going to happen"?
2. Have you ever thought of becoming a police officer? Why? Why not?
3. What personal security tips can you tell?

B. Look at the photos and guess what you are going to listen.



C. Listen and check your guesses.

D. Fill in the blanks with the correct forms.

assault, shortcut, alert, clasp, deterrent

1. I know to city through the back streets.
2. The public were warned to be on the for suspicious packages.
3. The risk of being caught while cheating in an exam is for students.
4. A man and woman have been convicted of a police officer.
5. He was the vase tightly, terrified of dropping it.

E. Listen again and write who tells each sentence; Interviewer, Terry, Sally or Carl.

1. It's a sorry fact of life that people get assaulted.
2. Anyone can be a victim of crime.
3. If it's going to happen, it's going to happen.
4. It's always better to be safe than sorry.
5. I try to wait in busy or well-lighted areas.
6. I never take short cuts at night.
7. I teach my children local emergency phone numbers.
8. A family dog can be a deterrent to criminals.

F. Listen again and find out the speakers' attitudes and behaviours to the statement below.

"It is a sorry fact of life that people get assaulted, all the time by violent criminals."

Terry:

Sally:

Carl:

C. Listen and check your guesses. (CO-L.3)

Play the audio programme. First check their predictions. Then play the audio programme again to make Ss listen interview. Ask them to choose the given message in it. Elicit their answers. If there are any doubts, help them with the correct answer.

TRACK 25

Theme 9 - Page 98

Activity C: Listen and check your guesses.

Interviewer: Hello everybody, we are in the middle of Big Ben Square. It's a sorry fact of life that people are assaulted. All the time by violent criminals, today we are going to make an interview with the people about whether they feel secure or not in their world. Hi, could you tell your name please?

Terry: Hi! I'm Terry and my friends, Sally and Carl.

Interviewer: Do you feel secure or are you afraid of becoming a victim of crime?

Terry: I think anyone can be a victim of crime. A criminal attack against you or your family can take place at anytime, as can a fire or other disaster.

Sally: Who hasn't feared becoming one of these victims? However, you can influence what happens to you by assuming more responsibility for your own security.

Interviewer: So, what do you do for providing your security?

Sally: Once I read a sentence that "It can't happen to me" and "if it's going to happen, it's going to happen". This is a dangerous thought. It's always better to be safe than sorry - follow some of our personal safety tips to help keeping ourselves safer. From then on I act fast, always be aware and alert. I also know where I am and what is going on around me at all times.

Interviewer: Oh, well. Can you give your security tips for us?

Sally: For example, if I am at home I never open my door until I have identified who is there. If I am in public places, I try to look and act confidently. I carry my bag close to me with the clasp facing inwards and carry my house keys in my pocket not my bag. I never wear jewellery. I try to wait in busy or well-lighted areas. In addition, I move if someone makes me feel uncomfortable in any place.

Interviewer: I see you are doing your best. And, what about you, Terry?

Terry: I never take short cuts at night and if I think I am being followed I go to the nearest public place, a shop, pub or house with lights on and call the police on 999. I never

THEME 9 SECURITY

9A Safety First

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD

Warm Up:

Books are closed. Ask Ss "Have you ever felt yourself insecure? Where? When? What makes you insecure? Encourage them to tell their feelings and opinions.

Time to Listen

A. Look at the questions and answer them.

Explain the task. First Ss work individually to answer the questions. Then tell them share their ideas with their classmates.

B. Look at the photos and guess what you are going to listen.

Explain the task. Ask them to look at the photos and encourage them to predict what they are going to hear. Elicit the answers.

Tell Ss to use visuals to understand the recorded text.

KEY

an interview with the people about whether they feel secure or not in their world.

leave keys “hidden” outside the home and keep doors locked even when I or my family members are at home.

Interviewer: Oh, that’s great. Tell me more about being secure. What about you, Carl?

Carl: I secure my home such as closing and locking all windows and doors. I lock all jewellery and other valuable portables in a safe place such as a home safe. I teach my children local emergency phone numbers and never to admit strangers into the home. A family dog can be a deterrent to criminals therefore I have one in front of my house.

Interviewer: Thank you very much for your sincere participation to our programme. I wish you had a life in safety.

D. Fill in the blanks with the correct forms. (CO-L.6)

Ss fill in the blanks with the correct forms.

Tell Ss to guess the meaning of unknown words in the recorded text to understand the context.

KEY		
1. shortcut	2. alert	3. deterrent
4. assaulting	5. clasping	

E. Listen again and write who tells each sentence; Interviewer, Terry, Sally or Carl. (CO-L.4)

Play the audio programme again and ask Ss to write who tells the sentences.

Tell Ss to listen selectively.

TRACK 25	
Theme 9 - Page 98	
Activity E: Listen again and write who tells each sentence; Interviewer, Terry, Sally or Carl.	

KEY			
1. Interviewer	2. Terry	3. Sally	4. Sally
5. Sally	6. Terry	7. Carl	8. Carl

F. Listen again and find out the speakers’ attitudes and behaviours to the statement below.

“It is a sorry fact of life that people get assaulted, all the time by violent criminals.”

(GO-L.3 / CO-L.2,5)

TRACK 25	
Theme 9 - Page 98	
Activity F: Listen again and find out the speakers’ attitudes and behaviours to the statement below.	
“It is a sorry fact of life that people get assaulted, all the time by violent criminals.”	

KEY	
Terry: I think anyone can be a victim of crime. (realistic, careful)	
Sally: Who hasn’t feared becoming one of these victims? I act fast, always be aware and alert (problem solver, thoughtful, careful)	
Carl: I secure my home such as closing and locking all windows and doors. (careful, hopeful)	

Play the audio programme again and find out the speakers’ attitudes and behaviours to the security.

Tell Ss to take care rules of manners and cultural values while listening and to use background knowledge to understand the recorded text.

KEY	
Interviewer: it’s a sorry fact of life that people get assaulted, all the time by violent criminals (worried)	

TEACHER’S NOTE	

Safety First

A

G. Discuss about the most suitable security tips for you. Explain your ideas in the class. Which tips of security is most suitable for you.

Time to Speak

A. Choose a character who fights against crime in a book or on TV. Describe him/her including;

- his / her appearance
- his / her personality
- his / her nationality
- his / her job

B. Look at the questions below and choose one of them. Talk about it clearly.

- How can governments provide security?
- Have you ever been robbed? If yes, What happened and did you lose any of your possessions?

C. Work in group and choose one of them. Talk about it in detail.

- Your safety is more important than your property.
- It's always better to be safe than sorry.
- Do you agree with the idea that "people are innocent until proven guilty?"



Time to Read

A. Look at the photos and tell what personal qualities they have.



B. Read the questions and answer them.

1. What do you fear most?
2. What is the best way to deal with your fears?
3. How do you feel yourself safe and secure?

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G. Discuss about the most suitable security tips for you. Explain your ideas in the class. Which tips of security is most suitable for you. (GO-L.5)

Form Ss in small groups and ask them to discuss which speaker's tips of security is most suitable. Elicit the answers and choose the class' most suitable security tip and its speaker.

Time to Speak

A. Choose a character who fights against crime in a book or on TV. Describe him/her including; (GO-SP.1)

Ask Ss work individually and choose a character of somebody who fights crime in a book or on TV. Ask them to describe him / her that includes;

- his/her appearance
- his/her personality
- his/her nationality
- his/her job

Encourage them to talk about their choice.

B. Look at the questions below and choose one of them. Talk about it clearly. (GO-SP.3)

Explain the task. Read the instruction aloud. Encourage them to choose one of the questions and talk about it clearly.

Objective:

Adjust Ss what they say and the means of expressing it appropriately to the situation and the circumstances.

Focus on:

Ss pass on detailed information reliably.

C. Work in group and choose one of them. Talk about it in detail. (GO-SI.3 / CO-S.1,9,10,18,19,20)

Ask Ss work in groups and choose one of the sentences. Have them talk about their choice in detail. Ss ask and answer the questions to her/his friends about the subject. Go over ideas with the class.

Tell Ss to take care rules of manners and cultural values while speaking. Encourage them to ask and answer the questions while and after speaking. Tell them to present their ideas in a logical coherence. Make Ss develop appropriate and effective communication strategies. Encourage them to increase their vocabulary repertoire.

Time to Read

A. Look at the photos and tell what personal qualities they have.

Books open. Focus Ss' attention to the photos. Ask them to tell what each photo refers. Elicit the answers.

KEY

1st photo: confidence, freedom, being healthy, safety, feeling of comfort.

2nd photo: admire itself, love or adore itself much, approve itself very much, self-confidence.

3rd photo: success, freedom, safety, no fear, self-confidence.

B. Read the questions and answer them.

Ask Ss to read the questions and answer them. Encourage the Ss to brainstorm about the questions.

KEY

Ss' own answers.

TEACHER'S NOTE

A

Safety First

C. Read the text and find the topic. (CO-R.1,2,3,9)

FEAR REMEDY

The news is full of stories about people who have been raped, robbed, mugged, or otherwise assaulted, and everyone fears when they hear these reports. Fear is a sense of inadequacy in front of a real or imaginary situation. It has to be one of the most unpleasant emotions on the face of the Earth. For some, fear is a major problem affecting every day of their life. For others, it may be a periodic recurring but highly annoying state of affair. For that reason, the quest for some sort of security is an on-going process for many people. While some people seek safety through prayers, others do it by gathering as much money or friends as possible.

When we fear, we exaggerate the danger. The feeling of helplessness creates a greater fear. So, how can we control this emotion? If fear is the product of a sense of inadequacy, the solution is being more self-confident. Not only is that the best solution, but it is also the only effective solution. A person with a high degree of self-confidence will only become fearful when facing real and immediate danger. With self-confidence, a person feels in control of most conditions therefore, there is no need or reason to be fearful. So, if the remedy against fear is being more self-confidence, the question to be asked is, "How do we improve self-confidence?"

We are more confident when we feel that we have more resources. It is acquired through daily work on self-improvement. If we consciously work on improving ourselves everyday of our life, we cannot escape the feeling that we are getting stronger and better equipped to face life's problems as time goes on. As a result, we will have more self-confidence and less fear. We all have something that makes us feel safer and more secure and powerful.

D. Read the text again and answer the questions. (CO-R.4)

1. What is fear?
2. What kind of quests do people do for some security?
3. What is the best solution to protect ourselves from fear?
4. How do we improve self - confidence?
5. What is your own solution to avoid fear?
6. Do you agree with the ideas in the text?

E. Read again and make inferences about why some people can find safety in money or friends. (GO-R.4 / CO-R.2,3)

F. Look at the words and write the person who commits each of these crimes. (GO-W.3 / CO-W.1,3,4,5,6,10,11,12,13)

1. Forgery:
2. Burglary:
3. Robbery:
4. Theft:
5. Smuggling:
6. Shoplifting:
7. Fighting:
8. Mugging:

G. Work with your partner and discuss which of these crimes is the most and the least serious.

H. You had home security system installed as in the picture. Write a letter to your friend about it considering the subjects below:

- about how you feel
- about your expectations from it
- about your aim
- about your expectations from the company



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C. Read the text and find the topic. (CO-R.1,2,3,9)

Ask Ss to skim the text to find the topic. Tell Ss the correct answer.

Tell Ss to pay attention to punctuation marks while reading.

SUGGESTED KEY

The topic is about how we can protect ourselves from the feelings of fear.

D. Read the text again and answer the questions. (CO-R.4)

Explain the task. Ask Ss read the article to find the answers of the questions. Elicit or explain the answers.

Tell Ss to use different strategies to understand the written text.

KEY

1. Fear is a sense of inadequacy in front of a real or imaginary situation.
2. Some people seek safety through prayers others do it by gathering as much money or friends as possible.
3. The best solution is more self-confidence.
4. If we consciously work on improving ourselves everyday of our life, we cannot escape the feeling that we are getting stronger and better equipped to face life's problems as time goes on.
5. Ss' own answers.
6. Ss' own answers.

E. Read again and make inferences about why some people can find safety through by money or friends. (GO-R.4 / CO-R.2,3)

Explain the task. Ask Ss to read the article again and this time Ss make inference about how some people can find safety through by gathering as much money or friends. Then Ss compare the answers in pairs.

Tell Ss to define an appropriate strategy for the aim of reading and to understand the written text with the help of background knowledge.

F. Look at the words and write the person who commits each of these crimes.

Ask Ss write who commits each of these crimes.

KEY

- | | |
|-------------|---------------|
| 1. forger | 2. burglar |
| 3. robber | 4. thief |
| 5. smuggler | 6. shoplifter |
| 7. fighter | 8. mugger |

G. Work with your partner and discuss which of these crimes is the most and the least serious.

Form Ss work in pairs and ask them to discuss which of them is the most and the least serious. Then find the class' thought of the most and the least serious crimes.

H. You had home security system installed as in the picture. Write a letter to your friend about it considering the subject below: (GO-W.3 / CO-W.1,3,4,5,6,10,11,12,13)

Explain the task. Ss work individually. Read the instruction. Ask them to write a letter to their friend about a new home security system you had installed. Remind them they should mention about the details such as their opinions from the monitoring company, how they feel, expectations from it and their aim etc. Ss organize their ideas in their draft and then write their letter. Go around the class and give help as needed. When Ss finish writing, encourage them to share their letters with their classmates.

Encourage Ss to be eager to write letters and e-mails. Tell them to avoid word repetition in their writings. Warn them to use sentence structures and patterns accurately and use different conjunctions in their writings.

TEACHER'S NOTE

Crime and Punishment

B

Time to Read

A. Look at the pictures and guess what you are going to read.



What is the connection between violence and sports? Psychologists say that there are many reasons for violence at sports events. Here are some reasons from different sources.

Alcohol: Many fans drink a lot at games. When people drink, they are more likely to do **abnormal** things. Psychologists Dennis Brock says, "Quiet people become loud. Normally nonviolent people become **destructive**." David Sampson, a sports sociologist, agrees. "These are often celebratory riots—a large number of very happy people mixed in with large amounts of alcohol. They don't often seem dangerous in the beginning, but things get violent quickly."

Crowd: When individuals are in a large group of people, **they** can lose their sense of responsibility. Edward Hirt, a social psychologist, says that research shows that people do things in crowds that they would never do alone. People in crowds feel **anonymous** - no one knows who they are. Crowds also make people feel powerful. They stop making personal decisions. They just follow the crowd. They want to drink heavily and make trouble. Someone does something stupid, and it grows from there. Social psychologists call this a "mob mentality." He says: "For instance, how further would you go to harm a human being? Kick, hit, beat or what? As everybody remembers, four years ago a crowd of about twenty young people burnt the bus and a girl was burnt there. They knew that there were people inside and they wanted to burn them all. Even animals try to protect their species; how can we call these people human? If you are a human, what the reasons are or how fully you are right, you cannot hurt or kill anybody else."

Religion, Culture and Race: Religion, culture and race also influence the world of sport. The Scottish local derby between Glasgow Celtic and Glasgow Rangers is the example of religious differences. There have also been a number of race/culture related incidents in Australia, again in the sport of football. Social psychologist Dr. Sharon Kennedy says that there are a few things officials can do to **prevent** violence. Making sure that an area is not overcrowded is very important. Officials should also think of games as "big parties." Then they will get prepared in a different way. Kennedy says that in Great Britain they are controlling the problem with cameras in all the stadiums. "When you know someone is watching, you are much less likely to behave badly."



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TEACHER'S NOTE

9B Crime and Punishment

Warm Up:

Ask Ss the questions below:

- Do you act different when you are in the crowd?
- Have you ever seen any crowd violence? Give examples.

Time to Read

A. Look at the pictures and guess what you are going to read.

Ask Ss to look at the pictures and guess what the reading text is about.

TEACHER'S NOTE

B **Crime and Punishment**

B. Read the text and check your answers.

C. Read the texts again and find out the relations between the texts. (GO-R.1)

D. Read again and answer the questions. (CO-R.10)

- The opposite of "abnormal" is _____.
 - strange
 - weird
 - typical
 - extraordinary
- "destructive" means _____.
 - someone that is fascinating
 - someone that causes damage
 - someone that is frightening
 - someone that is unhelpful
- The synonym of "anonymous" is _____.
 - unknown
 - different
 - distinctive
 - definite
- To "prevent" means _____.
 - to allow something to happen
 - to cause something to happen
 - to get rid of something forever
 - to try to stop something to happen
- "they" refers to _____.
 - individuals
 - large group of people
 - social psychologists
 - people in crowds
- This article is mainly written to _____.
 - give some examples about mob violence at sports events
 - give advice about what officials should do to stop violence at sports events
 - explain how we can deal with mob violence at sports events
 - explain some reasons of mob violence at sports events and what can be done to cope with it
- One of the causes of violence at sports events is that _____.
 - football fans tend to be more violent and destructive
 - even a quiet, nonviolent person may become violent because of alcohol
 - officials don't do anything to stop the mob violence
 - unfortunately sports fans don't have a sense of personal responsibility
- According to a scientific research _____.
 - there is always a connection between violence and sports
 - fans feel more powerful when they drink a lot
 - people act very differently when they are in crowds than when they are alone
 - the only aim of some fans is to start fights or make trouble
- Dr. Kennedy recommends that officials can cope with violence by _____.
 - making an area very crowded
 - giving parties before the sports events
 - not letting fans drink alcohol before the sports events
 - installing safety cameras in stadiums as they do in the UK
- We can understand from the passage that _____.
 - alcohol is the only reason for mob violence
 - mob mentality is caused when people are in large groups
 - people who make trouble at sports events are stupid
 - nothing can be done to stop mob mentality

E. Read the passage and make a comment on researchers' ideas by giving examples:

Dennis Brock
David Sampson
Dr. Sharon Kennedy

F. Read again and;

- find what Edward Hirt thinks about people who kill or burn innocent people in mob violence.
- tell what you think about those people and explain why you think in that way.

G. Make a search about mob violence in your country from the Internet and share your ideas in the class.

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Dennis Brock

David Sampson

Dr. Sharon Kennedy

Ask Ss to read the text and make a comment on researchers' ideas by giving examples.

F. Read again and;

- find what Edward Hirt thinks about people who kill or burn innocent people in mob violence. (GO-R.3,4)
- tell what you think about those people and explain why you think in that way. (GO-SP.2,5)

Ask Ss to:

- find what Edward Hirt thinks about people who kill or burn innocent people in mob violence.
- tell what they think about those people and explain why they think in that way.

G. Make a search about mob violence in your country from Internet and share your ideas in the class.

Ask Ss to make a search about mob violence in their country and share their own ideas in the class.

TEACHER'S NOTE

B. Read the texts and check your answers.

Ask Ss to read the text and check their answers.

C. Read the texts again and find out the relations between the texts. (GO-R.1)

Tell Ss to read the texts again. Want them to find out the relations between the texts.

KEY

They are all the reasons of violence in sports.

D. Read again and answer the questions. (CO-R.10)

Ask Ss to read again and to find out the answers by completing the sentences or choosing the correct

KEY

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

E. Read the passage and make a comment on researchers' ideas by giving examples:

(GO-R.2 / GO-SP.4 / CO-R.6)

Crime and Punishment

B

Time to Listen

A. Read and find the answer.

But the vast majority of people in prison are not violent, and do not need to be there. What they need is to be brought face to face with the human reality of the harm they have caused, and they must be given an opportunity to correct it.

- The word "they" refers to _____
- non-violent offenders
 - vast majority of people
 - prisons



B. Listen and find out the topic.

The Russian Minister of Internal Affairs gives a lecture in Dokuz Eylül University.

C. Listen again and find the answers of the questions.

1. The listening passage focuses on that, prisons _____.

- teach people to become better citizens
- serve no useful purpose at all
- should be given a new form of universities and polytechnics
- should largely be reserved for violent people who pose a threat to society
- are essential since more and more violence occurs

2. According to the listening passage, such a traditional punishment as fining _____.

- helps to keep the crime rate down
- actually helps offenders to avoid

facing the fact that they have hurt society

- has been shown to be far more effective than imprisonment
- is highly effective if the offenders are young
- is seen as harder option than imprisonment

3. It could be inferred from the listening passage that restorative justice _____.

- regards most criminals as not being responsible for the crimes they have committed
- is only concerned with punishment when the criminal has proved violent
- focuses on criminal acts in which there is no victim
- has little chance of working successfully
- is less concerned with punishing the offender than with helping him/her to become a better citizen

4. The word "tear down" means _____.

- build
- leave
- destroy
- change
- release

D. Listen again and decide whether restorative justice is good or bad.

E. Discuss with your friends. What do you think of restorative justice?

Time to Write

A. Work in pairs and talk about 'mob violation' considering the questions below:

- What springs to your mind when you hear the phrase 'mob violation'?
- What do you think of the crowds of fans?
- What was the latest 'mob violation' in your country?
- In your opinion, what makes the crowds so destructive?

B. Write a formal letter to Ministry of Internal Affairs to take some precautions against mob violence and add your reasons.

C. Share your letter with your class.

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down all prisons. Far from it, there are people who are dangerous to society, whom the community will want to keep locked up. Prison can also be part of a sentencing package under restorative justice. But the vast majority of people in prison are not violent, and do not need to be there. What they do need is to be brought face to face with the human reality of the harm **they** have caused, and they must be given an opportunity to correct it.

KEY

The topic is the importance of the restorative justice.

C. Listen again and find the answers of the questions.

Ask Ss to listen again and find out the answers.

TRACK 26

Theme 9 - Page 103

Activity C: Listen again and find the answers of the questions.

KEY

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

D. Listen again and decide whether restorative justice is good or bad.

(GO-L.4)

Make Ss talk about restorative justice in listening script.

TRACK 26

Theme 9 - Page 103

Activity D: Listen again and decide whether restorative justice is good or bad.

E. Discuss with your friends. What do you think of restorative justice?

(GO-SP.5)

Tell Ss brainstorm. Want Ss share their ideas with their friends.

Time to Write

Objective

Focus on:

Pass on detailed information reliably.

A. Work in pairs and talk about 'mob violation' considering the questions below:

(GO-SI.4 / CO-S.1,2,3,6,12,14,15,16,17)

Ask Ss to work in pairs and talk about 'mob violation' considering the questions.

Remind Ss to use sentence

connectors in their speeches.

Warn Ss to use basic repertoire of isolated words and phrases according to their functions and genre.

Tell Ss to avoid irrelevancy while speaking.

Tell Ss to avoid word repetition while speaking.

Remind Ss to use a range of vocabulary repertoire and appropriate structures in their speeches accurately.

Time to Listen

A. Read and find the answer.

Ask Ss to read the sentence given and want them to find what "they" refers to.

KEY

a

B. Listen and find out the topic. (CO-L.1)

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

Ask Ss to listen and find out the topic.

TRACK 26

Theme 9 - Page 103

Activity B: Listen and find out the topic.

Some of the more serious crimes include burglary, robbery, arson, kidnapping, rape, and murder. These crimes are so serious that anyone found guilty will spend some time in prison. On the other hand, crimes such as pick pocketing, football fans, fare evasion, or something of that nature could be punished in the way of restorative justice. Restorative justice does not ask "how do we punish?", but instead asks "how do we get people to take responsibility for what they have done?" Paying a fine, or even going to prison are easy options for some people. They are all ways that offenders can avoid taking responsibility because in this way they never have to face the human reality of what they have done. Prisons have been called "universities for criminals". Young people go in for unpaid fines, often for victimless crimes, and they come out with a degree in burglary or worse. I am not saying that the answer is to **tear**

B. Write a formal letter to Ministry of Internal Affairs to take some precautions against mob violence and add your reasons.

(GO-W.1 / CO-W.8,9,13,14,15)

Ask Ss to write a formal letter to Ministry of Internal Affairs asking to take some precautions against mob violence and add their reasons.

Remind Ss to express themselves in different ways in their writings.

Warn Ss to explain the same topic in different ways of writing.

Remind Ss to write according to the context and the situation.

Make Ss enjoy writing.

Warn Ss to review their writing for accuracy and appropriateness.

KEY

Mustafa Kemal Street Cumhuriyet Street
No:265 Kızılay/ANKARA Sincan/ANKARA

Dear Sir/Madam,

I am writing this letter to you because of the events took place in the match between Ankaraspor and Karşıyaka KSK last weekend. The fans of both of the teams were so cruel to each other. There were lots of ambulances in front of the stadium. Some people were bleeding, some people were injured, some people were fighting. It was a miserable scene. These are not good examples for our children.

Please take some precautions to prevent these kinds of events.

Yours sincerely,

Ali KOÇ

C. Share your letter with your class.

TEACHER'S NOTE

C
Traffic Security



B. Listen to the dialogue, and say what they are talking about.

C. Listen again and answer the questions.

- Why does Mark really hate driving?
- Why are the roads very crowded?
- What does Tom think about solving traffic problems?
- How do you explain what the "car pool" mean?
- Do you agree with him? Why / why not?

D. Work in pairs. Listen again and fill in the table about the proofs and examples of traffic problems.

- What are the reasons of the rude drivers for not obeying the rules?
- What do polite drivers do?



Keep in Mind!

We all have something that makes us feel safer.

Time to Listen

A. Work with your partner and answer the following questions.

- What kind of traffic problems are there in your city / country?
- Can you recommend some solutions about traffic problems?
- How can you be a good driver?

F. Talk about the statement below:
Fining is the best solution to traffic problems.

Proofs of traffic problems	Examples of traffic problems
1. crowded roads	Driving to work, to school, to homes in their own cars.
2.
3.

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9C Traffic Security

Materials:

Ss' dictionaries, pictures, traffic signs,

Warm Up:

Books are closed. Before listening; bring two photos of streets in the same city. First one shows the street long time ago and the second one shows today. Ask them to talk about how the traffic has changed in years. Tell Ss to work in pairs. Give them some minutes for discussing. When they share their thoughts with class ask them these questions which are below.

Time to Listen

A. Work with your partner. Answer the following questions.

Books are open. Say Ss to work with their partners. Tell Ss to take notes for the answers. Encourage Ss to give different answers.

B. Listen to the dialogue, and say what they are talking about.

Play the audio programme again. Have Ss to listen to the dialogue. Tell Ss to work individually or in pairs.

TRACK 27

Theme 9 - Page 104

Activity B: Listen to the dialogue, and say what they are talking about.

TRAFFIC SECURITY

Interviewer: Good afternoon everyone. There are two guests in our studio now. Mark is a driver, and Tom is a traffic officer. They are going to talk everything about traffic, problems, security, drivers, etc. Firstly, what do you think about traffic and driving, Mark?

Mark: I really hate driving these days. More and more people are driving. The roads are very crowded.

Tom: I agree with you. They are driving to work, to school, to their homes. All these people are in their own cars. If they join a car pool, the traffic problems can be over.

Mark: Car pool! What do you mean?

Tom: Well, 4 or 5 friends go to their jobs by one of their car for a week. Every week they change their turn. And I also see some of drivers are very rude, they don't obey the traffic rules. What will you say about it?

Mark: Yes, you are right. Unfortunately these rude drivers are our friends. They think only about themselves. They are always in a hurry. They don't care about other drivers. I think they are stressed out, because of some problems such as work, family, traffic, financial, etc. For those reasons they drive badly and carelessly. So they cause 80 % of traffic accidents. On the other hand I know a lot of polite drivers.

Tom: Yeah, when the rude drivers break the traffic laws, I always fine them for their traffic offenses. You are right. Most of the drivers are very polite. They think about other drivers, always obey the rules and drive carefully. In addition to they are very gentle for the pedestrians. If all drivers and pedestrians obey the traffic rules, we can have safe traffic.

Mark: That's true. For this reason one of my friends went to a traffic course, learned to think about other drivers and to be more polite on the road.

KEY

They are talking about traffic problems. etc.

C. Listen again and answer the questions. (GO-L.1)

Say Ss to work with their partners. Play the audio programme again. Say Ss to answer the questions.

TRACK 27

Theme 9 - Page 104

Activity C: Listen again and answer the questions.

KEY

1. *Because more and more people are driving and roads are very crowded.*
2. *Because people are driving to work, to school, to their homes. All people are in their own cars.*
3. *He offers car-pool system.*
4. *Four or five friends go to their jobs by one of their car for a week.*
5. *Ss own answers.*

D. Work in pairs. Listen again and fill in the table about the proofs and examples of traffic problems. (GO-L.2)

Say Ss to work with their partners. Ss listen and make a list about each question.

Proofs of traffic problems	Examples of traffic problems
1. <i>crowded roads</i>	<i>Driving to work, to school, to homes in their own cars.</i>
2. <i>traffic accidents</i>	<i>being always in a hurry, not care about others, being stressed out</i>
3. <i>safe traffic</i>	<i>obeying the rules, driving carefully, being very gentle to the pedestrians</i>

KEY

1. *They are always in a hurry, stressed out, have some problems such as work, family, traffic, financial.*
2. *They think other drivers, always obey the rules, and drive very carefully.*

E. Work with your partner. Circle the correct one and share your answer in the class.

Play the audio programme again. Tell Ss to work with their partners. Ss will discuss each other and try to find correct answers.

KEY

- | | |
|-------------------------|-----------------------------|
| 1. <i>other drivers</i> | 2. <i>many cars</i> |
| 3. <i>offense</i> | 4. <i>himself / herself</i> |
| 5. <i>obey</i> | 6. <i>break the law</i> |

Say the answers to the class and Ss check their answers.

F. Talk about the statement below: (GO-SI.1 / SP.7)

Tell Ss to work in pairs or individually. Say them to talk about 'Fining is the best solution to traffic problems.' Encourage them to express their ideas in their speeches.

TEACHER'S NOTE

Traffic Security

C

G. Work with your pair. Choose one of the problems. Discuss and share your opinions with your class. Support your opinions with examples.

- There are too many cars on the roads. They should be fewer.
- The biggest problem is traffic jam in big cities.
- There aren't enough parking places in big cities.
- All cars make roads really dangerous for pedestrians.



Time to Read

A. Before reading discuss these questions with your partner.

- Do you always obey traffic rules? Why / why not?
- What does a traffic accident cause?

B. Read the text and say what the text is about. Discuss with your partner.

REPORT ON TRANSPORT FACILITIES IN LONDON

The aim of this report is to give a brief overview of transport facilities in London, and to make some suggestions for improvements. The majority of people travel to and from work by car. Only about 10% of adults use buses on a regular basis, most of these are retired people. Another 5% use the bicycle as their main means of transport.

The reliance on the car leads to several problems. Firstly, there is a problem of air pollution caused by exhaust fumes. Secondly, there are frequent traffic jam, especially during peak periods. Noise from cars, lorries and buses is a problem to local residents. Loss of land for road widening and car parks is an environmental problem. There is an increased risk of death and injuries due to road accidents. Traffic jam causes stress to both drivers and pedestrians. Respiratory illnesses are caused by car fumes. It costs a lot to build and maintain roads. Delays often result from road repairs. A recent

study conducted by a research company TTI indicates that the cost of traffic jam in the U.S.A. increased from \$12.5 billion in 1982 to \$63.1 billion in 2003. Petro/diesel is expensive and supplies are running out because it is a non-renewable resource. Finally, it is often difficult to find places to park in the city centre.

Some precautions should be taken. Here are some suggestions for improvements traffic jams. New car parks should be built on the outskirts of the city, linked by frequent shuttle buses to the city centre. This would reduce pollution and eliminate traffic jams. In addition, the local authority should encourage the use of bicycles by creating more cycle lanes. Using bikes reduces car pollution and increases personal fitness. Finally, the bus service should be improved by increasing the frequency of buses and adding new routes to those already in place.

C. Read the text again and give a heading to each paragraph. Share them in the class.

D. Fill in the blanks with the given words.

reliance - resident - conduct
eliminate - cycle lane - respiratory

- The experiments were by scientists in Ankara.
- Smoking can cause diseases.
- The local were angry at the lack of parking spaces.
- The region's on tourism is unwise.
- Bikers must ride their bikes on the
- He was in the third round of the competition.

E. Read the text again and answer the questions.

- Why is the report prepared for?
- What are the results of the reliance on the cars?
- How can we reduce the traffic jam?
- How can traffic jam cause stress to both drivers and pedestrians?

F. Make a search about traffic jam in big cities.

- What solutions can be offered?
- What are the social responsibilities of individuals?

* Talk about your hopes, expectations and dreams of traffic jam in big cities.

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Time to Read

A. Before reading discuss these questions with your partner.

Books are closed. Say Ss to work with their partners. Before reading ask them these questions.

- Do you always obey the traffic rules? Why /why not?
- What does a traffic accident cause?

Give five minutes. Ss discuss these questions with their partners, and they will their opinions with class.

KEY

Ss' own answers.

B. Read the text and say what the text is about. Discuss with your partner. (CO-R.5,7)

Books are open. Say Ss to read the text carefully. Ask them 'What the text is about?' They discuss with each other about it. Then ask them their opinions.

Encourage Ss to support their speech with gestures and facial expressions and are eager to read.

KEY

Ss' own answers.

C. Read the text again and give a heading to each paragraph. Share them in the class. (CO-R.6)

Tell Ss to read each paragraph carefully and ask them to give a heading to each paragraph.

KEY

Ss' own answers.

D. Fill in the blanks with the given words. (CO-R.10)

Tell Ss to fill in the blanks with the given words.

Encourage Ss to guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.

KEY

1. conducted	2. respiratory
3. residents	4. reliance
5. cycle lane	6. eliminated

G. Work with your pair. Choose one of the problems. Discuss and share your opinions with your class. Support your opinions with examples. (GO-SI.2 / CO-S.2,3,4,5,6,7,8,11,13)

Ss work with their partners. Tell students to choose one of the problems. Then Ss discuss and share their opinions with class.

Tell Ss to use a range of vocabulary repertoire in their speeches. Encourage them to speak self- confidently and to avoid word repetition while speaking. Tell them to pay attention to intonation, pronunciation and stress while speaking.

Say Ss to use words and word groups related to particular concrete situations meaningfully, to express themselves with meaningful and accurate sentences and to pronounce the words accurately. Encourage them to speak self- confidently and support their speech with gestures and facial expressions.

Tell them to support their opinions with examples. Give five minutes. Go around the class and give help as needed.

KEY

Ss' own answers.

E. Read the text again and answer the questions.

KEY

1. to give a brief overview of transport facilities in London.
2. It causes air pollution caused by exhaust fumes, frequent traffic jam, noise, loss of land for road widening and car parks, increased risk of death and injuries, stress to both drivers and pedestrians, respiratory illnesses, delays and costs.
3. New car parks should be built on the outskirts of the city, linked by frequent shuttle buses to the city centre, the local authority should encourage the use of bicycles by creating more cycle lanes and the bus service should be improved by increasing the frequency of buses and adding new routes to those already in place.
4. Delays in traffic cause stress to both drivers and pedestrians.

F. Make a search about traffic jam in big cities.

Tell Ss to work in pairs or individually. They will make a search about traffic jam in big cities. They will search about traffic jam solutions and social responsibilities of individuals. They will talk about their expectations and dreams of a secure traffic system. Encourage them to extend it as much as possible expressing their expectations about the subject.

KEY

- use public transportation.
- obey traffic rules.
- roads must be large, modern and good.

TEACHER'S NOTE



Traffic Security

G. Imagine that you and taxi driver (your friend) had an accident. The police came to the scene of the accident. He wanted you to fill the Traffic Accident Report Form. Complete this report.

Traffic Accident Report Form

Date of Accident:	Time:
Location:	
Weather Conditions:	
Road Conditions:	
Write Your Car's Information	Opponent's Car's Information
License Plate #:	License Plate #:
Year/Make/Model:	Year/Make/Model:
Vehicle Identification Number:	Vehicle Identification Number:
Driver Name:	Driver Name:
Passenger Name / Ph.:	Passenger Name / Ph.:
Passenger Name / Ph.:	Passenger Name / Ph.:
Your Personal Information	Opponent's Personal Information
Name:	Name:
Phone Number:	Phone Number:
Driver's License #:	Driver's License #:
License State:	License State:
Insurance Company Information	Insurance Company Information
Insured Name:	Insured Name:
Relationship to Driver:	Relationship to Driver:
Insurance Company:	Insurance Company:

HOW MUCH DO I KNOW?

I CAN



LISTENING	understand extended speech and lectures and follow even complex lines of argument when the topic is familiar.			
READING	understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
SPOKEN INTERACTION	exchange factual information on matters about security.			
SPOKEN PRODUCTION	give clear, detailed descriptions on security related to my fields of interest. interpret and evaluate information on security.			
WRITING	write clear, detailed text on security, write formal /personal letters highlighting the personal significance of events and experiences			

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G. Imagine that you and a driver (your friend) had an accident. The police came to the scene of the accident. He wanted you to fill the Traffic Accident Report Form. Complete this report. (GO-W.2 / CO-W.1,2,3,4,5,7)

Say Ss to work in pairs. They will fill in the Traffic Accident Report Form. Explain Ss the meaning of VIN as Vehicle Identification Number. Set a time of about five minutes. Go around the class and give help as needed.

Warn Ss to avoid irrelevancy while writing and to write in a logical coherence. Say them to write in a logical coherence and to use punctuation marks appropriately and accurately. Encourage Ss to use a range of repertoire of words and words group in their writings. Tell them to write according to the spelling rules and write according to the process writing strategies.

TEACHER'S NOTE

MILITARY CAREER OF MUSTAFA KEMAL

- A. Tell something what you know about Atatürk's military life.
 B. Read this article and tell main point, and find a different suitable title about it.



Mustafa Kemal graduated from the Ottoman Military Staff College as a Staff Captain in 1905, and was assigned to the Fifth Army based in Damascus.
 In 1907, he was promoted to the rank of Senior Captain. In 1908 Mustafa Kemal became a senior military figure. He played a role in the revolution of this year. He served in Libya (1911-1912) and in the Second Balkan War (1913). He was very efficient in the Dardanelles during World War I. When the Turks were aroused by the Greek landing at Smyrna (Izmir) he convened nationalist congresses at Erzurum (July, 1919) and Sivas (September, 1919). He set up a rival government at Ankara. Upon the signing of the Treaty of Sevres by the Constantinople Government, Ankara split with Istanbul Government.
 He expelled the Greeks from Anatolia in a brilliant campaign (1921-1922). For his victory he received the official name 'GAZI' (Ghazi = Victorious). The Treaty of Lausanne (1923) was a triumph for the nationalist cause; an independent and sovereign Turkey was recognized by the European powers.

- C. Read the article again and answer the questions.
1. What happened in 1905?
 2. When was Mustafa Kemal promoted to the rank of Senior Captain?
 3. When did the Second Balkan War begin?
 4. In which year did he convene the nationalist congresses?
 5. Where did he convene these congresses?
 6. How did Mustafa Kemal expel the Greeks from Anatolia?
 7. Why did he receive the name of 'GAZI'?
 8. What do you think of the treaty of Lausanne was a triumph for the nationalist cause?

- D. Match the words below in bold, find their synonyms.
- | | |
|--|-------------------------|
| 1. <input type="checkbox"/> Assign | A. establish/assemble |
| 2. <input type="checkbox"/> Revolution | B. magnificent/glorious |
| 3. <input type="checkbox"/> Arouse | C. appoint/designate |
| 4. <input type="checkbox"/> Set up | D. separate/divide |
| 5. <input type="checkbox"/> Rival | E. triumph |
| 6. <input type="checkbox"/> Split | F. rebellion |
| 7. <input type="checkbox"/> Brilliant | G. against |
| 8. <input type="checkbox"/> Victory | H. stir up |
- E. Make a search about Atatürk's military career and independency story of a place or a city in your country.

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MILITARY CAREER OF MUSTAFA KEMAL

- A. Tell something what you know about Atatürk's military life.

Ask Ss to say something what they know about Atatürk's military life. Go around the class and listen. Encourage them to talk about their feelings. Then Ss share their opinions with class.

- B. Read this article again and tell its main point, and find a different suitable title about it.

Say Ss to work individually and read the article. Give them some time to think and say its main point. Tell them to find a different suitable title about it.

- C. Read the article again and answer the questions.

Say Ss to answer the questions. So give them some minutes to answer them.

KEY

1. Mustafa Kemal graduated from the Ottoman Military Staff College as a Staff Captain in 1905.
2. He was promoted to the rank of Senior Captain in 1907.
3. The Second Balkan War began in 1913.
4. Mustafa Kemal convened the Nationalist Congresses in 1919.
5. He convened these congresses at Erzurum and Sivas.

6. He expelled the Greeks from Anatolia in a brilliant campaign.
7. Because for his brilliant victory he received the official name of "GAZI"
8. Ss' own answers.

KEY

The treaty of Lausanne was a triumph for the nationalist cause; an independent and sovereign Turkey was recognized by the European powers.

- D. Match the words below, find their synonyms.

Say Ss to work with their partners. Tell them to use their dictionaries and find the synonyms of the words.

KEY

- | | | | |
|------|------|------|------|
| 1. C | 2. F | 3. H | 4. A |
| 5. G | 6. D | 7. B | 8. E |

- E. Make a search about Atatürk's military career and independency story of a place or a city in your country.

Tell Ss to make a search about Atatürk's military career. Have them find an independency story of a place or a city in their country. Encourage them to share their stories in the class.

KEY

Ss' own answers.
 Atatürk was a great soldier. Because he rescued our country from enemies with his friends.

TEACHER'S NOTE

OUR WORLD

Theme 10



A Cultural Differences

B English: An International Language

C WAF-World Aviation Festivals

At the end of this theme you will be able to

- * understand most radio programs, TV news and current affairs programs about culture, languages, and festivals.
- * understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- * understand contemporary literary prose or poetry.
- * initiate, maintain, and end discourse naturally with effective turn-taking.
- * Interpret and evaluate information on culture, languages, and festivals.
- * give clear, detailed descriptions on culture, languages, and festivals related to your fields of interest.
- * write clear, detailed text on culture, languages, and festivals.
- * write an essay or report to express point of view or pass on information about culture, languages, and festivals.

Theme		THEME 10- Our World		
Language areas		A range of expressions to indicate possession		
Skills		General Outcomes	Vocabulary	Materials
Cultural Differences	Reading	Make inferences about the written text. (R.3) Define the problems in the written texts. (R.5) Understand and interpret in detail lengthy, complex texts on contemporary matters. (R.4)	Nouns: chopsticks, stork, crane, affection, gaze, custom, implement Verbs: pull back, pass out, stack up, prior to, negotiate Adjectives: courtesy	The CD Teacher's book
	Writing	Identify different solutions for the problems. (W.4)		
	Listening	Understand TV programmes and films in standard dialect. (L.2) Explain their ideas related to the recorded text. (L.5) Listen interactively. (L.6)		
	Spoken interaction	Talk convincingly. (SI.2) Support their speech with subsidiary points and relevant examples. (SI.7)		
	Spoken production	Comment on other ideas and opinions. (SP.3) Express their point of view clearly. (SP.2)		

Theme		THEME 10- Our World		
Language areas		A range of expressions to indicate possession		
Skills		General Outcomes	Vocabulary	Materials
English: An International Language	Reading	Understand and interpret in essays and reports on contemporary matters. (R.1)	Nouns: globe, spread primary, nation resident Verbs: spread, adopt dedicate Adjectives: influential primary, resident	The CD Teacher's book
	Writing	Complete complex forms appropriately according to the instructions. (W.1)		
	Listening	Make inferences about the recorded text. (L.3)		
	Spoken interaction	To be eager to express themselves in group discussions conveyed fluently. (SI.6)		
	Spoken production			

Theme		THEME 10- Our World		
Language areas		A range of expressions to indicate possession		
Skills		General Outcomes	Vocabulary	Materials
WAF - World Aviation Festivals	Reading	Scan quickly through long, complex texts, locating details about information or the situation. (R.2)	Nouns: spectacular propeller, micro light, flyby Verbs: dedicate, showcase, joint Adjectives: momentous, unique, astounding spectacular dedicated	The CD Teacher's book
	Writing	Write stories and poems. (W.2) Edit their written text according to the genre, topic and the feedback from others. (W.3)		
	Listening	Understand recordings in detail in standard dialect. (L.1) Interpret speakers' behaviours and attitudes. (L.4)		
	Spoken interaction	Express their ideas critically. (SI.4) Interact with a degree of fluency and spontaneity with native speakers. (SI.1) Participate actively in formal discussions with appropriate and effective communication strategies. (SI.3) Talk fluently and effectively on lengthy, complex topics. (SI.5)		
	Spoken production	Support their ideas and opinions with detailed explanations. (SP.1) Make presentations by participating actively in group works. (SP.5) Share their stories and poems with others. (SP.4)		

Cultural Differences

A

Time to Listen

A. Read the questions and answer them.

- Have you ever heard anything about a different culture? If so, how were they different from your own culture?
- What happens when people don't understand each other's cultural differences?
- Do foreigners have difficulties in adjusting to your customs and traditions?

B. Look at the photos and tell how important it is to be respectful to each other's cultures.






D. Listen again and answer the questions.

- Who is Richard Torch?
- Why does he write his book on cultural differences?
- Which countries are mentioned in the interview?

E. Listen again and fill the table with the countries mentioned in the interview.

CULTURAL DIFFERENCES	COUNTRIES
touching someone	
making direct eye contact	
shoes	
mealtime	

F. Listen again and tell if it is possible to be too tolerant to another culture. Why? Why not?

Time to Speak

A. Work in pairs. Talk about the similarities and differences between your country and the countries mentioned in the interview. Give examples from your country's customs and traditions. Share your opinions with your classmates.

B. Work in groups and think about your country's culture and traditions. Discuss it with your group. Tell the class the most interesting custom you have talked about.

- What do you like about your culture?
- What don't you like about your culture?
- What are you most proud about your culture?
- If you could change one thing about your culture, what would it be?
- What is the best/most important thing your culture has given to the world?
- What is the best/most important thing your culture/country has adopted from another culture?

C. Read the statement below and tell your ideas by using linking words. "when in Rome, do as the Romans do"

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B. Look at the photos and tell how important it is to be respectful to each other's cultures.

Tell Ss to look at the photos and ask them "What do you see in the pictures? What are these people doing? What do the pictures refer to? Want Ss to talk about respecting other cultures.

C. Listen to the interview on TV and tell the reason why it is important to know cultures and cultural differences. (CO-L.2,5)

Tell Ss to listen and say the reason why it is important to know about cultures. Elicit their answers. If there are any doubts, help with the correct answer.

Tell Ss to take care rules of manners and cultural values while listening and to use background knowledge to understand the recorded text.

TRACK 28

Theme 10 - Page 109

Activity C: Listen to the interview on TV and tell the reason why it is important to know cultures and cultural differences.

Interviewer: Good afternoon, everybody. Today we have a guest, Richard Torch. He is a well-known writer and preparing his last book on cultural differences. Welcome, Mr Torch. It's kind of you coming here and being with us.

Richard Torch: Thank you very much.

Interviewer: How long have you been working on your last book?

Richard Torch: I've been making a research for two years all around the world. It's very enjoyable and interesting. I've learned a lot about countries. My book will help people who want to travel around the world because in many countries there are interesting traditions. When communicating with people from another culture, one needs to learn the traditional rules that culture in order not to offend other people and not to be offended.

Interviewer: Oh, I see. Can you give us some examples from cultural differences?

Richard Torch: Of course, I can. For example, touching someone is understood very differently in some cultures. In Eastern countries remember that touching and public displays of affection are unacceptable. In Qatar, men and women are forbidden from interacting. In Mediterranean countries, if you don't touch someone's arm when talking to them or if you don't greet them with kisses or a warm embrace, you'll be considered cold. In Thailand, the head is considered sacred never even pat a child on the head.

Interviewer: What about eye-contacting? Have you ever heard about it?

Richard Torch: Yes, let me tell it. For Americans, not making direct eye contact can be considered rude, indifferent, or weak, but be careful how long you hold someone's gaze in other countries. In some Asian nations, eye contact will make a local uncomfortable, so don't be offended if you're negotiating a deal with someone who won't look you straight in the eye.

Interviewer: Do you know about any other differences between countries?

Richard Torch: If you take off your shoes when you arrive at the door of a London dinner party

THEME 10 OUR WORLD

10A Cultural Differences

Materials:

Ss' dictionaries, internet, newspapers, pictures, teacher's book, CD

Warm Up:

Books are closed. Ask Ss to talk about their travels to foreign countries if they have already one. Elicit the answers. Other Ss may ask further questions to learn the details of her/his travel. Have you ever had difficulties there? How? What benefits can you gain if you go abroad? Do you encourage the teens to go on abroad? Why? / Why not?

Time to Listen

A. Read the questions and answer them.

Books are open. Take Ss' attention on the pictures. Read the questions and have Ss answer them.

TEACHER'S TIP

For the ones, who haven't travelled yet, ask "Which country would you like to go? Why?"

the hostess will find you uncivilized, whereas if you fail to remove your shoes before entering a home in Asia, Hawaii, or the Pacific Islands and you'll be considered disrespectful.

Interviewer: What should you do instead?

Richard Torch: If you see a row of shoes at the door, start undoing your laces. If not, keep the shoes on.

Interviewer: What can you say about dinner culture?

Richard Torch: In some countries, like China, Japan, and some African nations, mealtimes is for eating, not talking, so don't start chatting about your day's adventures while everyone else is digging into dinner. You'll likely be met with silence also avoid conversations in places a country might consider sacred or reflective—churches in Europe, temples in Thailand, and saunas in Finland.

Interviewer: Thank you very much, Mr Torch. What would you like to add as your last sentence?

Richard Torch: I believe if you want to understand the people in a country you should know something about their culture. Otherwise you might misunderstand their behaviours or you can find it hard to start a relationship with them. The person should observe what locals are doing and follow suit.

Interviewer: That's all for today's programme. See you at another programme.

KEY

It's important to know about cultures in order not to offend other people and not to be offended.

D. Listen to TV interview again and answer the questions. (GO-L.2)

Play the audio programme again to make Ss listen to the interview on TV. Ask them to answer the questions.

TRACK 28

Theme 10 - Page 109

Activity D: Listen to TV interview again and answer the questions.

KEY

1. *He is a well-known writer and preparing his last book on cultural differences.*
2. *Because his book will help people not to offend other people and not to be offended when communicating with people from another culture.*
3. *Possible answers:*

In Eastern countries: touching and public displays of affection are unacceptable.

In Qatar: men and women are forbidden from interacting.

In Mediterranean countries: if you don't touch someone's arm when talking to them or if you don't greet them with kisses or a warm embrace, you'll be considered cold.

In Thailand: the head is considered sacred never ever pat a child on the head.

For Americans: not making direct eye contact can be considered rude, indifferent, or weak,

In some Asian nations: eye contact will make a local uncomfortable, so don't be offended if you're negotiating a deal with someone who won't look you straight in the eye.

In London: If you take off your shoes when you arrive at the door of a dinner party the hostess will find you uncivilized

In Asia, Hawaii, or the Pacific Islands: if you fail to remove your shoes before entering a home and you'll be considered disrespectful.

In China, Japan, and some African nations: mealtimes is for eating, not talking, so don't start chatting about your day's adventures while everyone else is digging into dinner.

churches in Europe, temples in Thailand, and saunas in Finland: You'll likely be met with silence also avoid conversations in places a country might consider sacred or reflective

E. Listen again and fill the table with the countries mentioned in the interview. (GO-L.6)

Play the audio programme again and ask Ss to fill the table with the countries mentioned in the interview.

TRACK 28

Theme 10 - Page 109

Activity E: Listen again and fill the table with the countries mentioned in the interview.

KEY

CULTURAL DIFFERENCES	COUNTRIES
<i>touching someone</i>	<i>In Eastern countries, In Qatar, In Mediterranean countries, In Thailand</i>
<i>making direct eye contact</i>	<i>America, Asian nations</i>
<i>shoes</i>	<i>London, Asia, Hawaii, or the Pacific Islands,</i>
<i>mealtime</i>	<i>China, Japan, and some African nations</i>

F. Listen again and tell if it is possible to be too tolerant or accommodating of another culture? Why? Why not? (GO-L.5)

Play the audio programme again to help Ss telling if it is possible to be too tolerant or accommodating of another culture. Ask Ss to tell the reasons.

TRACK 28

Theme 10 - Page 109

Activity F: Listen again and tell if it is possible to be too tolerant or accommodating of another culture? Why? Why not?

Time to Speak

Objective

Focus on:

Talk fluently and effectively on lengthy, complex topics.

- Ss are eager to express themselves in group discussions conveyed fluently.

A. Work in pairs. Talk about the similarities and differences between your country and the countries mentioned in the interview. Give examples from your country's customs and traditions. Share your opinions with your classmates. (GO-SI.7)

Form Ss in pairs. Ask them to talk about the similarities and differences between

their country and the countries mentioned in the interview. Encourage them to give examples from their country's customs and traditions. Then tell them share their opinions with their classmates.

B. Work in groups and think about your country's culture and traditions. Discuss it with your group. Tell the class the most interesting custom you talked about. (GO-SI.2 / CO-S.1)

Explain the task. Read the instruction aloud. Make them work in groups and think about their country's customs and traditions. Ss will discuss it and tell the class the most interesting custom they talked about. Encourage them to ask as many questions as possible. Remind them to use given questions in their books such as:

- What do you like about your culture?
- What don't you like about your culture?
- What are you most proud about your culture?
- If you could change one thing about your culture, what would it be?
- What is the best/most important thing your culture has given to the world?
- What is the best/most important thing your culture/country has adopted from another culture?
- Set a time limit of about ten minutes. Go around the class and give help as needed.

Tell Ss to take care rules of manners and cultural values while speaking.

C. Read the statement below and tell your ideas by using linking words.

(GO-SP.3,SI.5 / CO-S.12,16,17,18,19,20)
"when in Rome, do as the Romans do"

Focus Ss' attention on the statement **"when in Rome, do as the Romans do"** and tell their ideas by using linking words such as however, although, therefore, furthermore, thus, despite, in addition, because etc. Elicit ideas. If a student seems to know quite a bit, have the rest of the Ss ask her/him questions to get more ideas. If there is no answer in class, encourage them to predict about it. Elicit Ss' predictions. Accept any reasonable answers, but do not tell Ss if they are correct.

Tell Ss to talk fluently and effectively on lengthy, complex topics. Tell Ss to use sentence connectors in their speeches and avoid word repetition while speaking. Encourage them to use a range of vocabulary repertoire and appropriate structures in their speeches accurately. Tell them to present their ideas in a logical coherence and to develop appropriate and effective communication strategies. Encourage them to increase their vocabulary repertoire.



Cultural Differences

Time to Read

A. Look at the questions and answer them.

1. Have you ever been abroad and had difficulty with other cultures?
2. Would you ever consider living permanently in a country other than your home country? Why or why not?
3. What do you think is important when visiting another country?

B. Look at the photos and guess what you are going to read about.





C. Look at the title and tell what language it is.

D. Read the text and identify the problem.

NI HAV, HUANYING

The dictionary defines culture as the arts, beliefs, customs, institutions and all other product of human work and thought created by a people or group. Chinese culture is rich in all of these, and it dates back thousands of years. When I learned about the culture of China I understood that I had made lots of cultural mistakes at last week's meeting in China. I am the top man in my department for this reason I was sent to the China for business. At the meeting since I knew that hierarchy is important to the Chinese I spoke directly to the director, a woman, while I shook her hand. I touched her shoulder as I pulled back to guide her to the table. I was telling them about my trip as I casually passed out my business cards so I stack up the ones I just received from the team and put them into my pocket. The meeting appeared to go well. As it concluded, I jumped up from the table eager to report back to my boss.

Do you know how many major cultural mistakes I just made? Here are some interesting cultural differences between West and China: accept and give business cards with both hands. Study the card first as it represents the person you're meeting. Never write on it or put it in your wallet or pocket, instead use a small card case. Don't compliment anyone for speaking good English. It may also be taken as a sign you cannot find better things to compliment. Personal contact must be avoided at all cost. It is highly inappropriate for a man to touch a woman in public. Stand up when others enter the room. Avoid embarrassing topics, such as freeing Chinese human right issues. Allow the Chinese to leave a meeting first.

When dining, do not start to eat or drink prior to your host. When dining with a group and taking food from a common plate, use the implements provided and not your own chopsticks or fork, and choose the items closest to you even if you prefer something on the other side of the plate. In China and throughout the East you'll need to watch your chopstick use, don't point them at people and certainly don't place them upright into a bottle. As a cultural courtesy, you should taste all the dishes you are offered, but do not eat all of your meal or they will assume you did not receive enough food and are still hungry. Do not discuss business at meals. Show deference if someone appears to be senior to you.

There are many, many other cultural differences between China and the West. Of course, differences may not be significant when comparing China to other countries in Asia. If you are bringing gifts, clocks, storks, cranes, handkerchiefs and anything white, blue or black are definite no-nos because of their association with death. Not being a Christian country, the Chinese do not recognize the term "Bless you" or "God Bless you" when you sneeze. In China, when someone sneezes, you simply ignore it. Also in China names are written in a different order to those in Europe and America. In China the surname is placed before the first name, unless they've already flipped their name around for the benefit of visitors, which just causes huge confusion!

In conclusion, I can say that everything from greeting to eating can be an opportunity to do the wrong thing, and not only embarrass yourself, but offend your host countrymen. For this reason by being aware of some of the differences you lessen the impact of culture shock and you make your life considerably easier.

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Time to Read

A. Look at the questions and answer them.

Explain the task. Ask Ss to read the pre-reading questions and answer them. Remind Ss to tell their own ideas.

B. Look at the photos and guess what you are going to read about.

Picture exploitation: First ask students to cover the reading text. Ask questions like: Do you know the country you see in the picture? What are the women doing? What is this country famous for? Where are these people in the second Picture? What are they doing in the third Picture? Talk about special clothes of people? Do you like them? After eliciting answers ask Ss to guess what they are going to read about.

KEY

It is about American businessman and Chinese culture.

C. Look at the title and tell what language it is.

KEY

It is in Chinese and Ni Hav means Hello. Huaying means Welcome.

D. Read the text and identify the problem.
(GO-R.5 / CO-R.1,2,3,5,6)

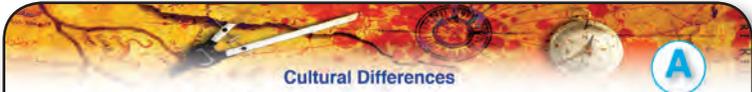
Ss work in pairs and read the text to identify the problem.

Tell Ss to pay attention to punctuation marks while reading and define an appropriate strategy for the aim of reading. Tell them to understand the written text with the help of background knowledge. Encourage them to read fluently. Tell Ss To understand the written text with the help of teaching aids.

KEY

The problem is a western country businessman's cultural mistakes that he has made in China's business meeting.

TEACHER'S NOTE


A

Cultural Differences

E. Read again and make inferences about;

- * Is the result of meeting positive or not?
- * What are the differences in Chinese way of eating?

F. Match the phrasal verbs with their meanings.

1. <input type="checkbox"/> stack up 2. <input type="checkbox"/> at all cost 3. <input type="checkbox"/> pass sth out 4. <input type="checkbox"/> pull back 5. <input type="checkbox"/> prior to sth	a. to decide not to do or involve yourself with something when you were previously going to b. to give something to each person in a group of people c. to compare with another thing of a similar type d. before a particular time or event e. If something must be done or avoided at all costs, it must be done or avoided whatever happens
--	--

G. Make comments on cultural differences between China and the Western countries.









H. What advice would you give to the people who just came to your country from overseas? Tell your opinions and advices clearly.

Time to Write

A. Write a composition about the advice you can give to the businessmen who will go to China considering the steps below.

- the necessity of learning about other cultures
- basic cultural points in Chinese culture
- how to cope with cultural differences

B. Work in pairs. Swap your composition with your friend and tell your opinions to each other. Take your own composition back and organize it according to the feedbacks from your friend. Do peer correction and rewrite your composition.

WW: Wrong Word RS: Rewrite Sentence SM: Spelling Mistake
 GM: Grammar Mistake PM: Punctuation mistake

C. Share your composition with your class.

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E. Read again and make inferences about; (GO-R.3)

Ask Ss read the text again and make inferences about the result of the meeting if it is positive or not and the differences in Chinese way of eating from theirs.

KEY

Ss' own answers.

F. Match the phrasal verbs with their meanings.

Ask Ss to read the text again to match the phrasal verbs with their meanings. They scan the phrases to guess their meanings from context. When Ss finish reading they can use their dictionaries to check words. Elicit or explain any new vocabulary.

KEY

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

G. Make comments on cultural differences between China and the Western countries. (GO-R.4)

Ask Ss to make comments on cultural differences between China and the Western countries.

H. What advice would you give to the people who just came to your country from overseas? Tell your opinions and advices clearly. (GO-SP.2,SI.1)

Tell Ss to talk about their own custom and traditions. Ask them if a group of people just came to their country from overseas, what advice they would give them. Encourage them to tell their opinions and advices clearly.

Interact with a degree of fluency and spontaneity with native speakers.

Time to Write

A. Write a composition about the advice you can give to the businessmen who will go to China considering the steps below. (GO-W.4 / CO-W.10,11,12,13,14)

Explain the task. Ss work in pairs. Read the instruction. Ask them to write a composition about what advices they can give to the businessmen who will go to China. Remind them they should mention about the details they have read in the reading part. Ss organize their ideas in their draft and then write their composition. Go around the class and give help as needed.

Tell Ss to avoid word repetition in their writings. Encourage them to use sentence structures and patterns accurately and use different conjunctions in their writings. Tell them to write according to the context and the situation.

B. Work in pairs. Swap your composition with your friend and tell your opinions to each other.

Take your own composition back and organize it according to the feedbacks from your friend. Do peer correction and rewrite your composition. (CO-W.2,4,5,6,7)

Option:

The task can be assigned as homework to let them do a research. When Ss finish writing, encourage them to swap their compositions with their friends and tell their opinions about them. Then ask Ss to organize their own compositions according to the feedbacks from their friends. Tell them do peer correction and rewrite it.

Tell Ss to write in a logical coherence and to write according to the spelling rules. Tell them to use punctuation marks appropriately and accurately. Encourage Ss to be eager to write letters and e-mails. Tell them to write according to the process writing strategies.

C. Share your composition with your class.

Tell Ss to read their compositions in the class.

B English: An International Language

Time to Listen

A. Before listening answer these questions.

- Do you know where English is the native language?
- How many people do you think speak English in the world?

B. Work in pairs. These flags belong to countries where English is spoken as a first language. Write the names of the countries under the correct flag.

- America
- Canada
- England
- New Zealand
- Ireland
- Australia








C. Listen to the article that Professor Wagner talks about English language and then find the topic for it.

D. Listen again and answer these questions.

- Why do philologists think that English become a world language?
- Why did many people begin to talk English instead of their native languages in North America?
- What is the main problem between British English and American English?
- Why is American or British becoming less important?
- If people begin to talk English as an international language, could it be a problem for the world?

E. Listen to the article again and say if they are true (T) or false (F).

- English has already become a world language.
- English is used in only 75 countries.
- English is used by many North Americans as native language.
- There are a lot of differences between British and American English.
- There is only one British accent.
- Americans and British can understand each other when they speak Standard English.
- Different accents belong to people's education.

F. Listen again and make inference about the reason of English becoming an international language.

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10B English: An International Language

Materials:

Ss' dictionaries, pictures, flags, magazines

Time to Listen

A. Before listening answer these questions.

Books are closed. Say Ss to work with their partners. Ask them these questions. Encourage Ss to discuss the questions.

KEY

Ss' own answers.

B. Work in pairs. These flags belong to countries where English is spoken as a first language. Write the names of the countries under the correct flag.

Say Ss to work with their partners. Choose a student. Give him/her some flags where English is spoken. Ss guess and say flags of country.

KEY

1. CANADA	2. AUSTRALIA
3. IRELAND	4. USA
5. NEW ZEALAND	6. UNITED KINGDOM

C. Listen to the article that Professor Wagner talks about English language, and find the topic for it.

Say Ss to work individually. Explain the task. Play the CD, After listening check their answers, Ss try to find a suitable topic for the article.

TRACK 29
Theme 10 - Page 112

Activity C: Listen to the article that Professor Wagner talks about English language, and find the topic for it.

English has already become a world language. According to the philologists, English has reached almost 500 million; more than 300 million people speak and use English as a second language around the world. It is used as an **official** language in over 75 countries. English is well **established** in all six continents. English also **replaced** many native languages in North America. Nowadays a lot of Native Americans only speak English instead of their **native** language. But there are some small differences between American and British English. The main problem is accent and dialects. This is not American or British. According to the linguistics there are more than one hundred different accents and dialects. However, when you listen to standard English there are no problems to understand. These different accents and dialects **depend on** people's social class and the geographical area where they live. The world is changing and English is no longer the **property** of the British, Americans, or Australians. Most English that you hear or see around the world is spoken or written by non- native speakers. American or British is becoming less and less important. More and more people now talk about English as an International language. If people can understand what you are saying, no problem? Everything is okay!

KEY

Ss' own answers.
English is no longer the language of British. It becomes a world language.

D. Listen again and answer these questions. (CO-L.6)

Books are open. Say Ss to work in pairs. Play the audio programme again. Ss listen to the text carefully and answer the questions.

Say them to guess the meaning of unknown words in the recorded text to understand the context.

Go around the class and give help as needed.

TRACK 29
Theme 10 - Page 112

Activity D: Listen again and answer these questions.

KEY

1. *Because it has reached almost 500 million people speak and use English.*
2. *Because there were so many different accents, dialects in North America.*
3. *Accent and dialects are big problems between British and American English.*
4. *Because more and more people now talk about English as an International language.*
5. *No, it couldn't be a problem, everything is okay.*

E. Listen the article again and say if they are true (T) or false (F).

Say Ss to work in pairs. Play the audio programme again. Ss must listen to the text carefully and try to find the correct options.

TRACK 29
Theme 10 - Page 112

Activity E: Listen the article again and say if they are true (T) or false (F).

KEY

1. T	2. F (is over)	3. T
4. F	5. F	6. T
7. T		

F. Listen again and make inference about the reason of English becoming an international language. (GO-L.3)

Say Ss to work in pairs. Play the audio programme again. Remind Ss to make inferences about the reason of English becoming an international language. Take notes. Then go over answers with the class.

TRACK 29
Theme 10 - Page 112

Activity F: Listen again and make inference about the reason of English becoming an international language.

TEACHER'S NOTE

English: An International Language





G. Work in group. Use the words which are given below in box and talk about 'English is used in many countries as an international language to communicate with people.' Do you agree with this opinion? Why / why not?

official	replaced	established
native	depend on	property

Time to Read

A. Look at the question and answer it.

- How many percent of world population speak English?

B. Read the report and say what it is about.

COUNTRIES THAT SPEAK ENGLISH AS PRIMARY LANGUAGE

English is spoken by as much as 20 percent of the world's population, and it is the primary language of at least one nation on every continent. English has spread across the globe and become one of the most widespread and influential languages on earth. Although continental North America has only two English-speaking countries (Canada and the United States) many of the islands of the Caribbean also use English.

There are three European nations use English as a primary language. Within Great Britain, both the United Kingdom and Ireland are English-speaking. Malta is the only European nation to use English as a primary language. India, Bangladesh and Pakistan make English an official language. English is not the first language of their residents. The same is true in Israel and Singapore, where English is widely understood but rarely the mother tongue. Despite New Zealand and Australia are the most well-known of the English-speaking South Pacific nations, the language has been widely adopted in a great many of the smaller island states.

C. Read the report again and answer the questions.

- How many people are speaking English in the world?
- How do you know that English has spread across in the globe?
- Where is English used as a primary language in Europe?
- Why isn't English making the official language resident of Pakistan?
- Which nations are the most well-known English spoken countries?

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KEY

Ss' own answers.

B. Read the report and say what it is about.

Books are open. Say Ss to work in pairs. Say them to read the text and think what this text is about. Ss discuss their opinion and share them with class.

C. Read the report again and answer the questions.

Books are open. Say Ss to work in pairs. They will read and answer the questions. Go around the class and give help as needed.

- KEY**
- 20 % of the world's population are speaking English in the world.
 - Because it is primary language of at least one nation on every continent.
 - English is used as a primary language in The United Kingdom, Ireland and Malta in Europe.
 - Because English isn't the first language resident of Pakistan.
 - New Zealand and Australia are the most well-known countries that speak English.

TEACHER'S NOTE

G. Work in group. Use the words which are given below in box and talk about 'English is used in many countries as an international language to communicate with people.' Do you agree with this opinion? Why / why not? (GO-SI.6 / CO-S.2,3,4,5,6,7,8,9,10)

Say Ss to work in groups. Ss read the listening script and find the words which are written in bold, and talk about 'English is used in many countries as an international language to communicate with people. Remind Ss to use these bolded words. Choose a student who will write the words on the board. Ss are eager to express themselves in group discussions conveyed fluently.

Say Ss to use a range of vocabulary repertoire in their speeches. Encourage them to speak self- confidently. Remind Ss to speak self- confidently and to avoid word repetition while speaking. Tell them to pay attention to intonation, pronunciation and stress while speaking. Say Ss to use words and word groups related to particular concrete situations meaningfully, to express themselves with meaningful and accurate sentences and to pronounce the words accurately.

Time to Read

A. Before reading guess about these questions.

Books are closed. Say Ss to work individually. Tell Ss to guess the answers. Give some time to them. Then Ss will think about question and share their answers with class.

B English: An International Language

D. Fill in the blanks with the correct forms of words.

- I never support the of any book for TV.
- The people living in this city need more car parks in the part of this city.
- They would you like to send on opinion here.
- The children of various countries wear their costumes on 29 October in Turkey.
- It's a special sort of butter that easily even when cold.
- We have the chance to build and outward looking Europe that lives up to its responsibilities.

E. Work in pair. Read the report again and write these sentences true (T), or false (F).

- English is used in all North America as a primary language.
- Mother language of Pakistan isn't English.
- New Zealand is the most well-known of the English-speaking South Pacific nation.
- Most of the countries in Europe is using English as a native language.
- English is used by more than half of the world's population.
- English has spread across the globe.
- At least one country is speaking English as a main language on every continent.

F. Make a comment on the sentence "English is spoken by as much as 20 per cent of the world's population" considering the report you have read.

G. Imagine that you were going one of English spoken country such as England. You need visa to enter it. So fill in this visa application form.

**THE EMBASSY OF THE UNITED KINGDOM
VISA APPLICATION FORM**

Surname or Family Name (Mr./Mrs./Miss./Ms./Dr./Prof.)	
First Names in Full:	
Former or Maiden Name (if different from above):	
Date of Birth (DD/MM/YY)	Sex (M/F)
Place of Birth:	Country of Birth:
Nationality:	
Marital Status (Mark): Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/>	Passport No.:
Date Issued:	Valid Until:
Profession/Occupation:	
Employer Address: School where you want to go:	
Current Address:	
Tel.:	E-Mail:
Contact Person(s) in London:	
Address:	
Date of Entry:	Departure Date:
Purpose of Visit:	
Budget Available For Your Stay:	
I hereby declare that the information stated above is true and correct.	Signature of Applicant:

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the world's population'. Ss discuss their opinions, and share them with class.

G. Imagine that you were going one of English spoken country such as England. You need visa to enter it. So fill in this visa application form. (GO-W.1 / CO-W.1,15)

Say Ss to work with their partners. Remind them to complete complex forms appropriately according to the instructions. They fill a visa application form.

KEY

Ss' own answers.

Warn Ss to review their writing for accuracy and appropriateness and to avoid irrelevancy while writing.

TEACHER'S NOTE

D. Fill in the blanks with the correct forms of words.

Tell Ss to fill in the blanks with the correct forms of words. Warn them to be careful about word formation.

KEY

- | | | |
|-------------|----------------|----------------|
| 1. adaption | 2. residential | 3. influential |
| 4. national | 5. spreads | 6. global |

E. Work in pair. Read the report again and write these sentences true (T), or false (F).

Say Ss to work in pairs. Warn them to read the article again. They discuss the sentences true or false. Set a time of about five minutes. Go around the class and give help as needed.

KEY

1. T 2. T 3. T 4. F 5. F 6. T 7. T

F. Make a comment on the sentence "English is spoken by as much as 20 per cent of the world's population" considering the report you have read. (GO-R.1)

Say Ss to work with their partners. Warn Ss to understand and interpret in essays and reports on contemporary matters. Give them five minutes. They make a comment on the sentence 'English is spoken by as much as 20 % of

WAF-World Aviation Festivals

Time to Read

A. Look the questions and answer them.

1. Have you ever watched an air show?
2. What kind of aircrafts do you know?
3. What comes to your mind when you hear the word 'pilot'?




B. Match the words with their meanings.

1. momentous
2. unique
3. astonishing
4. spectacular
5. dedicated
6. propeller
7. microlight

a. a device which causes a ship or aircraft to move, consisting of two or more blades which turn round at high speed

b. believing that something is very important and giving a lot of time and energy to it

c. being the only existing one of its type or, more generally, unusual or special in some way

d. very surprising

e. very important because of effects on future events

f. very exciting to look at

g. an extremely light and small aircraft with a very small engine, which carries only one or two people

C. Read the texts and answers the questions.

1. Which countries attend Izmir Air Show?
2. What kind of aircraft can you see in China Air Show?
3. What are the common points of Air Shows?

AIR SHOW CHINA

Airshow China is the dedicated General Aviation exhibition in 2012, showcasing everything from microlights through to turbo propellers and jets. Whether you are interested in learning to fly, or are already a pilot and want to view the latest products available, Airshow China is the event to attend in China! Join China's leading exhibitors showcase the latest in General Aviation in Zhuhai.




*Dearest Mother!..
If your child falls in love with the sky...
Let him fly!*



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

TEACHER'S NOTE

10C WAF-World Aviation Festivals

Warm-up

Tell the students to look at the photographs and want them to talk for a while. Ask Ss the questions below:

- What do you see in the pictures?
- What are they doing?
- Why they are so close each other?
- Who are the girls in the pictures?

Time to Read

A. Look the questions and answer them. (CO-R.7)

Ask Ss to read the questions and find answers.
Motivate Ss to read.

KEY
1. Ss' own answers.
2. Passenger planes, jet fighters, propeller, microlight, planes for fires etc.
3. Ss' own answers.

B. Match the words with their meanings. (CO-R.10)

Ask Ss to match the words with their meanings.
Encourage Ss to guess the meaning of unknown words with the help of their vocabulary repertoire in the written text.

C

WAF-World Aviation Festivals

AIR SHOW TÜRKIYE

Air Show Türkiye 2011 is a momentous airshow celebrating the 100th anniversary of the Turkish Air Force. All student groups are invited to visit Izmir Air Show for an opportunity to learn about the military and the world of aviation in a unique, hands-on approach. This experience includes the chance to view and tour static display aircraft and the opportunity to meet and greet military and civilian aviators. An inventory formation flyby of every serving type added to an astonishing line-up from other countries including eight national display teams in the eight hour flying display. It also includes the fortune to watch spectacular performances. SoloTurk, Turkish Stars, Seagulls of the Czech Air Force, the Italian Air Force's FreceTricolori, the Pakistani Air Force showcasing the JF-17 Thunder jet fighter, made in China, the Belgium Air Force F-16 Fighting Falcon and the Royal Army's Red Arrows demonstrations will be held.

Time to Speak

AIR SHOW RUSSIA

The very idea of the MAKS lies in demonstrating Russian high technologies and domestic market openness to joint ventures with the use of foreign partners' cutting-edge advances. During the show, top civil servants are open for business contacts. For all those engaged in aerospace business the air show is a unique opportunity to get the first-hand information on the standpoints of decision-makers whose position can have an impact on key issues of developing and selling aircraft and their weapons, as well as on cooperation in these fields.

A. Talk about why people become jet fighter pilots. Explain your ideas clearly by giving examples.

B. Work in pairs and talk about advantages/disadvantages of flying and tell your reasons. While your friend is talking, ask some questions.

C. Work in two groups and discuss which one is stronger. Make a search from internet and talk about it in the class.

Group A: The Russian Air Force is stronger
Group B: The American Air Force is stronger

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- B. Work in pairs and talk about advantages/disadvantages of flying and tell your reasons. While your friend is talking, ask some questions. (GO-SI.4 / CO-S.5,9,10,13,14)**

Ask Ss to work in pairs and talk about best and worst things about flying and ask them to tell their reasons. While one is talking, ask the other one to ask some questions.

Tell Ss to ask questions while and after speaking.

Answer the questions while and after speaking.

Remind Ss to support their speech with gestures and facial expressions.

Remind Ss to speak self- confidently.

Tell Ss to use basic repertoire of isolated words and phrases according to their functions and genre.

Warn Ss to pay attention to intonation, pronunciation and stress while speaking.

- C. Work in two groups and discuss which one is stronger. Make a search from internet and talk about it in the class. (GO-SP.5, GO-SI.3)**

Group A: The Russian Air Force is stronger

Group B: The American Air Force is stronger

Ask Ss to work in two groups and discuss which one is stronger. Make a search from internet and talk about in the class.

Ss participate actively in formal discussions with appropriate and effective communication strategies.

- C. Read the texts and find the answers. (GO-R.2 / CO-R.4)**

Ask Ss to read the text and find the answers.

Encourage Ss to use different strategies to understand the written text.

Tell Ss to answer the questions before, while and after reading.

Remind Ss to understand the written text with the help of vocabulary repertoire.

KEY

1. the Czech Republic, Italy, Pakistan, Belgium and England.
2. Everything from microlights through to turbo propellers and jets.
3. Three of them has air demonstrations.

Time to Speak

Focus on:

Are eager to express themselves in group discussions conveyed fluently.

- A. Talk about why people become jet fighter pilots. Explain your ideas clearly by giving examples. (GO-SP.1)**

Ask Ss to talk about why people become jet fighter pilots. Ask them to explain their ideas clearly by giving examples.

TEACHER'S NOTE

WAF-World Aviation Festivals

C

Time to Listen

A. Look at the pictures and guess who they are.

B. Listen and check your answers.

C. Listen again and find out the answers.

- Why did he want to be a soldier?
- What will he do when he retires?
- What does he call for the pilots killed in plane crashes?
- What happened to Captain Ümit Özer?
- What happened to Captain Hasan Öztürk and Erol Er?

D. Listen again and find the happy, sad and excited times of SoloTurk.



Capt. Hasan Öztürk



Lt. Erol Er



ANADOLU KARTALLARI



Ali İsmet Öztürk



Captain Ümit Özer

Time to Write

A. Read the poem and find the word on phrase of it.

"Acrostic is a text, usually a poem, in which particular letters, such as the first letters of each line, spell a word or phrase"

Sealed my heart with aviation ambition
Only want to be free and fly
Living in a country of such a great nation
Owing our lives to those who gave a try

FLY TITLES

Turkish Stars, SoloTurk, phantoms and falcons
Up in the sky with determination to fly
Republic of Turkey to remain forever as
Kemal Atatürk says: "Future is in the sky."
Deniz Canpolat - Çansu Çağlar

B. Write an acrostic poem about aviation.

C. Change your poems with your friends and review them according to the feedbacks from your friends.

D. Share your poem with your classmates.

HOW MUCH DO I KNOW?		
I CAN		😊 😐 😞
LISTENING	understand most radio programs, TV etc. about culture, languages, and festivals.	
READING	understand articles on current problems in which the writers express attitudes understand contemporary literary poetry etc.	
SPOKEN INTERACTION	initiate, maintain, and end discourse naturally with effective turn-taking.	
SPOKEN PRODUCTION	interpret and evaluate information on festivals. give clear, detailed descriptions on culture.	
WRITING	write clear, text on culture, and festivals. write an essay or report to express point of view or pass on information about culture.	

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Time to Listen

A. Look at the pictures and guess who they are.

Ask Ss to look at the pictures and tell them guess who they are.

B. Listen and check your answers. (CO-L.1)

Ask Ss to listen and check their answers.

Warn Ss to pay attention to stress, pronunciation and intonation while listening.

TRACK 30

Theme 10 - Page 117

Activity B: Listen and check your answers.

Interviewer: Why did you want to be a soldier?

SoloTurk: I have loved Atatürk all my life. When I was six, I saw one of the handsome picture of Atatürk in his stunning uniform. At that time I wanted to be a soldier. It was always my dream.

Interviewer: Why aviation?

SoloTurk: I had lots of toys. My father always bought me toy planes during my childhood. I have always wanted to fly. When we had a picnic, my kite was my indispensable. By the way, he still buys me toy planes for my plane collection.

Interviewer: What will you do when you retire?

SoloTurk: Nearly all of the jet fighter pilots who retire from Turkish Air Force work as a pilot in private air companies. But I want to make aviation demonstrations as Ali İsmet Öztürk. Even though he has no support from a big company or institution like Turkish Air Force etc. he is still doing astonishing demonstrations. When I watched him at International Air Shows, I admired him and I was proud of seeing him. He should be supported because he is well known abroad and doing great jobs.

Interviewer: Can you share your most interesting or exciting experience?

SoloTurk: Two years ago there was a movie called 'Anadolu Kartalları' and I had a little role. When I watched it at the cinema with my family I was really excited.

Interviewer: What made you feel emotional in your aviation career?

SoloTurk: When a star falls from the Turkish Army, I feel bad. I heard one of the members of Turkish Stars fell on 13th March, 2012. His name was Captain Ümit Özer while he was training. Another event, a captain and a second lieutenant died on the coast of İzmir's Güzelbahçe town on 14th July, 2011. The training plane had taken off, they lost control and crashed into the sea. Capt. Hasan Öztürk and Lt. Erol Er avoided crashing into houses at the last minute and were reported as they were not able to eject from the plane before the crash. I am deeply sorry for these accidents. When I see a falling star in the sky, it makes me remember those pilots. I have always thought that they are living on those falling stars.

Interviewer: What made you feel happy in your aviation career?

SoloTurk: SOLOTÜRK performed flight display in Royal International Air Tattoo 2011, which is one of the most significant air shows in the world and conducted with the participation of 29 teams that year. This was our first international demonstration. Our team was very excited. After the Show we as Turkish Air Force were chosen "Best Overall Flying Display" and awarded "The King Hussein Memorial Sword".

Interviewer: Thanks and good luck with your job.

SoloTurk: If you love your land, you can show it by doing your best in your job. I hope Turkish youngsters do their best.

C. Listen again and find out the answers. (GO-L.1/ CO-L.3,4,5)

Ask Ss to listen again and find out the answers.

Warn Ss to use visuals to understand the recorded text.

Tell Ss to listen selectively.

TRACK 30

Theme 10 - Page 117

Activity C: Listen again and find out the answers.

KEY

1. Because of the handsome picture of Atatürk in his stunning uniform.
2. He wants to make aviation demonstrations
3. Anadolu Kartalları
4. Captain Ümit Özer's plane crashed while he was training.
5. Capt. Hasan Öztürk and Lt. Erol Er lost their plane control and crashed into the sea. They avoided crashing into houses at the last minute

D. Listen again and find the happy, sad and excited times of SoloTurk. (GO-L.4)

Ask Ss to listen again and find the happy, sad and excited times of SoloTurk.

TRACK 30

Theme 10 - Page 117

Activity D: Listen again and find the happy, sad and excited times of SoloTurk.

KEY

happy times: When they were chosen "Best Overall Flying Display" and awarded "The King Hussein Memorial Sword".

sad times: Plane crashes

excited times: while he was in the movie called "Anadolu Kartalları"

Time to Write

A. Read the poem and find the word or phrase of it.

Ask Ss to read the information of acrostic and tell them to find the word or phrase.

B. Write an acrostic poem about aviation. (GO-W.2 / CO-W.3,8,9,14,15)

Ask Ss to read the poem and ask some questions about acrostic. Ask them to write an aviation poem.

Remind Ss to use a range of repertoire of words and words group in their writings.

Tell Ss to express themselves in different ways in their writings.

Ask Ss to explain the same topic in different ways of writing.

Motivate Ss to enjoy writing.

Make Ss review their writing for accuracy and appropriateness.

C. Change your poems with your friends and review them according to the feedbacks from your friends. (GO-W.3)

Ss edit their written text according to the genre, topic and the feedback from others.

D. Share your poem with your classmates. (GO-SP.4)

Ask Ss to read their poem to class.

TEACHER'S NOTE

**WORKBOOK
ANSWER
KEY**

Theme 1

HEALTH

A

A. Look at these pictures and match them with the given statements.



- a. **2** Keep very small objects away from the children
- b. **4** Cut off the gas
- c. **3** Wash your finger with soap and wrap with plaster
- d. **5** Floor maybe slippery
- e. **1** Don't touch electrical things with wet hands

B. Look at the pictures above and write some advice by using should/shouldn't.

*You shouldn't touch electrical thing with wet hands.
You should keep very small objects away from the children.
You should wrap your finger with plaster.
You should cut off the gas.
You should be careful because floor may be slippery.*

C. Read the text and put the paragraphs into correct order.

- 3** His parents had come in a hurry. The scene had seemed very bad and serious. They had known that it should have been dangerous to move him. Therefore, his mother had called for an ambulance. Simon was in pain. He had begun to cry.
- 1** One night Simon had woken up in fear. He wanted to drink some water so he went towards the kitchen. However, he was very sleepy and also very careless. He hadn't seen his brother's marbles which were on the floor.
- 4** By the time the ambulance came in front of their house, they shouted at them. The doctor and two interns came in and wanted to carry Simon into the ambulance. Simon's father helped them to carry Simon. They had to be hurry as he had a limited time.
- 2** After he had stepped out, he trod on the marbles. Suddenly he had slipped very badly and broken his leg. He should have been very careful. He should have taken his necessary precautions as looking on the ground.

Home Accidents

D. Read the text again and answer the questions.

- 1) Where was Simon when the accident happened?
He was on the way to the kitchen.
- 2) How did he break his leg?
He trod on the marbles and slipped.
- 3) Who helped Simon after he had slipped?
His parents helped him.

E. Skim the text and complete the sentences in your own words.

- He wanted to drink some water **so** *He wanted to drink some water so he went towards the kitchen.*
- He was very sleepy and also very careless **therefore** *He was very sleepy and also very careless therefore he slipped and broke his leg.*
- They shouted at the ambulance **by the time** *They shouted at the ambulance by the time the ambulance came.*
- **After** he had stepped out, *After he had stepped out, he trod on the marbles.*

F. Tom's little son had a home accident and he calls his close friend Jim. Complete their phone conversation with the suitable words below.

air way / body / help / examine / panic / circulation / immediately / consciousness / adequate / injuries

Hi, Jim. I am in a state of shock because my little son had a home accident.

Don't **panic**. Call for **help** if necessary.

What should I do until the help comes?

First of all, check the level of **consciousness** of the child. Then **examine** the child if **airway** is clear; if breathing is **adequate** and circulation is normal.

Go on, Jim. What else should I do?

If breathing and **circulation** are normal, check for any other **injuries** on the **body**. Do not move it and call for help **immediately**.



G. Imagine you had a home accident such as;

- electric shock
- fire at home
- cutting somewhere from your body
- slipping
- flood the bathroom

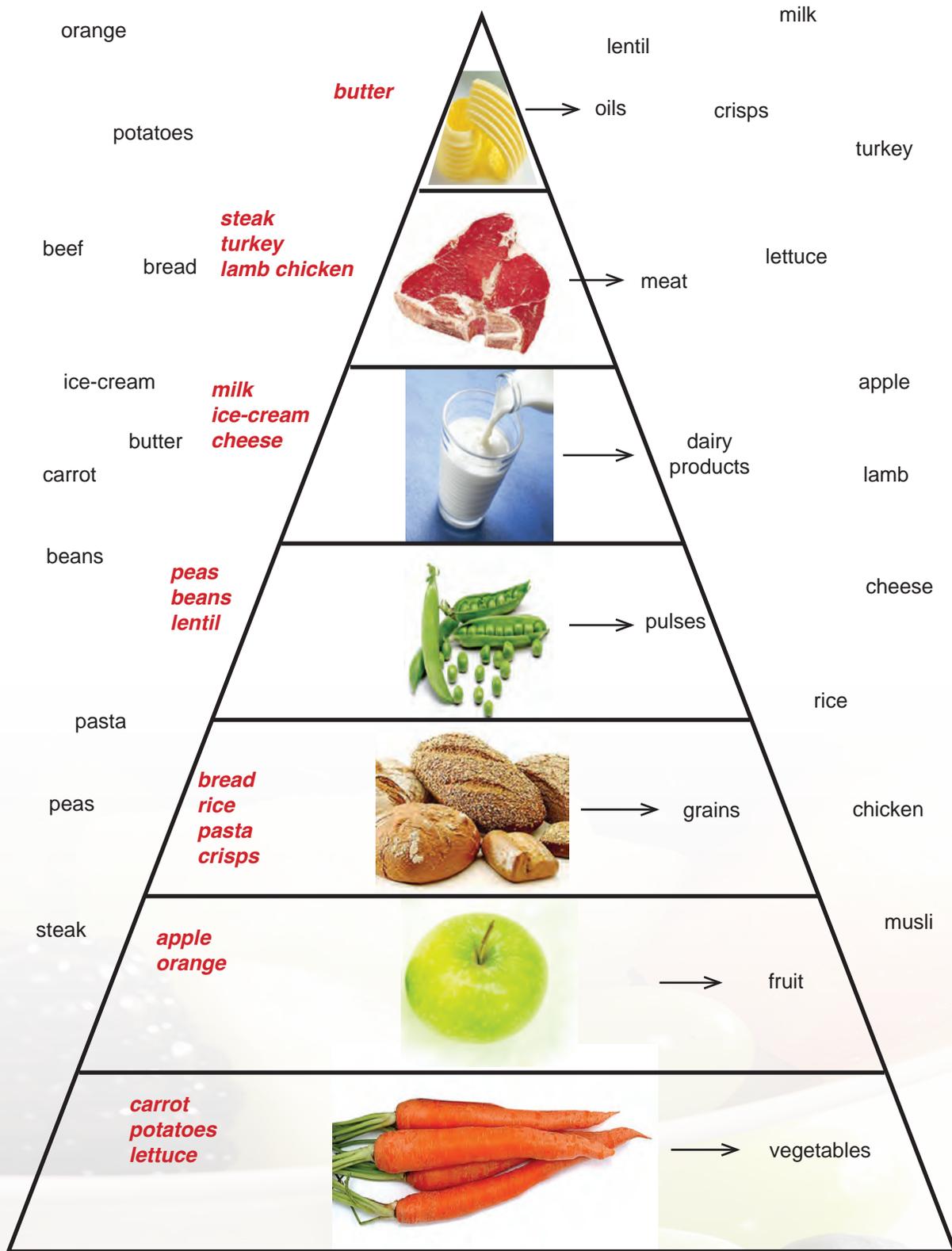
Write your memory about the reasons and results of home accidents.

Ss are going to write their memories about the reasons and results of home accidents such as electric shocking, firing at home, flooding the bathroom, slipping, cutting somewhere from one's body.

B

Healthy Life

A. Match the foods to the correct part of the pyramid.



Healthy Life

B. Read the tips and decide how much this profile suits you.

PROFILE OF A HEALTHY PERSON

- At night they have no problem falling asleep
- They are happy away from stress
- They are active. They take more exercise
- They drink as much water as they can
- They eat lots of dark green vegetables
- They prefer white meat instead of red
- They never smoke
- They keep their weight at a standard level
- They know positive thinking helps them be healthy

Ss' own answers.

C. Write 3 sentences about things you have done and 3 sentences about things you have been doing to be healthy for a period of time. *Ss' own answers.*

HAVE DONE
.....
.....
.....

HAVE BEEN DOING
.....
.....
.....

D. Look at the illnesses and match them with their best treatments.

- | | | |
|---------------------|----------|-------------------------------------|
| 1) a headache | d | a) see the dentist |
| 2) an eye infection | c | b) take vitamins C or cold medicine |
| 3) a cold | b | c) use sterile eye drop |
| 4) a stomachache | f | d) take an aspirin |
| 5) a toothache | a | e) gargle with warm water |
| 6) a sore throat | e | f) drink warm mint and lemon |

E. Write how you keep healthy in these situations. *Ss' own answers.*

- 1) When I have a headache I
- 2) When I feel too tired and want more energy I
- 3) The great cure for a bad stomach is I
- 4) To reduce the risk of cancer I

THE HEALTHY LIFE CORNER

We are planning a series of documentaries about people's healthy life today in different parts of our country. In what ways have your city / town become more health-conscious in recent days?

WRITE AND TELL US ABOUT IT.
Mr Fatson, PO Box 65

F. You have read this advertisement and you have decided to answer it. You have made some notes on what you want to say. Look at your notes. Then write a letter to the Local newspaper telling them about your city's / town's thought to health. *Ss will write their own letters.*

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Obesity And Anorexia

- A. Look at the table and make comparisons using a suitable linker such as; **although, therefore, however, in addition to, in spite of, on the contrary to.**

Ss' own answers.

THE DIFFERENCE BETWEEN HEALTHY DIETING AND ANOREXIA

HEALTHY DIETING	ANOREXIA
<p>Healthy diet is an attempt to control weight.</p> <p>Your self-esteem is based on more than weight and body image.</p> <p>Your goal is to lose weight in a healthy way.</p> <p>Learning how to develop a healthier relationship with food.</p> <p>Believing it as a lifestyle rather than short term diet.</p> <p>Losing weight slowly and steady is the best way to lose fat rather than losing water and muscle.</p> <p>Having mindful eating such as paying attention to what you eat and choosing foods that are nourishing.</p> <p>Food environment you choose is very important (when you eat, how much you eat, what foods are available).</p> <p>Making healthy lifestyle changes such as aiming 8 hours sleep at night, getting plenty of exercise, drinking more water.</p>	<p>Anorexia is an attempt to control your life and emotions.</p> <p>Your self-esteem is based on how much you weigh and how thin you are (you feel fat despite being underweight).</p> <p>Becoming thin is the most important thing rather than health.</p> <p>Obsession with calories, fat grams and nutrition (you always measure and weigh portions)</p> <p>Pretending to eat or lying about eating (you always make excuses not to have meals)</p> <p>Obsessively thinking about food (you cook for others and make meal plans although you eat very little)</p> <p>Having very strange food rituals (you chew and spit it out)</p> <p>Obsession how you look in the mirror and what you can and can't eat.</p>

Example: Although healthy diet is an attempt to control weight, anorexia is an attempt to control your life and emotions.

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- B) Look at the table again and then answer the questions. **Answer key:**

1) What is the main difference between healthy dieting and anorexia?

Healthy diet is an attempt to control weight. Anorexia is an attempt to control your life and emotions.

2) According to the table what is the meaning of food environment?

The meaning of food environment is having mindful eating such as paying attention to what you eat and choosing foods that are nourishing.

3) What kind of strange rituals has an anorexic?

An anorexic has very strange food ritual as chewing and spitting it out.

4) What are the obsessions of an anorexic?

The obsessions of an anorexic are how you look in the mirror and what you can and can't eat.

- C) Read the text and find what the nutritionist said to each questions.

Ss' own answer.

Examples: He said anorexia was a serious eating disorder.

He said anorexia was increasing in the world among adolescent girls.

Interviewer: Ladies and Gentlemen!

Tonight we have a famous nutritionist in our studio. We have a chance to talk to him about anorexia. And he is coming. Hello, Mr Greenwood, nice to see you here. Our audiences have been waiting for you for hours impatiently.

Mr Greenwood: Oh! Thank you very much. I am very glad to be here and ready for your questions.

Obesity And Anorexia

Interviewer: This is the easiest one. What is anorexia?

Mr Greenwood: **Anorexia is a serious eating disorder.** This is just the flip side of the coin. On the other side, you know, there is obesity.

Interviewer: In which gender is anorexia seen mostly in the World?

Mr Greenwood: **Well, Anorexia is increasing in the World among adolescent girls.**

Interviewer: Are there any treatments, what have you thought of it?

Mr Greenwood: Yes. There is help available when you are ready to make a change. **You deserve to be happy.**

Interviewer: Sorry, what do you mean exactly?

Mr Greenwood: **Treatment will help you feel better and learn to value yourself, and it can save the life of someone with activity anorexia.**

Interviewer: That is an interesting point. What can you say about symptoms of anorexia?

Mr Greenwood: Err, such as compulsive about diet; unbalanced vegetarian eating styles, secretive eating, gastrointestinal problems, not wanting to eat in public, brittle skin, weakness.

Interviewer: What have you thought of its risks?

Mr Greenwood: They include shrunken bones, mineral loss, low body temperature, irregular heartbeat, loss of coordination, etc.

Interviewer: Thank you very much, Mr Greenwood. Have you got any messages for your audiences?

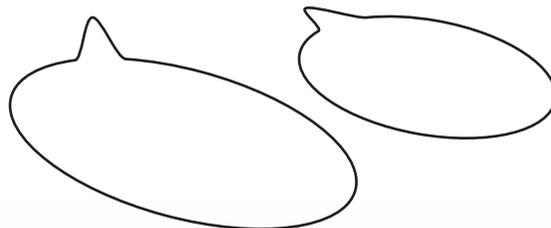
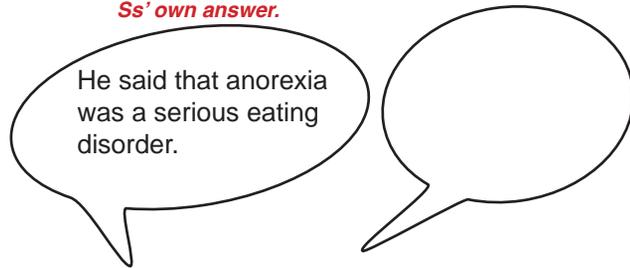
Mr Greenwood: Dear audiences, **Anorexia can damage your health and even threaten your life.** But you are not alone

Interviewer: Thank you indeed, bye.

Mr Greenwood: Bye.

D. You see one of your friends on the way and you are reporting what the nutritionist said in the interview.

Ss' own answer.



E. Write an announcement of Mr Greenwood's conference about obesity.

Ss' own answer.

Speaker	:
Age of the Participant	:
Features of the Participant:	
Date of the Conference :	
Hours of the Conference :	
Place of the Conference :	
Contact	:
Phone	:
Fee	:

PERFORMANCE TASK	
Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare a brochure about points that affect people's health. Pay attention to these points in your presentation:</p> <ul style="list-style-type: none"> • Things that make people healthy • Things that make people unhealthy • Methods to be used to overcome health problems
Things to do	<ul style="list-style-type: none"> • Plan your time. • Do research using books and the internet etc. • Use clear and fluent language. • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task.</p>



Theme 2

YOUTH

Clothes

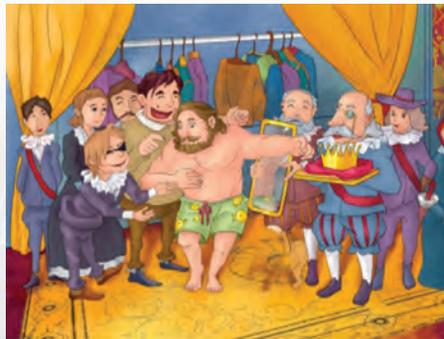
A

A. Match the meanings of words.

- | | |
|--------------------------|---|
| 1. d vain | a. to suddenly move away because you are frightened |
| 2. g invisible | b. to say something suddenly and without thinking, |
| 3. c inadequate | c. not good enough or too low in quality |
| 4. h unfit | d. unsuccessful or useless |
| 5. j procession | e. to move or progress at the same rate as someone or something else. |
| 6. k pretence | f. to start |
| 7. e to keep up | g. impossible to see |
| 8. b to blurt out | h. not suitable or healthy |
| 9. f to take up | i. a statement that you strongly believe is true |
| 10. a to cringe | j. a line of people who are all walking in the same direction as part of a religious ceremony or public celebration |
| 11. i assertion | k. a way of behaving that is intended to deceive people |

B. Look at the picture and answer the questions.

1. Who is the man in the middle of the picture? **King**
2. What is he wearing? **Nothing / naked**
3. How would you describe the appearances of the people in the background? **They are old-fashioned/ comic**
4. Why do they wear like that? **They are at the ceremony**





Clothes



C. Complete the story with these sentences.

The Emperor had not seen the cloth himself
He had searched all the clothes all over the country
 He had been waving to the crowd
The emperor had been very happy
 The emperor had been very happy
The Emperor had not seen the cloth himself
 He had searched all the clothes all over the country
He had been waving to the crowd

Once, a long time ago, there lived a **vain** emperor who loved new clothes. He loved clothes so much that he thought of nothing else all day and spent all his time and money in acquiring more and more, ever more beautiful clothes. (1) before he hired two tailors who were really cheaters. ... (2) when they promised him the finest, best quality suit of clothes from a fabric **invisible** to anyone who was **inadequate** for his position or "just hopelessly stupid". (3) when he pretended that he could for fear of appearing **unfit** for his position; his ministers did the same. When the cheaters reported that the suit was finished, they mimed dressing him and the Emperor then walked in procession before his subjects, who played along with the **pretence**. (4) by the time a child in the crowd, too young to understand the desirability of **keeping up** the pretence, **blurted out** that the Emperor was wearing nothing at all and the cry was **taken up** by others. The Emperor **cringed**, suspecting the **assertion** was true, but held him up proudly and continued the procession, deciding never to be so vain again and to take his position more seriously.

D. Answer the questions.

1. What kind of person was the emperor?
He was a vain person
2. What do you think the Emperor might have learned by wearing his "new suit" in the procession?
He is not a vain person anymore.
3. What kind of people were the tailors?
They are cheaters.

E. Complete the sentences by using your own words. *Ss' own answers*

1. The Emperor had not seen the cloth himself
.....
2. He had been waving to the crowd
.....
3. The emperor had been very happy
.....
4. He had searched all the clothes all over the country
.....

F. Imagine you are invited to a fancy dress party. What unique clothes would you like to wear? Write a paragraph about it.

Ss' own answers

e.g: military uniform

- space suits
- swims suits
- animal suits

.....

.....

.....

.....

.....

.....

.....



Camping



B

A. Look at the questionnaire and find whether you are courageous or not.

Ss' own answer. (Ss will choose their best answer. Then evaluate to the questionnaire.)

1. You go to a campsite for four days with a group of friends. How would you spend your time there?
 - a) I would go climbing or scuba diving alone.
 - b) I would be with my friends and never go anywhere alone.
2. You were on an adventure holiday with a large group of friends but one of your friends broke his/her leg while you were climbing mountains. What would you do?
 - a) I would offer to go for help because hardly anyone is braver or fitter than I am.
 - b) I would find a safer place for myself.
3. How many of the following five physical activities – motorcycle riding, skydiving, rafting, mountain climbing, scuba diving – have you engaged in?
 - a) At least four
 - b) None
4. Would you like to go to someone's aid if it means risking your own physical safety?
 - a) I don't know
 - b) very unlikely
5. Do you have any phobias?
 - a) Not really
 - b) Many

EVALUATION

*If your answers are mostly "a" you are very courageous.

* If your answers are mostly "b" you are not courageous enough. You only think something safe for you.

B. Read the conversation and underline the sentences that show regrets.

Answer key:

1. *I should have warned you about the weather.*
2. *We should have been more careful.*
3. *I should have been more careful.*
4. *I should have told everyone etc.*

Receptionist: Where have you been, Johnson? We were worried not seeing you around at lunch time.

Johnson: We went walking in the mountains, but we lost our way to the hotel.

Receptionist: Did it happen before the rain?

Carly: Yes, we couldn't find the way in that horrible rain.

Johnson: I was carrying a map, but I couldn't even look at it.

Receptionist: How awful! I should have warned you about the weather. This territory has a different climate. Even though you see the sun, it can suddenly rain and you can have thunderstorm any time here.

Carly: In spite of having our boots and raincoats, **we completely became like a fish out of water.**

Johnson: I had studied the map before, however all of a sudden we were surrounded by the wild mountains. We should have been more careful.

Receptionist: You had better tell your teacher and friends about your adventure. They got worried a lot and it may happen to anyone any time here.

Carly: It's shame of us.

Johnson: Don't bother! Everyone can come to face with such kind of experiment.

Receptionist: I am sorry for it. I should have been more careful and should have told everyone about the weather of this territory.

C. Read again and answer the questions.

Answer key:

1. What was the problem Johnson and Carly faced to?

They lost their way to the hotel and didn't find the way in horrible rain. They completely became like a fish out of water.

2. What was the problem of the territory's climate?

The territory has a different climate.

3. Explain the expression in bold "we completely became like a fish out of water".

Ss own answer.

eg. In spite of having boots and raincoats we got too much rain.

4. What should/shouldn't they have done?

Sample answers.

They should have studied the map before.

They should have been more careful.

They should have told everyone about the weather of this territory.

B



Camping



D. The manager of the campsite asked Tom leave because he disobeyed the rules. Read the rules and complete the manager's words using should/shouldn't have. *Ss' own answer.*



- Fill in a form at the ranger station when you arrive
- Use the campsite grills.
- Do not make a campfire
- Put all trash in trash cans
- Do not play loud music
- Do not damage the trees
- Leave the showers clean and tidy
- Do not bring any pets to the camps
- Do not waste water

1. You should have filled in a form at the ranger station when you arrived.
2. *You should have used the campsite grills..*
3. *You shouldn't have made a campfire.*
4. *You should have put all trash in trash cans.*
5. *You shouldn't have played loud music.*
6. *You shouldn't have damaged the trees.*
7. *You should have left the showers clean and tidy.*
8. *You shouldn't have brought any pets to the camps.*
9. *You shouldn't have wasted water.*

E. Look at the paragraph below and write five sentences with should / shouldn't have done to criticize Ronny.

Ss' own answers. (Sample Answers)

Yesterday morning Ronny got up late because he had been to the campsite for the weekend. He had been very tired and couldn't sleep properly. He got up late and didn't have time for breakfast so he went into a shop to buy a sandwich. When Ronny was in the shop, he missed the bus. As he didn't want to be late for office he decided to run to office but while he was running he fell over and tore his jacket. At last he arrived at the office late, wearing a torn dirty jacket. The meeting, which was very important for the future of the company, had already ended. Therefore his boss fired him. He is now jobless.

E.G.: He shouldn't have gone camping before such an important meeting.

1. *He should have got up early.*
2. *He should have slept properly.*
3. *He shouldn't have got up late and should have had time for breakfast.*

F. Imagine you're going to live away from home for your camping activity. Write a paragraph considering the things you are going to take with you. Put the things in order starting with the most important.

Ss' own answer.

I (don't) think a is very important.
 I must have a
 I (don't) really need a
 I couldn't live without

I must have my knife with me when I go on a camp because I can cut things and open bottles with it.



Generation Gap

A. Look at the questions and answer them.

Ss' own answers.

1. Do your parents have ambitions for you? Has this affected your relationship with them?
2. Are you a troublemaker or simply misunderstood teenager?

B. Look at the photos and write what the problem is.



Although the son have the no disturbance sign on the wall, his father has pressure on him. He doesn't respect his son's preferences.



The boy is interested in high-tech devices, but the man is interested in books.

C. Read the essay and write the topic sentence of it.

Topic: Many parents who have been actively involved in their child's life during the early years withdraw when their child becomes a teenager because the common belief is that once the child has become a teenager, there's nothing more a parent can do.

PARENTS AND TEENAGERS

There has been friction going on between generations since the beginning of human history. Many parents who have been actively involved in their child's life during the early years withdraw when their child

becomes a teenager because the common belief is that once the child has become a teenager, there's nothing more a parent can do. However, studies clearly show that it's just as important for parents to be involved when the child is a teenager.

Good parenting continues to help teenagers to develop in healthy ways stay out of trouble and do well in school. According to experts parents shouldn't hesitate when they want to praise their teenage children or show them physical affection. There is no evidence that adolescents are harmed by having parents who are loving provided that parents don't embarrass them in front of their friends. Parents should participate in school programs, get to know their teenage child's friends and spend some time together.

On the other hand, it is important to remember that many parenting strategies that work at earlier ages may no longer be effective later on. They may actually stop working at the next stage of development. For example, as children get older, their ability to reason improves dramatically. Thus, they will challenge their parents if what they are told to do doesn't make sense. Many parents mistakenly regard their children's drive for independence as rebelliousness, disobedience or disrespect. However, independence is healthy for adolescents as it can offer them the psychological space they need for self-reliance.

"My parents don't listen to me!" This is the most common complaint teenagers have about their parents. Even teenagers who generally get along well with their parents wish they would listen more, talk to them more, be less critical and judgmental, and be more willing to discuss teen's point of view. Parents, on the other hand, have the same complaint: "He won't listen to me!" Parents complain that teens are silent, or moody, aggressive and loud. They wish their teens would listen more and criticize them less.

Parents should also explain their decisions to their teenage children and justify their rules. In other words, rules and decisions have to be clear and appropriate for teenagers to live up to their parents' expectations. Cooperation between the generations is necessary to cut down the number of conflicts. The old and the young should evaluate the past and present hand in hand for a better future.



Generation Gap



D. Fill in the blanks with suitable phrasal verbs below.

stay out of
 insisted on
 blame someone for something
 back off
 bring someone up
 carry on
 get along with
 cut down
 be fed up with

1. I don't **get along with** my sister - we have nothing in common.
2. My parents **brought me up** strictly.
3. The police told the protesters to **back off**.
4. You don't know anything about this, so just **stay out of** it.
5. **carry on** quietly with your work until the substitute teacher arrives.
6. I **am fed up** his complaints.
7. Please don't **blame** Jill **for** it. She **blamed** herself **for** everything that went wrong.
8. She **insisted on** telling me every single detail of what they did to her in hospital.
9. I'm trying to **cut down** on caffeine.

E. Read the questions and answer them.

1. Why do many parents withdraw when their child becomes a teenager? Do you agree this attitude?

Because they believe that when the child has become a teenager there's nothing more a parent can do.

2. What is good parenting according to the text?

Good parenting means to continue to help teenagers to develop in healthy ways stay out of trouble and do well in school.

3. What is the most common complaint teenagers have about their parents?

"My parents don't listen to me" is the most common complaint.

4. What do teenagers generally wish about their parents?

They generally wish their parents would listen more, talk to them more.

5. What do the parents complain about their children? What are their wishes about their teens?

Parents complain that teens are silent or moody, aggressive and loud.

F. Susan had had some problems with her parents. Complete the letter with the suitable words in the table.

- share	- have (2)	- keep
- want	- be (2)	- advise
- understand	- let	- get

Hi Carol,

*What a day! We **had had** a big argument with my family. They **hadn't been** tolerant towards me. I **had wanted** to go out with my friends. I **had been** about to leave home and going to meet them in the city square. They **hadn't let** me out and I **hadn't understood** the reason until I **got** e-mail from Sally who **had had** the same problems with her parents. She **advised** me I should share my feelings and problems with my parents. I shouldn't be rude and just let them hear what I really think. I **kept** her advice and **shared** my feelings and problems with my parents. From then on our relationship is getting better. I will respect my parents' points of view and try to learn from their experiences. I advise you to do the same you'll see everything will be better.*

With my best wishes,

Susan

G. Think what kinds of problems there are between you and your parents. Write a letter of your problems to your best friend. **She** write their letter of problems to their best friends.

PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	Write a story to your school magazine about your unforgettable camping holiday. Pay attention to these points: <ul style="list-style-type: none"> • think of a catchy title. • who is going to read your story. • what are the main events in your story.
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



PROJECT 1



Target Performance:	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare a project about fashion for youths. Your title is "How important is your look?" Pay attention to these points in your project:</p> <ul style="list-style-type: none"> • Youth fashion for shoes • Youth fashion for clothes • Youth fashion for accessories.
Things to do	<ul style="list-style-type: none"> • Plan your time • Make research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>

Theme 3

SCIENCE & TECHNOLOGY

With Or Without Technology

A

A. Think about the questions and give their answers. *Ss' own answers.*

1. Before the invention of today's technological gadgets how did people live? If there were no cell phones, computers, televisions etc. how would our lives be?
2. How can technology make our lives easier and secure?
3. Do you think that having a cell phone is a must? Why / Why not?



B. Read the text about positive and negative effects of technology and match the headings A-E with paragraphs I-V in the text.

- A. 2 Technology as the source health problems
- B. 1 New technology affects human beings
- C. 5 Importance of controlling technology
- D. 3 Technology as the cause of unemployment.
- E. 4 Technology makes our lives easier

IS TECHNOLOGY A BLESSING OR A CURSE?

I. Technology has brought great benefits to human beings. However, it is sometimes told to be dangerous. When it is asked to people whether new technology is affecting their lives in a positive or negative way, different answers are given in each time. All of the teenagers and most of the people in the middle age group say that the effects of new technology are basically positive. However, most of the older age group says that new technology has more negative than positive effects on their lives. Technology becomes challenging or almost impossible for them.

II. In addition, young people rely on technology too much. They sit for hours in front of their computers, playing internet games and chatting with friends over the Internet. They lose opportunities of meeting real people and having face-to-face contact. Surely they could find a more useful and rewarding way to spend their time. They are incapable of working out any problems without technological devices. As a result, they are becoming lazy. It may also cause some health problems such as bad posture, neck and shoulder problems resulting from poor seating, wrist and hand problems as a result of the high repetition of hand movements while using the keyboard and mouse.



With Or Without Technology

III. Furthermore, all over the world rich countries are using technology to dominate poor countries. Unfortunately the use of advanced machinery and computers has contributed to high unemployment. Technology has reduced the need for manual labour. Thus, the result is that many workers are losing their jobs and come into a life of extreme poverty.

IV. Technology is not always bad. It can be used in highly productive ways too. Inventions make life easier and provide entertainment and security. Most modern appliances can do almost everything quickly and efficiently. As a result people have more leisure time. Also important for security reasons.

V. In conclusion, there is no doubt that technological advances have changed people's lives through the ages. It's certain that more improvements will be made in the future. It may be advancing and making people's lives easier, but it is important to control technology not to be our masters.

C. Read the text again and complete the chart.

ADVANTAGES OF TECHNOLOGY	DISADVANTAGES OF TECHNOLOGY
<ul style="list-style-type: none"> - <i>Technology makes life easier and provides entertainment and security.</i> - <i>Most modern appliances can do almost everything quickly and efficiently. As a result people have more leisure time.</i> - <i>Almost anything can be done in our home without going out as much.</i> - <i>Technology is important for security reasons.</i> 	<ul style="list-style-type: none"> - <i>Technology becomes challenging or almost impossible for the older.</i> - <i>Young people lose opportunities of meeting real people and having face-to-face contact.</i> - <i>Young people are becoming lazy.</i> - <i>Using a computer no end may also cause some health problems such as bad posture, neck and shoulder problems result from poor seating, wrist.</i> - <i>The use of advanced machinery and computers has contributed to high unemployment.</i> - <i>The result is that many workers lose their jobs and come into a life of extreme poverty.</i>

D. Fill in the blanks in the dialogue using if clauses.

Samantha: It's enough sitting for hours in front of your computer, playing Internet games and chatting with your friends over the Internet.

Alfred: OK, mum, just a few minutes. I am sending an e-mail to my friend. It's about my English assignment.

Samantha: It's time you studied. I'm getting angry! What **would** you **do** (do) if you **didn't have** (not/have) a computer?

Alfred: I **would use** (use) my cell phone.

Samantha: What **would** you **do** (do) if you **didn't have** (not/have) a phone?

Alfred: It is impossible because we live in info era and even 10 year-old-child has a cell phone.

Samantha: If we **hadn't had** (not/have) enough money we **wouldn't have bought** (not/buy) those gadgets. Is it right?

Alfred: Yes, you are right mum. But I have them and they were invented for people to make our life easier so why are we discussing them?

Samantha: Off, wise boy! You are addicted to them.

Alfred: Mum, that's not fair. I wish you were a working woman so that I would do whatever I wanted at home.

Samantha: Fortunately, I am not because if I **were** (be) a working woman, you **would be** (be) a technophobe. That's enough. It's time to start studying for your lessons or you'll have no computer or cell phone from now on.

E. Write a paragraph about technology whether it is useful or useless for human beings.

Ss write a paragraph about technology whether it is useful or useless for human beings.

.....

.....

.....

.....

.....

.....

Inventions

A. Match the words with their synonyms.

1. **e** major
2. **i** receive
3. **f** gadget
4. **g** complete
5. **j** impressed
6. **k** on going
7. **d** demonstration
8. **l** probably
9. **c** tutor
10. **h** barely
11. **b** deny
12. **a** treatment

- a. cure
- b. oppose
- c. teach
- d. presentation
- e. important
- f. device
- g. finish
- h. almost
- i. get
- j. affected
- k. continuing
- l. apparently

B. Complete the sentences using the correct form of words from Exercise A.

1. He's been having **treatment** for a month now with no improvement.
2. After paying for bills, we **barely** broke.
3. There is a/an **on going** investigation into the cause of the crash.
4. I will give you a/an **demonstration** of how the camera works.
5. Students are routinely **tutored** for hours after school.
6. Freedom of speech was **denied** under the dictatorship.
7. Japan is a/an **major** exporter of cars.
8. She realized that this was **probably** the last time she would see him.
9. We were **impressed** by the great richness of detail in her painting.
10. Have you seen this kitchen **gadget**? It's very useful.
11. Both of the teams **receive** £2 million sponsorship in a year from various companies.
12. She will **complete** her studies in France.



Italian Guglielmo Marconi (1874-1937) is a major character in 20th century. In Italy, he never received any response to his gadgets. His most important invention was "a wireless telegraph". In 1899, he invented a gadget that made it possible to send wireless messages across the country. He travelled to England where he explained his wireless telegraph machine to Sir William Peerce for funding after completing his education in Italy. Peerce was a chief engineer of the post office telegraph system. Impressed by these and other demonstrations, Peerce introduced Marconi's ongoing work to the general public as "Telegraphy without Wires" in 11 December 1896. In 1901, his device made it possible for the first signals to be sent across the Atlantic Ocean. Marconi began to receive international attention, later on he was awarded the 1909 Nobel Prize for physics.

Inventions



Pierre and Marie Curie are probably the most famous of their kind in scientific history. French scientists Pierre Curie lived from 1859 to 1906, while Marie Curie lived from 1867 to 1936. Marie studied and tutored during the day, barely earning her keep. In 1893, she was awarded a degree in physics and began work in an industrial laboratory at Lippman's. Meanwhile she continued studying at the Sorbonne, and in 1894, earned a degree in mathematics. Marie applied Krakow University to work there as a physics professor in Poland. When she was denied just because she was a woman, she returned to Paris. That year, Pierre Curie entered her life. He was an instructor at the Sorbonne. Almost a year later, in July 1895, she and Pierre Curie married, together, they discovered the element "Radium", a radioactive metal used today in the treatment of several diseases. The Curies and Antoine Becquerel, who discovered the radioactive characteristic of uranium, were awarded the 1903 Nobel Prize for physics. Marie Curie won a second Nobel Prize for chemistry. And thereafter the two physicists hardly ever left their laboratory. They shared two hobbies, long bicycle trips and journeys abroad, which brought them even closer. Maria had found a new love, a partner, and a scientific collaborator upon whom she could depend.

C. Write True (T) or False (F). If it is false, make it true.

1. Marconi's gadgets received great responses in Italy.
.....**F**.....
2. Until 1899, wireless messages were not sent across the country.
.....**T**.....
3. Before Marie Curie was denied from Krakow University, she was a student.
.....**T**.....
4. The element "Radium" was discovered by The Curies and Antoine Becquerel.
.....**F**.....

D. Rewrite the sentences by using the passive form.

1. Sony pays Kutaragi €2 million a year.
Kutaragi is paid €2 million a year (by Sony).
2. After the game, I signed the ball.
After the game, the ball was signed (by me).
3. Our teacher has written a report of our performances.
A report of our performances has been written (by our teacher).
4. They will play the game next week.
The game will be played next week.
5. All the people were watching the film about flying car on TV last night.
The film about flying car was being watched on TV last night.
6. The result of the experiment is going to surprise people.
People is going to be surprised by the result of the experiment.
7. She had never played play station before 2010.
PlayStation had never been played before 2010.
8. We shouldn't take risks when piloting flying car.
Risks shouldn't be taken when piloting flying car.
9. In future, scientists may cure cancer.
In future, cancer may be cured by scientists.
10. People would buy flying car if it became more popular.
Flying car would be bought if it became more popular.
11. You must use the best equipment if you want to make a gadget.
The best equipment must be used if you want to make a gadget.

E. Think of an invention which you think would be very useful for human beings. Write a paragraph about it. Take course book's readings as an example.

.....

.....

Computers



A. Look at these questions and answer them. *Ss own answers.*

1. What are the advantages of laptops?
2. Do you ever download music from the Internet?
3. Have you ever been to a computer show?
4. How many hours do you log onto internet in a day / week?

B. Read this interview and write the subjects that are mentioned. *Optional answers.*

eg.: They are;

1. Surfing internet
2. E-mails
- 3- Chatting
- 4- Virus
- 5- Download



Interviewer: Dear youngs ,welcome to our studio. Today we are going to talk about computer such as using computer, sending e-mails, and surfing on the Net. There is a young speaker here. John Bestman who will be talking this issue. Now, I want to ask my questions. John, what do you use computer for?

John: Well, Firstly I use computer for my job. Secondly for surfing Internet, chatting, and sending e-mails. I mean for communication. Hahahaha!

Interviewer: Do you get a lot of advertisement e-mails when you are using computer or searching?

John: Yes, but I am not interested in. I just delete them.

Interviewer: Have you ever got trouble with "virus"?

John: I used to. But now I have got a good virus protect programme.

Interviewer: Have you ever used chat rooms?

John: Yes. A good chat room is a great place to meet different people around the world.

Interviewer: What about Internet, John?

John: I do a lot search for my business. There are a lot of useful websites on the Internet.

Interviewer: What else do you use the Internet for?

John: I download a lot of music and films. It is cheaper than buying CDs and DVDs.

Interviewer: I see. Thank you for your coming John.

C. Read the text and answer the questions.

1. What does John use the computer for?
He uses the computer for his job. / He uses the computer for surfing Internet, chatting and sending e-mails. / He uses computer for communication
2. Does he get any advertisement e-mails when he uses computer?
Yes, he gets a lot of advertisement e-mails when he uses computer.
3. What does he do when he sees these e-mails?
He isn't interested in, and he just deletes them.
4. Why does John use chat rooms?
Because he meets different people around the world.

D. Read the interview again and complete the sentences.

1. John generally uses the computer for *internet, sending e-mails, chatting, download music and films.*
2. John *Isn't interested in* in the advertising in 'spam'
3. He says that chat room is good for *Meeting different people* around the world.
4. Downloading music and films isn't *Expensive*

E. Choose the word / phrase and complete the sentences.

delete	-	discover
install	-	software
damage	-	computer viruses

1. You can protect your computer with anti-virus **software**
2. You must **delete** if you get an e-mail from unknown person whom you don't know.
3. People create **computer viruses** because they like the technical challenge.
4. Computer virus is designed by someone to **damage** your computer.
5. You can protect your computer if you **install** anti-virus software.
6. Every year over 2.000 new computer viruses are being **discovered**

F. Complete the sentences with the correct types of the if-clauses.

1. If you invented a new type of laptop, **B**.....
2. **E**..... my computer could have damaged seriously.
3. If someone sends you a spam, **D**.....
4. **A**....., I can download it illegally.
5. If John searched carefully, **C**.....
 - a) If you advise me a good film
 - b) What sort of it would you create?
 - c) he could find a lot of useful websites for his project.
 - d) delete them immediately.
 - e) If you hadn't got a good virus protect programme,

G. Rewrite the sentences with passive voice.

1. Millions of people across the world speak English.
English is spoken across the world. (By millions of people.)
2. Alexander Fleming discovered penicillin in 1928.
Penicillin was discovered by Alexander Fleming in 1928.
3. They must do their homework now.
Their homework must be done. (By them)
4. Someone has knocked the door.
The door has been knocked.
5. Last year, John ate most of the food at the party.
Most of the food was eaten at the party (by John) last year.
6. Madonna will visit Turkey for a week next summer.
Turkey will be visited for a week by Madonna.
7. Lisa was sweeping her room very slowly.
Her room was being swept very slowly.

H. Write an e-mail message about a virus programme you want to download but you don't know how to set up to your PC. Use the format which is given below and try to use at least four smileys.

Ss' own writing

TO: (Name and e-mail address of recipient)

FROM: (Name and e-mail address of sender)

SUBJECT: (Indication of main point of message)

Example an e-mail address: (leader 66aX@cup.ayx.ukrmm)

PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Make a search about inventions. Decide which you admire most and prepare a presentation about the invention you have chosen. Pay attention to these points:</p> <ul style="list-style-type: none"> • What the invention is. • Why you admire it most. • Describe it in detail.
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



Theme 4

NATURE & ENVIRONMENT

A

Climate Change

A. Look at these questions and answer them. *Ss' own answers.*

1. Have you ever experienced about climate change?
2. Would you live somewhere that has natural disasters / climate changing?
3. Could you name any environmental organizations? What are they?

B. Read this article and say what about this article is. *Ss' own opinions.*



GLOBAL WARMING

Climate change is a big problem which is affecting people and the environment. Human-induced climate change has the potential to alter the **prevalence** and **severity** of extremes such as heat waves, cold waves, storms, floods and droughts. New technologies hold promise for reducing greenhouse gases and solving this global challenge. Glaciers are shrinking, and melting of Arctic glaciers is a **contributing** factor to sea-level rise around the world. Increased areas of tree growth in the Arctic could serve to take up carbon dioxide. And add to regional warming.

As temperatures rise, some **migratory** birds are spending the winter on average of 35 miles further north than they did 40 years ago. Warming temperatures could affect other ecological processes which are also vital to ecosystem health.

Collecting and interpreting environmental indicators play a critical role in our understanding of climate change and its causes. An indicator represents the state of certain environmental conditions over a given area and a specified period of time. Examples of climate change indicators include temperature, **precipitation**, sea level, and greenhouse gas concentrations in the atmosphere.

Climate Change

C. Read the text again and answer the questions according to the text.

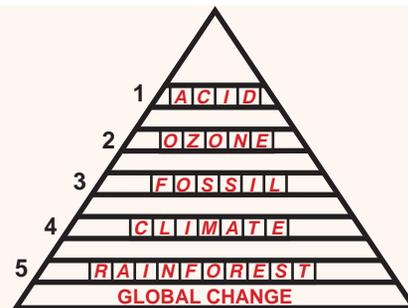
- Why is climate change a big problem in the world? Give 3 reasons.
*A) Climate change is a big problem. Because it is affecting people and the environment.
 B) Glaciers are melting.
 C) Sea level rises around the world etc.*
- What has the human induced climate change?
Human-induced climate change has the potential to alter the prevalence and severity of extremes such as heat waves, cold waves, storms, floods and droughts.
- Why are the arctic glaciers melting?
Increased areas of tree growth in the Arctic could serve to take up carbon dioxide. (Because of the temperatures rise in the arctic.)
- Do you think that the greenhouse affect climate change? How?
Yes, green houses produce carbon dioxide and it causes to increase the temperature of the world.

D. Match the words from the text with the correct definitions.

- | | |
|--|-------------------------------------|
| 1. <input checked="" type="checkbox"/> D Prevalence (Line 2) | A. Redound, pitch in |
| 2. <input checked="" type="checkbox"/> E Severity (Line 2) | B. Nomadic, migrant |
| 3. <input checked="" type="checkbox"/> A Contribute (Line 5) | C. Hastiness, hurriedness, collapse |
| 4. <input checked="" type="checkbox"/> B Migratory (Line 7) | D. Extensiveness, acceptance |
| 5. <input checked="" type="checkbox"/> C Precipitation (Line 13) | E. Hardness, rigour, disaster |

E. The words on the pyramid are related to the environment. Use the clues below and fill in the boxes.

- Rain which contains large amounts of harmful chemicals.
- Thelayer is a layer of air high above the earth which prevents harmful ultraviolet light from the sun from reaching the earth.
- Oil and coal are fuels.
- General weather conditions of a particular place.
- A is a large area of trees in a tropical area, such as the amazon.



F. Match the part of the sentences using relative clauses (who-which-where-whose)

- | | |
|---|---|
| 1. <input type="checkbox"/> Egypt is a very hot country (WHERE / F) | A. has wings, but cannot fly. |
| 2. <input type="checkbox"/> The North Pole is an arctic (WHOSE / G) | B. no one lives. |
| 3. <input type="checkbox"/> Warming temperatures (WHICH / E) | C. is affecting people. |
| 4. <input type="checkbox"/> Antarctica is an extremely cold place (WHERE / B) | D. had set foot on the North Pole. |
| 5. <input type="checkbox"/> Climate Change is a problem (WHICH / C) | E. affect other ecological processes. |
| 6. <input type="checkbox"/> Robert E. Peary was a survivor (WHO / D) | F. migratory birds spend the winter. |
| 7. <input type="checkbox"/> A penguin is a bird (WHICH / A) | G. glaciers are shrinking, and melting. |
| 8. <input type="checkbox"/> Climate change is now something (WHICH / H) | H. we cannot close our eyes to. |

G. You have seen an advertisement looking for volunteers to work at an organic farm. Read the advertisement and write a letter of application following these steps; Ss will write their own letter of application. Ss. have to follow these steps

- If you know, write the name of the people (Dear Mr/Mrs/miss)
- Paragraph 1:**
 A) Say why you are writing.
 B) Where you saw this advertisement.
- Paragraph 2-3 :**
 Give details about you (age, study, why you want this job etc.) refer to your CV. Add some more information if you need.
- Conclusion:** End your, letter in an appropriate way.

VOLUNTEERS NEEDED

We are looking for volunteers to work on our organic farm. We require five volunteers. Experience is not essential, but speaking English, having basic knowledge about farming and organic food would be an advantage. Applicants must be over 18 years of age.
 Please write to Jey Jey enclosing your CV.
 Let us know your details and when you would be available for interview

B

Natural Disasters

A. Look at the photos of natural disasters and match them with their names.

1. Forest fires
2. Hurricane
3. Volcano
4. Flood
5. Avalanches
6. Tornado



Tornado



Volcano



Hurricane



Flood



Forest fires



Avalanches

B. Read the passages and fill in the blanks with suitable relative pronouns (who, when, where, which).

Avalanches occur **When** (1) massive slabs of snow go down from a mountainside. Avalanches kill more than 150 people worldwide each year. Most are snowmobilers, skiers, and snowboarders. Statistics show that 93 percent of avalanche victims survive if dug out within 15 minutes. Then the survival rates drop fast. After 45 minutes only 20 to 30 percent of victims **Who** (2) are lucky alive. After two hours, very few people survive.

Hurricanes are giant, spiralling tropical storms **that** (3) can pack wind speeds of over 257 kilometres an hour. These are known as cyclones in the northern Indian Ocean and as typhoons in the western Pacific Ocean. They bring destruction ashore in many different ways. The hurricane **which** (4) destroyed a bigger area of land than any other previously recorded was in 1992.

Volcanoes are mountain made of lava **which** (5) comes from deep within the Earth. A large eruption can be extremely dangerous for people living near a volcano. Flows of searing lava **which** (6) can reach 2,000 degrees Fahrenheit, burn everything in its path, including whole towns. Scientists estimate that more than 260,000 people have died in the past 300 years from volcanic eruptions and their aftermath. The worst eruption that ever took place was in 1815, in Indonesia **where** (7) the streams of lava spread for miles and killed 92.000 people.

C. Read again and tick the best summary of them.

- a. A description of the disasters that have ever affected people on Earth.
- b. A study of how probable the worst threats are.
- c. An essay about how humanity will change in the future.

D. Read again and answer the questions.

1. What examples of natural disasters are given in the passages?
Avalanches, Volcanoes, hurricanes are given as examples in the passages.
2. Who are the most in danger of avalanches?
Snowmobilers, skiers, and snowboarders are the most in danger of avalanches.
3. How many people have died of volcanic eruption for 300 years and where did the worst eruption take place?
Scientists estimate that more than 260,000 people have died in the past 300 years from volcanic eruptions.
4. What other names can you give to the hurricanes?
Hurricanes are known as cyclones in the northern Indian Ocean and as typhoons in the western Pacific Ocean.

E. Underline the correct word.

1. The Mayon volcano **erupted/exploded** on Monday morning. **Erupted**
2. The **witnesses/victims** of the fire have been taken to hospital. **Victims**
3. Everyone died in the tsunami; there were no **survivors/casualties**. **Survivors**
4. The hospital was **struck/beaten** by lightning. **Struck**
5. A violent hurricane **hit/knocked** Miami yesterday. **Hit**

Natural Disasters

F. Read the passage and fill in the blanks with the suitable phrasal verbs.

HURRICANE

Last Saturday was like a nightmare. Even though we were warned there was going to be a terrible storm, no one really expected such a hurricane. They had told us not to go anywhere but to stay indoors. However, I had to go my office because I had an important meeting. I **made for** the road; my thought was to **get back to** my home safe. Unfortunately, on my way to office the hurricane started and began to destroy bus-stops and ripped trees out of the wet soil. The roofs of houses were torn off, trees fell down. In order not to be **blown away** to the road I had to grab hold of traffic lights. Then a flower-pot fell in front of me. It had been a lucky escape, as it had **fallen down** inches from my feet. If I hadn't stopped to look at the little boy crying on the pavements, the flower-pot would have landed on top of me. There was no shelter to be found. Thank God I managed to get my office. What's shocking, despite the disaster I saw some people on the road with bikes some of whom got **blown over**. Everywhere seemed in a mess! The canals were full of rubbish bins that had got blown in. There were broken windows and umbrellas everywhere. It was unbelievable and even now I think how I managed to be alive. It was the worst experience I've ever had.

- Last year, I experienced a very strong hurricane. The winds were ferocious; The buildings trees **the traffic lights** and cars were **blown away**. Luckily I **got back to** my office safe. Finally, after three days, it all **blew over**.

G. Match the disasters (1 – 7) with their meanings (a – g) below. Then combine them with relative clauses as in the example.

1. **e** Drought
2. **c** Earthquake
3. **b** Flood
4. **g** Meteor
5. **a** Tornado
6. **d** Storm
7. **f** Hurricane

- a. A very violent wind that spins at great speed.
- b. A great overflow of water onto a place that is usually dry.
- c. A sudden, violent shaking of the Earth's surface which was measured by Richter scale mostly.
- d. Bad weather conditions which have strong wind and often rain, lightning and thunder.
- e. A long period of dry weather when there is not enough water or food.
- f. A giant, spiraling tropical storm that can pack wind speeds of over 257 kilometers an hour.
- g. A small piece of rock or metal that burns brightly when it falls into the air round the Earth.

E.g.: Tornado is a very violent wind **that** spins at great speed

- a) *Drought is a long period of dry weather when there is not enough water or food.*
- b) *Earthquake is a sudden, violent shaking of the Earth's surface which was measured by Richter scale mostly.*
- c) *Flood is a great overflow of water onto a place that is usually dry.*
- d) *Storm is bad weather conditions which have strong wind and often rain, lightning and thunder.*
- e) *Hurricane is a giant, spiraling tropical storm that can pack wind speeds of over 257 kilometers an hour.*
- f) *Meteor is a small piece of rock or metal that burns brightly when it falls into the air round the Earth.*

H. Rewrite the sentences below as in the example.

e.g.: The earthquake hit Newcastle in 1989.

It caused widespread destruction
The earthquake which hit Newcastle in 1989 caused widespread destruction.

1. Emergency workers rushed to the city. They did not realise the extent of the damage.
Emergency workers who did not realise the extent of the damage rushed to the city.
2. Many inner city buildings were extensively damaged. These buildings have been rebuilt.
Many inner city buildings which have been rebuilt were extensively damaged.
3. A fund was established. It helped to pay for building works.
A fund which (that) helped to pay for building works was established.

I. Imagine you experienced one of the natural disasters in part A. Write an e-mail to your English pen - friend describing your experience. **Ss write their own e-mails that describe one of the natural disasters they experienced.**

1. What is your opinion about our environment?
2. What are the reasons that make our environment worse?



Environmental pollution is throwing away of material or energy into water, land, or air **which** causes short-term or long-term harm **that** lowers the quality of life. Polutans may cause primary damage, **which** has direct impact on the environment **that** are realized only over long time periods. In humanity's history, **where** pollution has existed, it has been primarily a local problem. The industrialization of society, the introduction of motorized vehicles, and the explosion of the human population, however, have caused a growth in the production of goods and services. Coupled with this growth has been a tremendous increase in waste byproducts. Industrial and domestic wastes into waterways and the use of newly developed chemicals without considering potential consequences have resulted in major environmental disasters. Technology has begun to solve some pollution problems, and public awareness of the extent of pollution will eventually force governments to undertake more effective environmental planning and adopt more effective antipollution measures.

Man-Made Disaster

A. Answer the questions.

- What is environmental pollution?
Environmental pollution is throwing away of material or energy into water, land, or air which causes short-term or long-term harm.
- What are the reasons for formations of smog in the New York and the pollution of large areas of the Mediterranean Sea?
*- A tremendous increase in waste byproducts.
-Industrial and domestic wastes into waterways
-the discharging of thousands of tons of particulates and gases into the atmosphere
-the "throwaway" attitude toward solid wastes, and the use of newly developed chemicals without considering potential consequences*
- Can technology help to solve some pollution problems?
Yes, it can.
- What has resulted in an exponential growth in the production of goods and services?
The industrialization of society, the introduction of motorized vehicles, and the explosion of the human population

B. Write True (T) or False (F). If it is false, make it true.

- People are getting more aware of the pollution problems. **T**
- More effective antipollution measures won't be adopted by the government. **F (will)**
- Human beings has a great influence on environmental disasters. **T**

C. Complete the sentences in your own words. *Ss' own answers*

- Environmental pollution is throwing away of material or energy into water, land, or air **which**
.....
.....
- Pollutants may cause primary damage, **which**
.....
.....
- Until recently in humanity's history, **where**
.....
.....

D. Decide what the underlined words in the passage refer to?

*environmental pollution: which
harm: that
cause primary damage: which
in humanity's history: where*

E. Look at the following sentences and combine each pair of below sentences.

- e.g:** Pollution is the first problem that we must face and try to solve it.
Pollution is the first problem which we must face and try to solve it.
- The new government now facing major problems. It is against industrial pollution.
The new government which is against industrial pollution now facing major problems.
 - The river is not safe for swimming. It is polluted.
The river which is polluted is not safe for swimming.
 - The town has suffered from high pollution levels. The factory was built.
The town where the factory was built has suffered from high pollution levels.
 - Lead deposits were primarily the result of leaded gasoline emissions originating in the United States. They accumulated in soil and snow during the 1960s and 70s.
Lead deposits which accumulated in soil and snow during the 1960s and 70s were primarily the result of leaded gasoline emissions originating in the United States.
 - The streams, lakes and forests have also attracted more people to the region. They make the Poconos an ideal place for black bears.
The streams,lakes and forests which make the Poconos an ideal place for black bears have also attracted more people to the region.
 - Some of the plants are victims of air pollution. It is not given sufficient attention partly because of the nation's drive to save energy.
Some of the plants are victims of air pollution which is not given sufficient attention partly because of the nation's drive to save energy.

F. Write which of the following statements are facts (F), which are implications or inferences (I), and which are judgments and opinions (J).

- Human beings are species. **F**
- The amount of water in the air is greater in areas that have vegetation. **I**
- People all over the world must work together in order to help endangered species. **J**
- Bird watchers are likely to be overly enthusiastic. **J**
- There are about eight million bird watchers in the United States. **F**

PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare a poster for a wildlife organization about animals which are in danger. Pay attention to these points:</p> <ul style="list-style-type: none"> • description of animals' habitat • why they are in danger • what people can do to help
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



Theme 5

EDUCATION

A

Open University

A. Read the questions and answer them. *Ss' own answers.*

1. What do you think about home schooling?
2. Would you like your parents to teach you at home? Why/Why not?
3. What problems do you think students have during home schooling?

B. Look at the photos and guess what home schooling is. *Ss' own answers.*



C. Read the text and fill in the blanks with gerund or infinitive forms of the verbs in parentheses.

HOMESCHOOLING

A wide variety of educational alternatives exist in education. One of them is homeschooling. Parents choose **homeschooling** (1. homeschool) their children for many different reasons. Sometimes a kid is sick and can't go to a regular school. But more often, kids are homeschooled because their parents feel they can give their child a better education than the local school can.

Many parents feel that their kids work better at different times of the day than what a public or private school allows for. So, home schooling allows parents and children **to work** (2. work) out a schedule that will best work for the child. Like some parents, I want **to control** (3. control) what they learn. In this way I decided **to find** (4. find) the ways to educate my children without sending them to school. I set the learning schedule up in a way that allows my children succeed. In other words, I let my kids sleep until they are no longer tired. I can set my children's learning curriculum around vacations, illnesses, and other surprise events. My children are free **to choose** (5. choose) whatever they want to study. Since I want the best for my children I make a progress teaching them. I believe **doing** (6. do) my best. What's more, I learned that homeschooled children score better on standardized tests in academics, social skills, and self-concept than public-schooled children. Therefore, I expect they will get better degrees. Furthermore, homeschooled students participate in social activities more than others; for instance my children are involved in at least two social activities.

Near its advantages there are also disadvantages of homeschooling. Parents who choose to homeschooling for their children should be prepared to spend more money than parents who send their children to public schools. In addition, homeschooled children may not have as many opportunities to interact with other children as children who attend regular schools. The lack of socialization may affect them in later stages of life. Furthermore, parents may lose patience when they are trying **to educate** (7. educate) their children. Some parents may be too overbearing or impatient, which may cause the child to react in a negative manner. It may be hard for parents **to draw** (8. draw) the line between educator and parent in the child's mind.

To sum up, you might wonder whether kids have to go to school or not but it's legal to be schooled at home. In fact, more than one million students do it. These kids can learn just as they do in regular school, but their parents are in charge of their education. It's certain that kids must be educated even at home or at school.

D. Read the text again and fill in the table according to the advantages and disadvantages of homeschooling.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> * home schooling allows parents and children to work out a schedule that will best work for the child * can set my children's learning curriculum around vacations, illnesses, and other surprise events. * homeschooled children score better on standardized tests in academics, social skills, and self-concept than public-schooled children. * homeschooled students participate in social activities more than others. 	<ul style="list-style-type: none"> * homeschooling can be costly. * home schooled children may not have as many opportunities to interact with other children in comparison to children who attend regular schools. * parents may lose patience when they are trying to educate their children. * It may be hard for parents to draw the line between educator and parent in the child's mind.

E. Fill in the blanks with the phrases in the box.

move on	–	decide on	–	get out of
play truant	–	give up	–	start off

1. Most parents are horrified when they discover their children have been **playing truant** from school.
2. I've **decided on** blue one for the bathroom.
3. We're going to **give up** our sports club membership after this year.
4. She **started off** the meeting with the monthly sales report.
5. He was determined to **get** the truth **out of** her.
6. I'd done the same job for years and felt it was time to **move on**.

F. Write the words connected to education.

1. ttilauro : **tutorial**
2. curleetr : **lecture**
3. pcrhssiaolh : **scholarship**
4. eregde : **degree**
5. dgdartdue : **graduate**
6. hsloomhec : **homeschool**

G. Think about your school and write an e-mail to your pen-friend in another country considering below topics;

SS' own e-mail to their pen friends in another country.

- * levels in the education system in your country
- * subjects you study at school
- * free time activities at school
- * school uniforms
- * likes and dislikes about your school

Mobile Tuition

A. Look at the photos and write down what the people are doing in the photos.

Ss' own answers.



B. Read the text and fill in the blanks with gerund or infinitive of the verbs in parentheses.



A rail car was no ordinary passenger coach but something far more interesting: a very special car that would serve both as a home to Fred Sloman and his family and as a "little green schoolhouse on wheels". Fred would spend his time **living** (1. live) and teaching on the rail car, shuttling along the 132 miles between Nandair and Palomar in Canada. The children were so isolated that the "school car" represented their only access to schooling. Fred Sloman was a gifted, dedicated teacher, and he loved **to teach** (2. teach) to the students who had poor conditions.

The "School on Wheels" was both

home and schoolhouse to teacher Fred Sloman and his family. Everyone who lived along the rail line knew the Slomans, and the school car was always welcomed in the isolated areas during 1950s. Everyone in the settlement stood **inspecting** (3. inspect) it and **admiring** (4. admire) the equipment about the rail car for a long time. They were happy **to have** (5. have) educational facilities for the children. There was nothing worth **seeing** (6. see) their children studying.

How did such an unconventional idea come about? It all began several years earlier, when national education department was concerned **to have** (7. have) lack of schooling for children living in remote areas. People who were responsible for the education department were thinking of **building** (8. build) boarding schools but it wasn't practical **to build** (9. build) a school in each settlement. It was not practical for the children to travel each day to the nearest school, sometimes many miles away from their homes. Dr. MacDougall suggested **bringing** (10. bring) school to the children rather than the other way around.

The government agreed **to have** (11. have) rail cars from Canada's two major railroads, Canadian National and Canadian Pacific, whereby the province would finance the conversion of two rail cars into mobile schoolhouses and employ live-in teachers. The railroads would maintain the cars at government expense and move them from one settlement to another during the regular school year. After six-month experiment in 1926 along two northern routes, its success was so great and so immediate that the department soon added school cars to another four routes. The cars would remain a vital part of the northern landscape for 41 years.

C. Read the text and answer the questions.

- What are the functions of a rail car in the text?
It is a very special car that would serve both as a home and a school
- Why did Canada need school rail cars?
Canada needed to bring education to children, so isolated that the "school car" represented their only access to schooling.
- Who or which institutions supported school rail cars?
Dr. MacDougall, Canadian National and Canadian Pacific.
- What makes Fred Sloman special?
Fred Sloman was a gifted, dedicated teacher, and he loved teaching the students who had poor conditions.

D. Write down the activities you like doing.

Ss' own answers.

Dangerous	Exciting
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____

Fun	Boring
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____

E. Match the adjectives with their synonyms.

- d** cheerful
- b** brave
- f** enthusiastic
- g** determined
- a** proud
- h** hazardous
- e** unique
- i** worthwhile
- c** exhausting

- satisfied
- courage
- very tiring
- happy
- exceptional
- exciting
- adamant
- dangerous
- important

F. Imagine that you were a teacher on the school rail car. Write a paragraph about:

- your feelings
- your expectations
- what subjects you would teach
- which places you would go
- how you would design

Abroad Education

A. Answer the questions then share your ideas with your partner. *Ss' own answers.*

1. Would you like to learn a foreign language? Why / why not?
2. What age do children usually start learning English in Turkey?
3. Is it necessary to learn a foreign language especially English? Why / why not?
4. Why do some people want to learn a foreign language?
5. Do you want to go to abroad for university education? Why / why not?



B. Read the text and answer the following questions.

Going a language course is a good way to learn a foreign language but the most important point is to find time and money to study abroad. A lot of students want to speak English fluently around the world. So they want to go to abroad for learning English. Some students don't like speaking a foreign language with others. They are afraid of making mistake.

According to me, speaking with natives is the best way to learn a language. Practice is very important. For that reason it is the best bet to spend a lot of time on the streets. Talking to other foreigners is in fact a good alternative to practise speaking English or other languages. When you learn a new word or structure, use it immediately. Okay guys, let's learn and speak a foreign language.

1. Why do people want to go to abroad?
Because they want to learn a foreign language. (English)
2. Guess! Why do many students want to learn English?
Ss' own answers.
3. Why do some students don't like speaking a foreign language?
Because they are afraid of making mistake.
4. What are the ways of improving your English?
The ways of improving English is speaking with natives.

C. Complete the following statements using words in the box.

study	-	take
become	-	pass
costs	-	accommodation

1. Nowadays not many students want to **become** English teacher.
2. If you want to go to private university, It **costs** a lot of money.
3. Students of most university leave home and move into student **accommodation**
4. You have to **pass** an important exam if you want to entrance a university.
5. If you fail from your final exam, you must **take** it again next summer.
6. You must study at least six years if you **study** medicine.

D. Circle the correct word. Check in your dictionaries. Explain the rest of the words.

1. Ayhan (**graduated/dropped out**) from Anatolian University with a degree in computer Engineering. **graduated**
2. He was a (**student/pupil**) at University for foreigners in Italy. **student**
3. He had nine month language (**programme/course**) in Perugia. **course**
4. The (**tutors/teachers**) weren't speaking English in his Italian class. **teacher**

E. Look at these two students. Read the text about their hobbies. Complete the texts with the "gerund or infinitive form of the verbs" in parentheses.



Hi! My name is John. I am a member of football club in my school. My main interest is football. I love **playing** (1)(play) football. Our trainer always shows us how **to kick** (2) (kick) the ball correctly. I some time **go** (3) (go) for **walking** (4) walk. I am also attending to outdoor sports club. I am crazy about **hiking** (5) (hike) on the mountains. I would like **to go** (6) (go) to a college of sports when I leave high school.



Hello ! I am George. My important hobby is music. I am crazy about **playing** (1) (play) the guitar. Every Wednesday I love **bringing / to bring** (2) (bring) my guitar in class. Because we have music lessons for two hours. At weekends I practise **singing** (3) (sing) the popular songs at home. I want **to study** (4) (study) at university. My best dream is **to be / being** (5) (be) a famous guitarist in future.

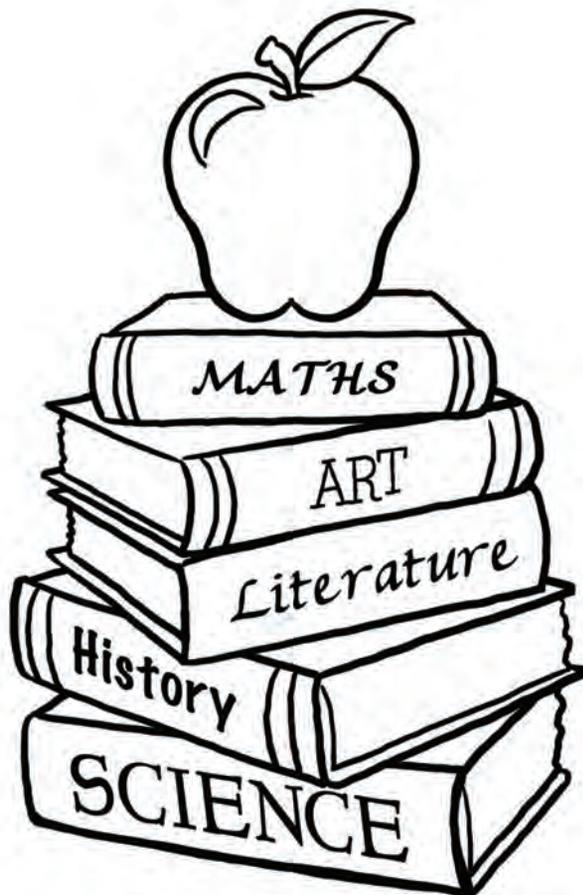
F. Imagine that you have seen this advertisement on a paper and are interested in joining the university abroad. *Write a letter.*

<p>FOREIGN UNIVERSITY LONDON</p> <ul style="list-style-type: none"> * Offer intensive language courses in English Inter mediate / upper level * Cultural activities / accommodation * School supplementary included in fee * For more information contact: Francesca Real (Director of students)

Now write a letter to Ms Real. Your application letter should be almost 130 words.

- * Write her why you are interested in this advertisement.
- * Ask how long the course lasts.
- * Ask how many students there are in each class.
- * Ask whether accommodation is provided.
- * Ask what the cultural activities are.
- * Ask what the school supplementaries are.

PERFORMANCE TASK	
Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Make a search about universities. Prepare a project about “What life is like for university students in your country?” Pay attention to these points in your project:</p> <ul style="list-style-type: none"> • Youth clubs at universities • Classes or subjects at universities
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



COMMUNICATION

A

Body Language

A. Work with your partner, and discuss these questions. *Ss' own answers.*

- Have you ever known any signals of body language?
- Knowing body language is useful. Do you agree with it? Why/why not?
- Should everyone know a little body language?
- What are the advantages of knowing body language?



It is important to be aware of our own body language, as well as understand what other people's body language means, so we can assess and react to them effectively. After all, actions speak louder than words.

C. Read the text again and answer the questions.

1. What is body language?
Body language is a non-verbal language we use unconsciously to express our feelings. (Body language is the quiet, secret language which is the most powerful language of all.)
2. Why do we use body language?
We use body language to express our feelings, inner thoughts, etc.
3. What about you?
Ss' own answers.
4. Why is it important to understand body language?
Because it helps identify the other speakers feelings.
5. What examples of body language are mentioned in the text?
They are rubbing eyes, clearing throat, etc.
6. "Actions speak louder than words" What do you understand from this sentence?

B. Read the text carefully and find a suitable title for it.

..... *Ss' own answers*

Body language is the quiet, secret language which is the most powerful language of all. According to experts, our non-verbal language communicates about 50 % of what we really mean. The tone and speed of our voice account for 38 %, while words themselves contribute only 7 %. Nonverbal signals also have five times the impact of verbal signals.

Our bodies send messages constantly and we don't always realise that we are communicating a lot more, than we say. We understand what someone gestures and body position indicate, and we send out our messages, too. You can send signals with individual parts of the body as well as in concert. Rubbing eyes, clearing throat, tapping toes, scratching nose, opening arms, or keeping legs, crossed all send out our strong messages.

Here are details of the contributions of each part of the body.

- Head: face, cheek, chin, mouth, lips, teeth, tongue, nose, eyes, eyebrow, forehead, hair
- Arm: elbow, hand, finger
- Torso: neck, shoulder, chest, back, belly, bottom, hips
- Legs: thigh, knee, foot



Body Language

D. Read the text again; find these descriptions of these expressions which are given in box.

Impact	–	constantly
gesture	–	indicate
rub	–	tap
stretch	–	assess

1. **Indicate** : to point to somebody or something.
2. **Assess** : to make a judgement about the quality size value etc. of something.
3. **Tap** : to knock or touch something gently.
4. **Constantly** : happening a lot or all the time.
5. **Stretch** : to rub the skin with the nails.
6. **Impact** : the effect that a person, event or situation has on somebody or something.
7. **Rub** : to press your hand on a surface and move it backwards and forwards.
8. **Gesture** : to point at someone using hand, arm or head.

E. Look at the pictures. Which actions can you see in pictures A – E? Write actions under the correct picture.

giggling	–	whispering
laughing	–	shaking hands
clapping	–	yawning
whistling	–	roaring



A	B	C	D	E
Clapping	Yawning	Laughing	Shaking hands	Whispering



F. Work with your partner. Look your dictionary up and write the words into correct column.

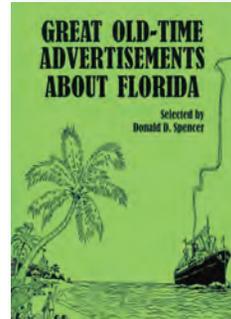
head nodding	–	standing
chewing gum	–	shoe-play
chin up	–	smile
biting lip	–	tongue poke
direct contact	–	blinking frequently
palm(s) up-open	–	crossed legs
folded arms	–	thumb sucking
clenched fist(s)	–	shrug



EYES	MOUTH	HEAD	ARM	LEGS
Looking	Smile	Head nodding	HAND	FEET
Direct contact	Biting lip	Chin up	Folded arms	KNEES
Blinking	Chewing gum		Palm(s) up	Crossed legs
Frequently	Thumb sucking		Open	Standing
Winking	Tongue poke		Clenched fist(s)	Shoe - play

G. Why do we need to use body language for communicating with other people? Write a paragraph about this subject.
Ss' own writing

Advertising Effects



A. Work with your partner and answer these questions.

Ss' own answers.

1. Have you ever bought anything from a mail-order catalogue?
2. Is it a good way for shopping? Why/why not?
3. Do you read advertisements on the newspaper? Why/why not?
4. What kind of advertisement are you interested in? Why?

B. Read the following text of an interview with Gabriel, say what about it is.

Ss' own answers.

Interviewer: Good afternoon ladies and gentlemen. Tonight our talking subject is advertisements. Our guest speaker is Gabriel Blackrock. She is an advertising executive. She works for her own advertisement company. She is general director of it.

Well, Gabriel, A lot of people think that they are being bombarded by advertisements from everywhere. In streets, in papers, on TVs, on trains, etc. What would you say about it? How would you explain that?

Gabriel: Firstly, I would say that advertisements are really effective. I can't imagine a life without them. If they weren't existing, how would you get information about new things?

Interviewer: Yeah! But as films, tickets, hotels, clothes, books, etc. people could learn about them from reviews.

Gabriel: I see, it is possible but how many people read reviews?

Interviewer: I don't agree with you. It works very well.

Gabriel: I accept that. There is a lot of money to be made from advertising but being an

advertising executive gives me scope to be creative.

Interviewer: What would you say has been your greatest achievement?

Gabriel: Err, The advertising campaign I organised for 'HAPPY HOUSES' it was a cell phone agent.. More and more people are buying their products. Because of it they produce high-quality products of low price. It was our slogan.

Interviewer: That's very good. Thank you for your coming Gabriel.

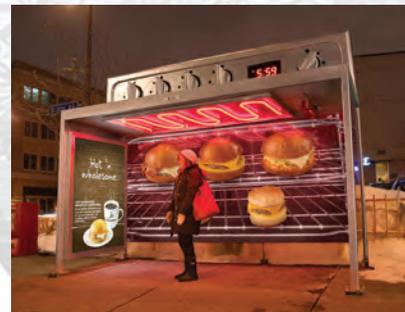
Gabriel: Thank you for your invitation.

C. Read the interview again and answer the questions.

1. What is the interviewer's attitude about advertisements?
He thinks a lot of people are being bombarded by advertisements from everywhere.
2. Where could you see advertisements in your country?
Ss' own answers.
3. Why are the advertisements really effective?
Because you could learn about films, tickets, clothes, etc. from advertisements.
4. Would you think a life without advertisement? Why / why not?
Ss' own answers.

D. Use the word given in capitals at the end of each sentence. Be careful! Use the correct form of them you can look up your dictionary.

1. The products of Happy Houses are **obviously** steady. People want to buy them. (OBVIOUS)
2. **Advertising** industry is very important for selling or buying goods. (ADVERTISE)
3. Customers need more **information** about products which they want to buy. (INFORM)
4. Gabriel's company's greatest **achievement** is to sell high quality goods cheaper. (ACHIEVE)
5. Happy Houses' products are very **useful** that everyone wants to buy them. (USE)
6. Most of people say that Happy Houses' products are really good and I **totally** agree with them. (TOTAL)



Advertising Effects

E. Add the apostrophe (') to the possessive nouns.

1. **eg.:** John's mother is an experienced nurse.
2. That girls name is Carol. **girl's**
3. Those girls names are Carol and Mary. **girls'**
4. My fathers car is red. **father's**
5. Toms brother name is Bill. **Tom's brother's**
6. Bobs phone number is 477 43 57. **Bob's**

F. Put a tick (✓) if 's' means possession.

1. Mary's an excellent student in our school. **X**
2. Daisy's an actress. **X**
3. John's father is a good teacher. ✓
4. My brother's car isn't green. ✓
5. Lisa's brother- in- law's name is George. ✓



G. Read this advertisement and the letter below then write a letter about the advertisement and require an application form.

SUMMER CAMP IN TURKEY

Would you like to teach English to 10-13 year old children in Turkey this summer? We are looking for cheerful, friendly, having leadership ability young between ages of 18-30. Chosen applications will be provided with bus ticket, room, food, and pocket money.

Write for more information and an application form to Mr Sagdic.

Dear Mr Sagdic,

I'm writing in answering to your job advertisement for an English teacher. I am very interested in teaching English I've been teaching English for 6 years in high school. I am experienced for it. I know a little Turkish. I learnt it from my Turkish friends, and I visited Turkey 4 times, and people understood me when I spoke Turkish. They think about me very friendly, cheerful, and helpful. I also like teaching some new things to children.

Please could you send me an application form?

Yours sincerely

24th March 2012

48 Apple Road
Bonus apt. 48
35040 London



A. Work with your partner and answer the questions.

1. Do you think Internet has changed our lives? In what ways?
2. If you use the Internet, how often do you log on?
3. What do most young people use the Internet for? They think that it is a part of their lives.
4. What are the advantages/disadvantages of using Internet?

B. Read the text and say what they are talking about.

They are talking about Internet.

Interviewer: Welcome everybody! Today our talking subject is 'Internet'. I am going to talk to Andy Crimson about it. He is a computer company executive. Hi! Andy. Do young people think that internet is very important for them and what do they use it for?

Andy: Well, Yes, Internet is very important for them. They think it is a part of their lives. They do a lot of surfing on the Net. They visit websites such as music, films, hotels, books, shopping, etc. They also send a lot of emails to their friends.

Interviewer: Do they ever get any 'spam' when they have some emails advertising things?

Andy: Yeah! But if they aren't interested in them, they should delete them.

Interviewer: Can they have a virus easily?

Andy: Sure. But if they have got software to protect their computers, it is not a big problem for them.

Interviewer: Could they use Internet for their business? I mean for their schools, jobs, etc.?

Andy: Yes, they often use it for their school work, term work, and projects. There is a lot of excellent information on the Net for them.

Interviewer: What else do they use Internet for?

Andy: They can download music, and films. It is cheaper than buying CDs and they can choose what they want.

Interviewer: Thank you for your coming, Andy.

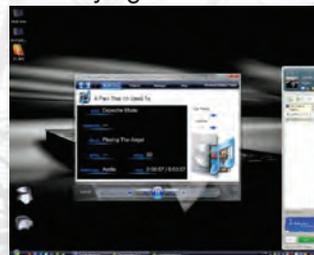
C. Read this interview again and answer the questions.

1. Why is Internet very important for young people?
Because they do a lot of surfing on the Net.
2. Have they got any spam, when they are surfing on the Net?
Yes, they have got when they are surfing on the Net.
3. What should they do when they have got any 'spam'?
They should delete them.
4. Why do young people think that Internet is part of their lives?
Because Internet is very important for them.
5. Why do we use software for?
We use software for protecting our computers from viruses.
6. What do they use the Internet for?
They generally use the Internet for their business, schools, jobs, etc.

D. Read the text again and complete the following statements using the words in the box.

homework	–	delete
hotels	–	cheaper
software	–	spam

1. Most young people visit **hotels** websites on the Net.
2. If they have got **spam**, they should **delete** it immediately.
3. Young people can protect their computers, because they have got **software**.
4. There are a lot of good websites on the Net for students' **homework**
5. Downloading film is **cheaper** than buying CDs.



Internet

E. Match the verbs to the nouns. "Computer in Use"

- | | |
|------------------------|-------------------------|
| 1. D Check | A. a file |
| 2. F Install | B. computer |
| 3. A Delete | C. a disk |
| 4. B Crash | D. e-mails |
| 5. C Scratch | E. Internet/ the server |
| 6. E Connect to | F. software |

F. Fill in the blanks with suitable choice.

- My father is English teacher at university.
 - a / a
 - a / an
 - an / a
 - an / an
- Robby's brother master's degrees but he a teacher at my father's university.
 - is / hasn't
 - hasn't got / is
 - has got / are
 - isn't / has got
- Maria is sister.
 - John / father's
 - Johns / father
 - Johns / fathers'
 - John's / father's
- Carol Steward is top model and she is -only 52 kilograms.
 - a / thin
 - some / long
 - the / tall
 - an / light
- George hasn't got brothers, but he has gotsister.
 - any / a
 - the / any
 - Some / a
 - a / a
- Mynames are John and Charles. They are twins.
 - brother's
 - brothers
 - brothers'
 - brother
- Mary's mother isdoctor, and she ischief doctor for local hospital.
 - some / a
 - a / the
 - some / much
 - a / the

G. Read the sites and give example for each;

Ss' own answers.

- A medical site: www.mhrs.gov.tr
- A search engine: www.handex.com.tr
- A computer site: www.app.com.tr
- A car site: www.carx.com.tr
- A mobile phone site: www.tony.com.tr
- A travel site: www.southtravel.com
- A shopping site: www.shopping.com

H. Write two different lists about subjects which are given below. **Ss' own answers.**

- Make a list of things you can do on the Net.
- Make a list of words you know about Internet such as.

chat room	-	download
online	-	search engine
surf	-	website

I. Choose one of the subjects above. Then make an interview with him/her about magazine world. (Almost 150-200 words) **Ss' own answers.**

- Why he/she chose this job.
- * What he/she has studied.
- * Why he/she is working for this company.
- * What his/her suggestions for young people who want to work for media.

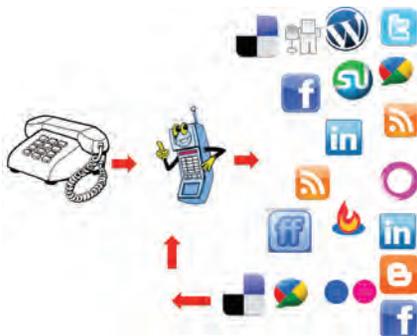
*** Write about a different subject from e mailing; use these guides to help you.**

Paragraph 1. Explain which Internet function is most important for you.

Paragraph 2. Describe some of the advantages/ disadvantages of Internet.

Paragraph 3. Give your overall opinion.

PERFORMANCE TASK	
Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare an advertising leaflet about “a new product of yours”. Pay attention to these points in your project:</p> <ul style="list-style-type: none"> • Think of catchy name. • Be careful about advertisement language • Find attractive pictures or photos about it
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



Theme 7

JOBS



Job Requirements

A. Look at the photos and use the suitable words / phrases in the box with the jobs.



exhausting	–	badly paid	–	demanding	–	stressful
responsibility	–	outdoor	–	indoor	–	exciting
dangerous	–	uniform	–	well paid	–	bad social life
close to nature	–	on duty	–	deal with problems		
Soldier	stressful, responsibility, dangerous, well paid, uniform, on duty, both outdoor and indoor					
Psychologist	exhausting, demanding, stressful, responsibility, indoor, bad social life, well paid, on duty, deal with problems					
Farmer	exhausting, demanding, stressful, responsibility, outdoor, close to nature, bad social life					
Teacher	exhausting, demanding, stressful, responsibility, indoor, badly paid, bad social life, on duty, deal with problems					

B. Look at the questions and answer them. **Ss' own answers.**

1. What qualifications should all job seekers have?
2. What qualifications do you need for your ideal job?

C. Read the text and write suitable collocations in the blanks.

working career	–	youth training schemes	–	get paid	–	well paid
well qualified	–	careers advisers	–	interpersonal skills		
quick thinking	–	outdoor conversation	–	up-to-date information		

The main purpose of education is to prepare people for professions because education is very much related to occupations. If people are **well qualified** (1) or experienced, they will get a good job and perhaps they will be able to **get paid** (2) a bonus as they gradually become successful in their jobs or professions. The most important step to find a satisfying and **well paid** (3) job is to know themselves very well such as what to do, what skills and abilities they have got. Their positive way of dealing with people and the ability to maintain good personal relationships at work are very important.

People with different orientations tend to choose different jobs to suit their skills and needs. For instance; realistic people seek objective, concrete goals and tasks and like to manipulate things, tools, machines, animals and people. They are best suited to agriculture, engineering and **outdoor conversation** (4) work. Social people seek **interpersonal skills** (5) and interest in other people. They are best suited to social work and counselling and organising others. Artistic people seek feelings and imagination. They are best suited to performing arts, writing, painting and music. Intellectual people seek

Job Requirements

ideas, words and symbols. They are best suited to science, teaching and writing. Enterprising people seek high energy, enthusiasm and impulsiveness. They are best suited to sales, politics or foreign services.

The future belongs to **quick thinking** (6) people who are resourceful, ambitious and can take the initiative. This means that every teenager who is face to face with choosing a **working career** (7) has to have the training and guidance. So, what is to be done? The first step is to prepare young people for adult life. Second step is to give them **up to date information** (8) on new jobs and qualifications to help them. For this reason **career advisers** (9) help young people decide what they will do in the future. They tell the students what jobs they will be able to find when they leave school, what they will be able to learn within **youth training schemes** (10) They come to schools only to tell the students where they will be able to gain some qualifications after graduation. What's more, adult encouragement and motivation can go side by side. Parents can give them the courage to follow their dreams however problematic or strange they might sound.

D. Read the descriptions below and write the suitable jobs for them. Which types are most / least like you? Which of the jobs would you like to do?

- Conventional:** You pay attention to details. You like order, routine and structure. (*secretary, cashier, accountant*)
- Caring:** You like being with people. You are a good listener and like helping people with their problems. (*teacher, nurse, social worker*)
- Creative:** You're like a dreamer. You like to find different ways of expressing yourself. (*artist, photographer, musician*)
- Risk taker:** You want to be rich and successful. You focus on goals and want to reach your target. (*stockbroker, pilot, business manager*)
- Practical:** You are good with your hands and like spending time outdoors. You don't like wasting time. (*farmer, carpenter,)*
- Investigative:** You're very curious and enjoy problem solving. You like to know how things work and to test out your ideas. (*scientist, doctor, astronomer, detective*)

stockbroker	–	business manager	–	secretary
cashier	–	accountant	–	scientist
astronomer	–	detective	–	artist
photographer	–	musician	–	carpenter
farmer	–	electrician	–	mechanic
teacher	–	nurse		

E. Fill in the spaces with suitable words in box.

run	–	career	–	in charge of
full time	–	waiter	–	customers

Last summer, Mike had a job as a **waiter** in a five star hotel's restaurant. He really didn't know what he's going to do for his **career** yet. It wasn't a **full time** job. He only wanted to work four hours a day and five days in a week so he could have a lot of free time. He could waste of his time with his friends. The chief gave him some of training on his first day but after that he was on his own, although he didn't have to **run** the whole restaurant. He was just **in charge of** the salad bar. He was going to be successful as a waiter and he would get on well with the **customers** .

F. Read this advertisement and write a short letter to apply for this job.

Ss' own letter of application for the given advertisement.



MEET THE FAMOUS PEOPLE

Receptionist wanted

- SMART APPEARANCE
- FRENCH AND GERMAN ESSENTIAL
- WORK IN SHIFTS
- SALARY NEGOTIABLE

Contact: mark@hotelmanage.co.uk

Handcrafts

A. Answers questions. *Ss' own answers.*

1. Have you ever worked as a ceramic maker?
2. Would it be your ideal job? Why / why not?
3. Do you think it is a dirty job? Why / why not?



B. Look at the photo of Antonio Highway. Work with your partner. Discuss what he is doing, and where he is.

Sample answers:

1. *He is making ceramics.*
2. *He is in front of his atelier.*



Interviewer: Good afternoon ladies and gentlemen. This week we are going to talk to Mr Highway from London. We visited his ceramic atelier. They are producing crockery's, pots, vases, etc. Actually they make everything for our houses; everyone can get them to make some products for their suggestions. Mr Highway could you tell us what is so special about your ceramic atelier?

Mr Highway: Yeah. Firstly, it is very large and high. You can find everything what you want for your houses. It is open late on six days, a week from Monday to Saturday. There are eleven employees here.

Interviewer: That's okay! Are there any qualifications about your staffs and workers?

Mr Highway: Yes. Most of them have been working here more than ten years. They don't want to be retired. According to me, they love working for me! I am not making them do anything for me. Ha ha! I never force anybody to retire from here.

Interviewer: Well, How old is your oldest employee?

Mr Highway: Himm that is JJ. He is our 56 year old supervisor ceramic maker.

Interviewer: Does he work alone in his department?

Mr Highway: No. Four employees work with him. He inspects them.

Interviewer: Do your employees like to work for you?

Mr Highway: I think so, and working keeps them young.

Interviewer: What about salary and social rights?

Mr Highway: We pay a decent salary, and they get six weeks' paid holiday a year.

Interviewer: Have a good business, Mr Highway.

C. Read the text and answer these questions.

1. What is Mr Highway's domain? (workspace/ workstation)
It is his atelier. (Mr Highway's domain is his atelier.)
2. When is his atelier open?
It opens late on six days a week from Monday to Saturday.
3. Who is JJ and what does he do?
He is the oldest employee in the atelier. / He is an old supervisor ceramics maker.
4. Why do workers like to work in this atelier?
Ss' own answers. Sample: Because they have good working conditions.
5. What are employees' social rights?
Mr. Highway pays them a decent salary and they get six weeks' paid holiday a year.



D. Read the text again and decide if the statements are true (T) or false (F). Correct the false ones.

1. Mr Highway's atelier is high but small.
2. You can find everything for your houses here.
3. It is open from Monday to Saturday.
4. His employees have wanted to get retired recently.
5. JJ is 58 years old, cleaner.
6. Mr Highway pays sufficient salary to his workers.
7. Workers get six weeks holiday without taking their wage in a year.

B

Handcrafts

E. Work with your partner. Underline the best collocation to complete the sentences.

- You can see **a lot of / a few** ceramic products in Mr Highway's atelier.
- There are **more / less** than ten workers in the atelier.
- JJ works this atelier as **a mechanic / supervisor**
- Four / six** employees work with JJ.
- Employees have got **four / six** weeks paid holiday a year.
- Mr Highway pays **inadequate / sufficient** money for his employees.

F. Complete the table below. Use a dictionary to help you.

Noun	Verb	Adjective
Producer/ Production	Produce	Productive
Employee/ Employer	Employ	Employed
Quality/ qualification	Qualify	Qualified
Retirement	Retire	Retired

G. Rewrite the following sentences in the causative form. You may use any type of causative.

- I cleaned the room for my mother.
My mother had the room cleaned.
- My sister is cooking a chicken for us.
We are having a chicken cooked.
- The plumber mended our taps.
We had our taps mended.
- The teacher told the on duty student to clean the blackboard.
The teacher had the blackboard cleaned.
- John went to the barber's.
John had his hair cut.
- Mary will do her homework.
Mary will have her homework done.

H. Put the correct words and complete the sentences in the causative.

- The boss had the secretaryletters.
a) typed b) to type
c) type d) typing
- George is going to get the electrician.....the bulbs carefully.
a) check b) to check
c) checked d) checking
- They made the mechanic for the damage to the car they had repaired.
a) pay b) paid
c) paying d) to have paid
- The teacher made the studentstheir homework before they could go out.
a) done b) doing
c) to do d) do



I. Read this letter of application for a job at Mr Highway's atelier. Use the words and expressions in the box to improve the parts of the letter that are underlined and bold.

ANSWERS:

Enclosed (3)	- a new challenge (5)
look forward to hearing (6)	- would like to apply for (2)
sir (1)	- reached retirement age (4)

Mr Highway's atelier 35 Golden Apple street
1456 Stone Road Yorkshire
London S'U17 GBS15 CHS57 TR1
24th March 2012

Dear (1) Mr Highway,

I saw your advertisement for a secretary on the paper and I (2) want this job.

I am an experienced secretary and I have worked for different famous companies. I have some letters of references. Please see my CV (3) in the same envelope, for more details.

I started working as a secretary when I was nineteen. I left my last job a year ago.

When I felt to old but I got bored at home. I think I am ready for (5) new job now.

I would be available for an interview at any time, even at short notice.

I (6) can't wait to hear from you.

Yours faithfully,

Ms Claire Clint

K. Write your own letter of application for your dream job.

Stop Child Labour

A. Write words that come to your mind about "child labor" in one minute.



Studies show that the roles of children differ in **developed** and **developing** countries. While children in developing countries make an important contribution to family income, children in developed countries consume more than they produce. For example, after World War II, the United States experienced great economic **development**. Many mothers started working outside the home. For the first time in the US, children used more resources than they produced. For instance, 150 years ago, England had about the same percentage of child workers as Peru and Paraguay have today. It seems likely that as these countries **develop**, the amount of child labor will decrease.

B. Read the passage and find the answers.

- The synonym of the word "urban" is
 - rural
 - city
 - country
 - world
- "they" refers to
 - manual laborers
 - Indian children
 - lower class children
 - no one
- The passage is mainly about
 - The economic status of a family plays an important role in the problem of child labor.
 - When poor families move from country to city, they are more likely to send their children to work rather than to school.
 - In countries where traditional roles are important, it's common for parents to force their sons and daughters to work.
 - If you are a member of a lower class family, no one expects you to get a good education.
- We can understand from the passage that
 - by 2025 there will be slightly more people in cities than in 2000
 - according to the role assignment called child specialization, girls have to work in order to support their brothers' education.
 - the roles of children is nearly the same as in all countries.
 - if the economic status of a country improves, less children work to help their family as it is in the US and England.

Children in developing countries work for a variety reasons. The most common reason is **poverty**. Though these children are not well paid, their families are so poor that they still serve as major **contributors** to family income.

In developing countries, rural-to-urban **migration** is another cause of the increasing rate of child labor. In 1950, just 17 percent of the population of the developing world lived in **urban** areas. It will probably reach 57 percent by the year 2025.

In some countries, people believe that women won't fit into traditional roles if they become educated. In these places, it's not uncommon for parents to force young girls to leave school in order to **do** the household duties or to work outside the home. By working, the girls **assist** in **paying** for their brothers' school fees.

Often parents in developing countries **assign** different roles to their children. This role **assignment** is called child **specialization**, and it also contributes to child labor. Often the oldest boy attends school while younger brothers and sisters **get** jobs for him.

Social class separation also contributes to child labor. For example, people of India's lower social class are usually **manual** laborers. Everyone expects lower class children to **get** jobs that do not require an education. Therefore, no one worries when **they** do not attend school.



Stop Child Labour

C. Match the words written in bold from the article to the definitions given below.

1. c poverty	a. to help someone do something
2. d contributor	b. work which involves physical work rather than mental work
3. e migration	c. the condition of being extremely poor
4. a assist	d. someone who gives such as money, support or help for a particular purpose
5. b manual	e. moving from one place to another

D. Fill in the blanks with the given words written in italics from the article.

assign	–	assignment
---------------	---	-------------------

1. It was a difficult a) **assignment** for second grade primary student, so most of them asked for help from their parents as they couldn't do it by themselves.
2. The manager is going to b) **assign** the advertising campaign for the new product to Mrs Barton.

develop	–	developed	–	developing	–	development
----------------	---	------------------	---	-------------------	---	--------------------

3. In c) **developed** countries where economic growth is not a problem, people have more time to do things they enjoy. However, in d) **developing** countries which have less advanced industries, people don't have time to take up hobbies as they have more important priorities.
4. It's for sure that too much violence on TV can harm a child's psychological e) **development**.

E. Look at the words and collocations below and find the answers of the questions.

DO	MAKE	GET	PAY
do business	make a difference	get a job	pay a fine
do nothing	make a mess	get a shock	pay attention
do someone a favour	make a mistake	get angry	pay by credit card
do the cooking	make a noise	get divorced	pay cash
do the housework	make an effort	get drunk	pay interest
do the shopping	make furniture	get frightened	pay someone a visit
do the washing up	make money	get lost	pay the bill
do your best	make progress	get married	pay the price
do your hair	make room	get started	pay your respects
do your homework	make trouble	get wet	pay fee

1. Child workers **pay** the bills of their family.
2. Child workers of brick company **get** wet during the day and can be ill easily.
3. My husband **does** the grocery shopping.
4. Amber **did** badly on her geography exam.
5. Two children **made** a mess in the factory and boss broke their fingers.
6. We are having guests tonight, so please **make** your bed.
7. I only **made** one mistake in my English test.
8. I have to ask you to **do** me a favour.
9. In Paraguay children can **get** a job easily.
10. The company **paid** a fine of child labor last week.

PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare a project about “the traditional jobs in your country which are in danger of disappearing”. Pay attention to these points in your project:</p> <ul style="list-style-type: none"> • The names of them. • Brief description of them • The reason of their disappearance
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



TOURISM

Adventure Holidays

A

A. Look at the adventures holiday types below and decide which one would be the most exciting; *Ss' own answers*

cliff jumping	–	cave-exploring
rock climbing	–	snowboarding
bungee jumping	–	hang-gliding
scuba diving	–	skiing
white water rafting	–	jet skiing
skating	–	photographic safari



skiing

B. Look at the photos and write these adventure types below.



rock climbing



white water rafting



photographic safari



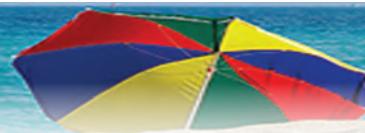
scuba diving



bungee jumping

C. Read the passage below and answer the questions.

Tony was 25 years old. He likes going on adventure holidays to the North Pole. He once took on this challenge, but unfortunately he came up against bad weather. A terrible snowstorm **cut them off** from their team. After a few days the rescuers reached and helped them. Although he **came up against** difficulties before, he still wanted to go to the North Pole. When he returned back his home he **went through** a training course to learn basic survival skills and **sort out** possible problems. Yesterday he went again to the North Pole and he will be coming this time next week. Tony is at his dream destination now.



Adventure Holidays

1. What do you think he will be doing at this time today?
* **I think he will be**
2. What will he be wearing on his holiday?
* **He will be wearing**
3. What activities will he be doing in the mornings, afternoons and evenings?
* **He will be doing**
4. When will he be arriving back to his home?
* **He will be arriving back to his home next week.**

D. Read the passage below and answer the questions. Fill in the blanks with Future Tense, Future Continuous Tense or Future Perfect Tense.

What do you think about booking a ticket for a week in outer space. By the year 2025, the Russians expect to have a six-person team on their way to Mars. The dream of science-fiction writers' **will become** 1 (become) a possibility. The Russians hope that the American agency NASA and the European Space Agency (ESA) **will work** 2 (work) together on this project. Two spaceships that can fly the crew to the space and back **will have to be built** 3 (have to build). These spaceships **will enable** 4 (enable) the crew to remain on Mars for a few days. Lots of money, approximately \$20 billion, **will have been spent** 5 (spend) as the cost of the trip, whereas a plenty of money **will be made** 6 (make) from taking tourists into orbit. A Japanese company has already made plans to build the first space hotel. They say that the first guest **will be doing** 7 (do) his holiday in five years. Of course, it **will cost** 8 (cost) a lot and **will cause** 9 (cause) space sickness but this isn't expected to put of people who are looking for an adventure holiday. They all want to enjoy a few minutes of weightlessness.

1. By 2025, what will the ESA have done?
* **By the year 2025, the ESA will have had a six-person team on their way to Mars.**
2. How much money will have been spent as the cost of trip?
* **\$20 billion will have been spent as the cost of trip spend.**
3. Will you be doing this adveture holiday by the year 2025? Why? Why not?
* **SS' own answers.**

E. Fill in the blanks with suitable phrasal verbs.

dream of	–	turn out
cut off	–	sort out
deal with	–	took on
go through	–	turn back
come up against		

1. As events **turned out**, we were right to have decided to leave early.
2. How do you intend to **deal with** this problem?
3. Her voice **took on** a troubled tone.
4. If you **come up against** difficulties, let me know and I'll help out.
5. If this bill is not paid within five days, your gas supply will be **cut off**.
6. I'd like you to **go through** that manoeuvre again and then bring the car to a halt.
7. Alan's gone off on holiday and I've been landed with the job of **sorting out** his mistakes.
8. I **dream of** one day working for myself and not having a boss.
9. We're lost – we'll have to **turn back**.

F. Imagine that you can travel through time into the future. It is, twenty years from today. Answer some questions about your future.

Ss' own answers.

- How old will you be in 2032?
- Where will you be living?
- Describe your work. Where will you be working and what will you be doing during the day? Tell the reason you choose this profession.
- What will be two important or interesting things you do outside of work?
- If you're a parent, what will you be the most proud of as a parent, and why?

G. Write a formal letter to the tour agent to find out more information about the activities they offer. In your letter;

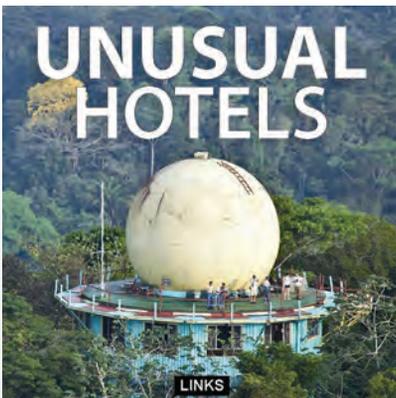
Ss write a formal letter to the tour agent to find out more information about the activities they offer.

- Tell them when you want to go there
- Ask about prices and how dangerous the activities are
- Ask which activities are available the time you want to go
- Want a brief description of the two activities you want to book

B



Unusual Hotels



A. Work with your partner, think about these questions and answer them.

Ss' own answers.

1. What do you think about these hotels' names?
2. Would you like to stay in these hotels? Why/why not?

B. Read the text carefully and answer the following questions.

Hotels, of course have long tried to **attract** guests with gimmicky themes like teepees and train cars. Some go to extremes to offer something different. For example jail in Latvia where, for £ 10 a night, you can sleep in an old **cell** on a **threadbare** mattress.

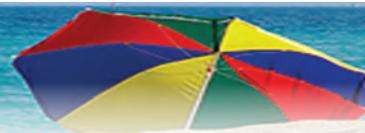
Fortunately, not all **unique** hotels are so lacking in creature comforts. In the heart of Finnish Lapland, for instance, the time-honored igloo has been **recast** with glass at the Kakslauttanen Hotel, while at White pod up in the Swiss Alps, a collection of luxurious geodesic domes **ushers** in the new age of eco-friendly slope-side **chalets**.

"It's not about the room, it's about the experience," say experts of Unusual Hotels of the World, a consortium of atypical properties stretching from Thailand to Turkey. "It's all about a story and experiences that people can share with their friends time and again."

At Dasparkhotel, for instance, guests will have stories aplenty once they check into one of three 10-ton drainpipes on the banks of the Danube in the city.

In other words, the hotel **paradigm** is undergoing a **massive** shift. But for now, these gravity-based hotels are **qualified** as the universe's most unusual. By the time people want to live an adventure, unusual hotels will have increased all over the world.

1. How do the hotels try to attract guests?
The hotels try to attract guests with gimmicky themes.
2. Where can you sleep for £10 a night?
You can sleep in jail in Latvia for £10 a night.
3. Which hotels are so lacking in creature comforts?
Not all unique hotels are so lacking in creature comforts.
4. Which hotel has been recast with glass?
The time-honored igloo has been recast with glass.
5. How is the hotel paradigm changing?
It is undergoing a massive shift.
6. What could you say about unusual hotels now?
Ss own answers.



Unusual Hotels

C. Work with your partner, read the text again and complete the sentences with suitable words given below. Use your dictionary.

very old – big – show – appeal
 fit out – image – chamber – remodel
 distinctive – bed – bungalows

1. Hotels have long tried to **appeal** guess with gimmicky themes.
2. You can sleep in an old **chamber** for £10 a night on a/an **very old** bed.
3. Not all **distinctive** hotels lack in creative comforts.
4. The time-honored igloo has been **remodelled** with glass.
5. In the Swiss Alps, a collection of luxurious geodesic domes **show** in the new age of eco-friendly slope-side **bungalows**.
6. The hotel **image** is undergoing a **big** shift.
7. These gravity-based hotels are **fit out** as the universe's most unusual.

D. Rewrite the sentences by using Future continuous / Perfect Tense

1. we / dinner / have / tomorrow / 6.30 p.m. /
We will be having dinner at 6.30 p.m. tomorrow.
2. my son / next year / university / at this time / go / a /
At this time next year, my son will be going to a university.
3. this / by next / for / for / May / company / 30 years / work / I /
I will have worked for this company for 30 years by next May.
4. lessons / by the time / the house / finish / I / I / my / leave /
I will have finished my lessons by the time I leave the house.
5. send / in an hour / the secretary / e-mails /
The secretary will have sent the e-mails in an hour.
6. I / my / this time / watch / sports / tomorrow / program / favourite /
At this time tomorrow, I will be watching my favourite sports program.
7. his / Jack / next year / complete / by this time / project /
By this time next year Jack will have completed his project.

E. Complete the sentences with suitable form of 'Future Tense' use verbs given in parenthesis.

1. John **will be studying** his English lesson for the next ten days. (STUDY)

2. They **will have finished** the exam by the time the bell rings. (FINISH)
3. It is seven o'clock. My daughter **will have arrived** home by 07:30. (ARRIVE)
4. At this time next year, Jane **will be having** the piano lessons. (HAVE)
5. In two years' time, Julia **will be going** to the same school. (GO)
6. Our English teacher **will have already entered** the class by now. (Already/ enter)
7. They **will not be watching** TV at 10 p.m. tonight. (not/watch)

F. Work with your partner. Imagine you were working as a receptionist in a hotel. Your friend wants to stay in your hotel. Fill this 'BOOKING FORM' about him / her.

Ss' own answers.

They will fill this 'HOTEL BOOKING FORM.'

HOTEL BOOKING FORM	
Please fill out the reservation form below, we will send the CONFIRMATION INVOICE detailing the bookings, terms, and payment visa e-mail within 24-48 hours.	
* Required field	
* Surname:	
* Other names:	
* Job/Company: (if any)	
* City:	
* Country:	
Tel number/Fax. Number:	
E-mail:	
(PLEASE CHECK AGAIN IF YOUR EMAIL ADDRESS IS CORRECT)	

HOTEL BOOKING DETAILS			
Check-in date:			
Check-out date:			
No. of room required:			
No. of adult:			
No. of children:			
Occupancy: Single bed Double bed Twin bed
Price Per Room Per Night:			

Tourism: An Evil Or An Angel

A. Order the vacation types below in order of which you like most.

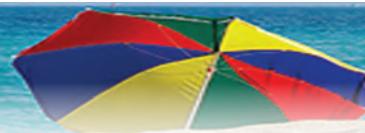
- beach
- shopping
- hiking and camping
- cities and culture
- local cuisine
- working voluntarily
- skiing
- other (.....)

B. Match the following statements in a meaningful way.

1. **g** A solution may be at
2. **e** get off the beaten
3. **i** get away from
4. **j** for those with the deepest
5. **b** a negative effect on
6. **d** there is a need to protect
7. **c** Antarctica is the last unspoiled
8. **a** hordes of
9. **f** auction off a fixed number
10. **h** contain the amount of

- a. tourists
- b. the environment
- c. place on Earth
- d. the frozen wilderness
- e. track
- f. of tourist places
- g. hand
- h. environmental damage
- i. it all
- j. pockets





Tourism: An Evil Or An Angel

PROTECTING ANTARCTICA FROM TOURISM

Tourism on Antarctica has been increasing dramatically in the past twenty years, from a few thousand people in 1980s to 45,000 in 2007. The growing numbers will have a negative effect on the environment of the South Pole. Researchers from Holland's Maastricht University have come up with a possible solution: limit the number of tourists allowed to visit and auction the vacations to the highest bidders.

Many environmental protection agencies agree that there is a need to protect the frozen wilderness from the damage created by modern tourism. Antarctica has a very delicate ecosystem that could be easily upset by thousands of tourists landing in airplanes and using skimobiles. A difficulty exists because Antarctica is not a country and therefore has no government to pass laws or guidelines to control the number of visitors. The Maastricht University team's proposal to auction off a fixed number of tourist places seems a workable solution. It would limit the number of visitors and the money would be used to protect Antarctica's future.

C. Read the article and guess whether these sentences are true (T) or false (F):

- Antarctica is a good place for tourists who want to avoid the crowds.
T / F
- You cannot go to Antarctica without lots of big pockets.
T / F
- More and more people are going to Antarctica every year.
T / F
- A major global tour company will soon buy Antarctica at an auction.
T / F
- There are no more unspoiled places left on Earth.
T / F
- Antarctica became a country more than two hundred years ago.
T / F
- There is no government in Antarctica to make laws.
T / F
- Money from auctioning tourist places might help Antarctica's future.
T / F

D. Complete the sentences with the verbs in brackets and keep the same meaning.

e.g. In five years' time there will be no trees in Bodrum. (demolish)

In five years' time they will have demolished all the trees in Bodrum.

- The hotel room will be ready when we get there. (decorate)
The hotel staff **will have decorated** our room by the time we get there.
- This is my tenth year of working as a barman. (work)
I **will have worked** as a barman for ten years by the end of this year.
- Bodrum will be hot until next weekend. (be)
Bodrum **will have been** hot by next weekend.
- I am reading a book about Cevat Şakir Kabaağaçlı. I can tell you the whole story next week. (read)
By this time next week, I **will have read** the book.
- He will pack the suitcases tomorrow. (pack)
He **will have packed** the suitcase by tomorrow.
- The growing numbers will have a negative effect on the environment of the South Pole. (have)
The growing numbers **will have had** a negative effect on the environment of the South Pole by 2020.

E. Imagine you were on vacation in Antarctica. You arrived very early in the morning. Write about your first day there. Read your entry to your classmates in the next lesson.



PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	Prepare a project about “what do you miss about your home when you are away?” Pay attention to these points in your project: <ul style="list-style-type: none"> • The people • The things
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



PROJECT 1



Hotel TJAMPUHAN Spa

Spa

Romely renowned and awarded across the region of the West Coast, the Hotel Tjampuhan continues the legacy of Pura Mahal by maintaining a serene, peaceful atmosphere. The heart of the Hotel Tjampuhan is the famous Pura Mahal, a traditional Balinese temple complex which stands the witness of the sacred Hindu and Tjampuhan means harmonised by a rich assortment of tropical plants and flowers. The Hotel Tjampuhan provides a natural sanctuary for locally-sourced herbs, and aromatics, and the perfect base for women to their serene, spiritual.

Someone understand the village built on traditional Balinese style was restored using handcrafted stones and gardens, offering guests view of the tropical forest and the traditional Lingsi Gunung. The Hotel Tjampuhan means harmonised by a rich assortment of tropical plants and flowers. The Hotel Tjampuhan provides a natural sanctuary for locally-sourced herbs, and aromatics, and the perfect base for women to their serene, spiritual.

Built in 1988 for guests of the Prince of Ched, The Hotel Tjampuhan came to prominence in 1988 when it became the setting for the Pura Mahal, an ancient monument described by Pura Mahal. The Hotel Tjampuhan means harmonised by a rich assortment of tropical plants and flowers. The Hotel Tjampuhan provides a natural sanctuary for locally-sourced herbs, and aromatics, and the perfect base for women to their serene, spiritual.

Alfa TRAVEL

COACH HOLIDAYS

Autumn 2008 to Spring 2009
Including Christmas & Easter

Departures from the North West

GUARANTEED INSURANCES



Target Performance:	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	Imagine you had a holiday company. You are going to produce a short information guide. Pay attention to these points in your guide: <ul style="list-style-type: none"> • The name of holiday company • A description of the natural features and the climate • A list of things each person must bring
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>

Theme 9

SECURITY

A

Safety First

A. Look at the photos and answer the questions.

Ss look at the photos and answer the questions. Ss' own answers.

1. What can people do to protect themselves from theft at home or in public?
2. Would you like to help fight crime?
3. Do you think the punishment always fits the crime?



B. Read the text and find the reason why it is written.

It is written for how to provide home security while we are away.

All the people commit a crime sometimes by accident, sometimes by intentionally. Since crime destroys the safety of a society, some ways must be found to stop it. Citizens can work together to stop crime in their nation. The truth, however, is that the incidence of personal violence has dropped to its lowest level in almost three decades. Everyone needs to be careful, but these lower rates of crime are evidence that if people take common-sense **precautions**, crime can be prevented.

An attack against you or your family can take place at any post. However, you can influence what happens to you by assuming more responsibility for your own security. What could be done to provide home security while you are away? You can leave an extra key with a trusted neighbour or colleague. **It's better to have window grilles and bars. (1) If you have burglar or intrusion alarms, (2) check and use them.** Choose a location that offers the most security. The less remote, the safer your home will be, particularly in a neighbourhood close to police and fire protection.

Furthermore, while you are away, you can have a friend or colleague pick up your newspapers, mail, or other deliveries daily. You secure your home by closing and locking all windows and doors. **You can ask a friend or colleague to check your home periodically, (3) ensuring your furnace or air conditioning is functioning and that timers and lights are working. You can set the automated alarm system by checking with your security officer (4) for advice on setting alarm systems when you are away for long periods of time. Mow your lawn just before leaving; make arrangements to have someone mow it again (5) if you go for an extended period of time. Also arrange for watering, if that is likely to be needed. (6) In the winter, make arrangements to have someone shovel walkways if it snows. (7) At a minimum, have a neighbour walk from the street to your door several times. If possible, ask a neighbour to park a car in your driveway. (8)**

"It can't happen to me" and "if it's going to happen, it's going to happen" is a dangerous thinking. We all must think that it's always better to be safe than sorry therefore we must follow some of our personal safety tips to keep ourselves and our homes safer.

Safety First

C. Read the text again and make causative sentences as in the example;

e.g; You have your newspapers, mail or other deliveries picked up daily.

1. *You have window grilles and bars had.*
2. *You have burglar or intrusion alarms checked.*
3. *You have your home checked periodically to a friend or colleague.*
4. *You can have the automated alarm system set by checking with your security officer.*
5. *You can have your lawn mowed (mown).*
6. *You can have watering arranged.*
7. *You have walkways shovelled if it snows.*
8. *You can have a car parked in your driveway to a neighbour.*

D. Look at the words in the box and fill in the blanks with suitable ones.

deterrent	–	alert
grille	–	assaulting
clasp	–	shortcut
mow	–	precaution

1. Tougher prison sentences may act as a **deterrent** to other would-be offenders.
2. The public were warned to be on the **alert** for suspicious packages.
3. A woman and a man have been convicted of **assaulting** a police officer.
4. Lie on your back, **clasp** your knees and pull them down towards your chest.
5. I know a **shortcut** to town through the back streets.
6. A **grille** separated the prisoners from their visitors.
7. They failed to take the necessary **precautions** to avoid infection.
8. You can't **mow** the lawn if it's wet.

E. Look at the photos and write what the crimes are.



shoplifting



murder



forgery

F. Match the words with their meanings;

1. c Thief
2. d Smuggler
3. a Blackmail
4. e Forger
5. b Criminal
 - a. a person who demands money from somebody for not revealing secret information about them secret
 - b. a person who does a crime
 - c. a person who steals things
 - d. a person who takes things or people to or from a place secretly and often illegally.
 - e. A person who makes an illegal copy of a document, painting, etc.

G. Make a web site search and write a composition about how governments can provide security.

So make a web site search and write a composition about how governments can provide security.

Crime And Punishment

- A. Look at the pictures and guess what you are going to read.
- B. Read the text and check your answers.



Restorative justice is a worldwide criminal justice reform movement that focuses on the harm crime causes. Restorative justice has victims take an active role in the process, while offenders are encouraged to take responsibility for their actions, “to repair the harm they’ve done — by apologizing, returning stolen money, or community service”. In addition, it gets the offender to help for in order to avoid future offences. Restorative justice does not ask “how do we punish?”, but instead asks “how do we make the offenders take responsibility for what they have done?” Paying a fine, or even going to prison are easy options for some people.

Prison Fellowship International has been a strong proponent of restorative justice, largely through activities of the Centre for Justice and Reconciliation (CJR). It has done this for several reasons:

- It lessens problems such as prison and court overload.
- It opens a new and useful role for victims in the official justice system.
- It gets the offenders to face with the harm to real people a way to take responsibility.

Crime And Punishment

C. Read the text and find the answers.

- What is restorative justice?
Restorative justice is a worldwide criminal justice reform movement that focuses on the harm crime causes.
- What kind of opportunities does the restorative justice give to the offenders?
It gets the offender to help for in order to avoid future offences. It gives opportunity to offenders to take responsibility for their actions, "to repair the harm they've done—by apologizing, returning stolen money, or community service".
- What are the benefits of restorative justice?
It lessens problems such as prison and court overload.
It opens a new and useful role for victims in the official justice system.
It gets the offenders to face with the harm to real people a way to take responsibility more satisfied that justice was done.
- Is there restorative justice in your country?
Ss' own answers.



D. Complete the sentences below with the suitable words in the box. Make changes if necessary. Two words are extra.

apologize	–	type
use	–	make
write	–	steal
have	–	save
check	–	know
grow	–	teach
change	–	let
have	–	do

- Instead of punishing, why don't the governments have restorative justice **used** ?
- The offenders want officials to let them **grow** vegetables.
- The officials have the offenders **have** mechanic lessons.
- We should get the offenders **to have** the opportunity of facing their harm to people.
- Professor Lee **make** each of her students write an essay describing their future goals in life.
- Professor Lee **let** her students use a dictionary while they were taking the test.
- She made the offender **apologize** for what he had said.
- The teacher had everyone **write** a story about a special childhood experience.
- When will the officials make the offenders **teach** cooking lessons?
- I want to have our punishment system **changed**.
- The TV programs are trying to get people **know** about restorative justice.
- The lawyer had the assistant **type** the report.
- I got the mechanic **to check** my brakes.
- Bill had his money **stolen** by a thief.

E. Write a paragraph about the statement below.

- Restorative justice is / isn't good.

Traffic Security



A. Work with your partner. Look at the following questions and answer them.

Ss' own answers:

SAMPLE ANSWERS:

1. What is the biggest driving problem in Turkey?
There are too many cars, rude and careless drivers in Turkey.
2. What qualities do drivers / pedestrians need?
They need to obey the rules and be polite.
3. Why do you think some drivers get angry while driving?
Because they are careless and rude.
4. Do you always obey the traffic rules? Why / Why not?
Optional answer.

B. Work with your partner. Read the text and find a suitable title for it.

Ss' own answers.

Customer: Look! The traffic officer is making a sign at us.

Driver: I see. It means, he wants us to stop. You have to fasten your seat belt, sir.

What is the matter officer?

Officer: No cars enter this road! It isn't allowed to. It is forbidden. It is for pedestrians only.

Driver: But, I have to take him to the airport, and this is shortcut to go there.

Officer: Didn't you see 'NO ENTRY' sign? I am so sorry, but I have to fine you.

Driver: Wait, wait! I will drop off him. Can I stop here for a second?

Officer: No, I am sorry again. Look at this sign! 'NO PARKING!'

Driver: Oh! I didn't see it. Where can I park? In other words where is the nearest car park?

Officer: Go straight ahead. Turn right from the second traffic lights. It is Independent Street. You can find park area there.

Driver: Thank you, officer. I don't want to do any wrong today.

Officer: It is good for you. Always remember 'PENALTY FINE'

C. Read the text again and answer the questions.

1. Why is the police officer making a sign at them?
Because he is making them to stop.
2. What did the officer say about the road which they want to enter?
He said, No cars enter this road! It isn't allowed. It is forbidden. It is for pedestrians only.
3. What does the traffic sign mention about?
'No Entry' It means 'NO cars enter!'
4. Why can't the driver park his car there?
Because there is a sign saying 'NO PARKING!'
5. Why must the driver always remember the penalty fine?
If he does any wrong, the police will write penalty fine for him.

D. Complete the sentences about rules of traffic security. Use the words in the box.

stop	–	mobile
wear	–	left
driving	–	park
driving license		

1. You have to **wear** a seat belt. When you drive.
2. You don't drive without having your **driving license**.
3. You mustn't **park** on the highways.
4. You must **stop**. When the traffic light is red.
5. You can't drive on the **left** In Turkey.
6. You mustn't talk with your **mobile**. When you are **driving**.

E. What do you know about traffic security of the road in Turkey? Answers must be true (T), false (F).

1. Drivers have to stop when the traffic light is red for them. **T**
2. Motorists don't have to wear a safety helmet. **F**
3. Pedestrians must be careful when they cross a road. **T**
4. Don't forget that cars drive on the left in Turkey. **F**
5. You have to be over 18 to have a driving license. **T**

Traffic Security

6. Drivers have to drive slowly in front of the schools. **T**
7. Cross from behind a parked car. **F**
8. Don't look both ways before you cross the road. **F**
9. Don't cross until the road is clear. **T**
10. You must use your mobile while driving. **F**
11. If there is no traffic light, pedestrians cross at the corners. **T**



F. Complete the instructions using the verbs in the table. Pay attention some of them are negative.

walk out	–	be
run	–	make sure
cross	–	crossing
forget	–	drive

1. **Be** careful when crossing the road. You have to remember that cars **drive** on the right in Turkey.
2. Never **walk out** into the road without looking.
3. Always stop at the side of the road and **don't forget** to look both ways before you cross.
4. Start **crossing** quickly when the road is clear.
5. **Don't run**, always walk when you are crossing.
6. If possible, always **cross** at a zebra crossing.
7. If there isn't a pedestrian crossing nearby **make sure** the drivers can see you.

G. Match the words in column A and B to make compound nouns. (More than one answer may be possible.)

1. **d** Bus
2. **c** Parking
3. **g** Traffic
4. **a** Bicycle
5. **e** Street
6. **b** Taxi
7. **f** Subway
- a. Lane
- b. Stop
- c. Area
- d. Station
- e. Light
- f. System
- g. Jam

TEACHERS NOTES:
BUS: STOP-STATION
TRAFFIC: JAM-LIGHT
STREET: LIGHT
TRAIN: STOP-STATION-SYSTEM
TAXI: STAND-LANE
SUBWAY: STOP-STATION-SYSTEM

H. Imagine that you saw an accident when you were going to school. So there was traffic jam. In that reason you were late for school. Tell your teacher for your excuse. Write a paragraph about what happened.

Ss will write their own paragraph.

PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>Prepare a wanted poster. Pay attention to these points in your poster:</p> <ul style="list-style-type: none"> • A reason why the person is wanted by the police • How to contact the police • A description of the person (Appearance) • A drawing of the person • The name of the person wanted by the police
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>

WANTED BY THE FBI



ARTIST'S COMPOSITE Photos taken from security camera at MISO Police Department, May 13 1984.

DESCRIPTION
 NAME: UNKNOWN HAIR: BROWN
 PLACE OF BIRTH: UNKNOWN EYES: BROWN
 HEIGHT: 6'2" SEX: MALE
 WEIGHT: UNKNOWN RACE: WHITE
 SCARS AND MARKS: UNKNOWN NATIONALITY: UNKNOWN

CAUTION
 The following suspect is wanted for multiple counts of homicide in Los Angeles, California. Suspect began to kill in a serial fashion, prior to which he was known as "Black Chamber" while attempting to rescue a third victim. Suspect attacked the Los Angeles Metro Police Department, killing 17 officers on duty. Not much is known about this suspect, except his physical description and, from two eye witness accounts, an accent that may possibly be German. His current whereabouts are also unknown.

SUSPECT IS TO BE CONSIDERED ARMED AND DANGEROUS

IF YOU HAVE ANY INFORMATION CONCERNING THIS PERSON, PLEASE CONTACT THE FEDERAL BUREAU OF INVESTIGATION AT 1-800-353-5333

WANTED

BY U.S. MARSHALS



FILIP CORT
aka The Waiter
for Arson

EMPIRE BAY POLICE DEPARTMENT

WANTED BY THE GALACTIC EMPIRE LUKE SKYWALKER

DESCRIPTION
 Homeworld: Tatooine
 Species: Human
 Gender: Male
 Height: 1.72 meters
 Weapons: lightsaber (blaster pistol)
 Vehicles: X-wing starfighter, snowspeeder, T-16 skyhopper

AFFILIATIONS
 Princess Leia Organa, Chewbacca the Wookiee, Lando Calrissian, Han Solo, Biggs Darklighter, Obi Wan Kenobi

WANTED FOR
 Rebel activities, terrorist activities, assault, subterfuge, damage to imperial property and theft.

REWARD
 Extreme caution should be used when spotting or approaching the subject. He should be considered armed and very dangerous, for better or for ill. A reward of 100,000 galactic credits has been offered for his capture. If you have any information concerning this person please contact your local Imperial Outpost or Stormtrooper Garrison.

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Theme 10

OUR WORLD

A

Cultural Differences

A. Look at the questionnaire and answer the questions about the culture challenge to find out how much you know about the traditional differences.



1. In Brazil how do people greet the opposite gender?
A. Bow and say "Namaste"
B. Handshake
C. Hug
D. **Cheek to cheek kiss**
2. How do Indians greet each other?
A. Hug
B. Handshake
C. **Bow and say "Namaste"**
D. Cheek to cheek kiss
3. Where should you avoid giving expensive gifts in the business community because they are often equated with bribery?
A. **America**
B. France
C. Italy
D. China
4. In which country, the bride is often seen with a red veil on her head?
A. Egypt
B. Brazil
C. Canada
D. **China**
5. For which food is France so famous?
A. Pizza
B. **Cheese**
C. Pasta
D. Bratwurst

6. In Australia at 11:00 am every day, teachers and students stop what they're doing. What do they start to do at 11:00?
A. Jump around
B. Go home
C. **Have tea**
D. Play duck duck GOOSE
7. In which countries is the main meal "lunch" not "dinner"?
A. American countries
B. European countries
C. Asian countries
D. **Arabian countries**
8. Which of these sports are popular in the USA?
A. Football
B. Basketball
C. Hockey
D. **All of the above**

EVALUATION:

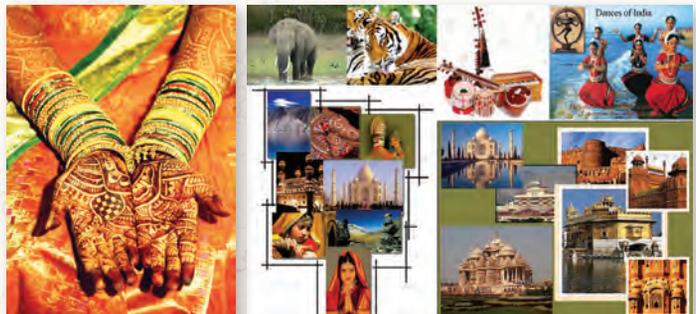
0-3: You have to learn about foreign cultures so that you can set out to explore the world.

4-6: Not very good. You should learn a little more to become a citizen of the world.

7-8: You did your best and you are the best person to make friends with people wherever you go in the world.

B. Look at the photos and guess which country you are going to read about.

Ss' own answers.



Cultural Differences

C. Read the text and fill in the blanks with possessions such as “of, 's, s', have and possessive adjectives.”

I did **my** (1) report on India and learned lots of cool stuff on the Indians' (2) awesome country. Here's some of the information on India's (3) amazing culture. There are 16 lines in the circle in the middle of the flag which is called a chakra. It represents the union of the 16 states. The native people **of** (4) India eat fried vegetables and curries made of poultry and special sauces made of spices. An everyday habit that all Indians do is that they press **their** (5) palms together under **their** (6) chin and say “Namaste” with a slight bow as an everyday greeting. Of all the cultural influences that most impact Indian business culture, hierarchy plays a key role. With its roots in Hinduism and the caste system, Indian society operates within a framework of strict hierarchy that defines people's roles, status and social order.

The traditional marriage in India is when the parents **of** (7) the bride chose a man to be **her** (8) husband. The wedding is a time of great celebration. All the bride and groom's (9) family comes and the siblings **of** (10) the bride tell secrets about **her** (11) to the groom and the siblings of the groom tell all **his** (12) secrets to the bride so they know each other's (13) secrets. Many weddings in India take place at a large religious place's (14) extra room so the wedding couple can pray after they are wed.

The girls and boys in India go to separate schools. The children in India are in different colour schools which are a way of telling different schools apart which are in the same county. They all **have** (15) the same name except for the different colours. The girls and boys in India have to wear uniforms because kidnapers are avid everywhere in India and it is a way of telling whether a kid in the school is being taken away or if it is just a normal kid. Furthermore, in India, the interaction with neighbors is very informal. The relations with the neighbors are just like family members who can come and go anytime.

As the saying goes, “When in Rome, do as the Romans do”, you should follow the cues. In other words, if you're not sure what the local customs are when traveling abroad, you should follow the cues from the locals.

D. Look at the words in the box and fill in the blanks with suitable ones.

stack up – prior to – pull back – at all costs – pass out

1. It is rumoured that the company intends to **pull back** from petrochemicals.
2. The teacher **passed out** the test booklets.
3. The new model of this car just doesn't **stack up** against previous models .
4. Security during the president's visit must be maintained **at all costs**.
5. Susan seemed very tired and sad the weeks **prior to** her death.

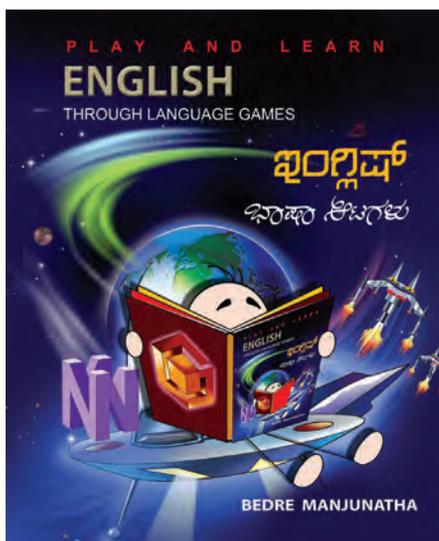
E. Read the text again and write down what new customs and traditions you have learned.

Ss read the text again and write down what new customs and traditions they have learned.

- **An everyday habit that all Indians do is that they press their palms together under their chin and say “Namaste” with a slight bow as an everyday greeting.**
- **Hierarchy plays a key role. Indian society operates within a framework of strict hierarchy that defines people's roles, status and social order.**
- **bride and groom know each other's secrets before their marriage..**
- **Many weddings in India take place at a large religious place's extra room so the wedding couple can pray after they are wed.**
- **The children in India are in different colour schools which are a way of telling different schools apart which are in the same county.**
- **The girls and boys in India have to wear uniforms because kidnapers are avid everywhere in India and it is a way of telling whether a kid in the school is being taken away or if it is just a normal kid.**

F. Find a web site with information about the culture in a country you know well. Imagine you are telling someone how to follow them. Write down the new facts you learned as steps they would have to follow.

Ss write down the new facts they have learned as steps they would have to follow about the culture in a country they know well.



A. Think about these questions and give their answers. *Ss' own answers.*

1. Should people learn English language for their lives? Why / why not?
2. It is important for people to learn more than one language. Do you agree with it? Why / why not?

B. Read the text and, say what this text is about.

Ss' own answers.

Sample answer: (It is about accents which are spoken in the United Kingdom).

Different Accents in Britain

In Britain each part of the country has its own way of speaking English. It is probably the most dialect-obsessed nation in the world. There are few English-speaking nations with so many varieties of language in such a small space. Most people in Britain can guess where someone comes from by the way they speak, either by their accent or by the words they use. Here are some types of English accents and some information about them.

Standard British accent that has ever existed in the U.K., originally derives from London English, but it's non-regional.

Cockney is probably the second most famous of British Accents. It originated in the East of London.

Estuary English is an accent derived from London English which has achieved a status slightly similar to 'General American' in the US. This accent can be heard in Southeast England.

West Country refers to a large swath and dialects heard in the South of England, extending to the Welsh border.

Midlands English can be divided into East Midlands and Westlands. The most famous of these dialects is Brummie (Birmingham English).

Geordie usually refers to both the people and dialect of Newcastle-Upon-Tyne, in Northeast England. The word may also refer to accents and dialects in Northeast England in general.

Welsh English refers to the accents and dialects spoken in the country of Wales. The speech of this region is heavily influenced by the Welsh language, which remained more widely spoken in modern times than the other Celtic languages.

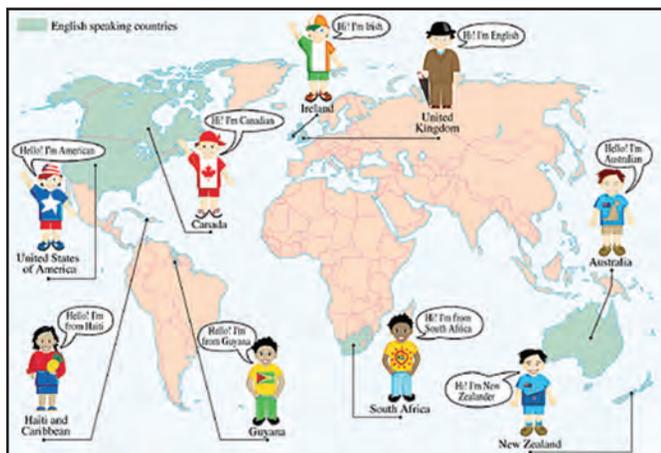
English: An International Language

C. Read the text again. Answer the questions with your friend. *Answers:*

- How can people guess where someone comes from?
They can guess where they come from by their accents or the words they use.
- Where is Cockney spoken?
It is spoken in the East of London.
- Which dialect is similar with General American?
Estuary English is similar with General American.
- What is the main dialect of East Midlands and West Midlands?
Brummie is the main dialect of East Midlands and West Midlands.
- Is Geordie spoken in Manchester?
No. It is spoken in Newcastle-Upon-Tyne in Northeast England.

D. Discuss with your friends, are these sentences true (T) or false (F)? Correct the false ones

- F Cockney is the first most famous of British accents.
- T Welsh English is spoken in Wales.
- F Brummie is the first most famous accent in Britain. (**MIDLAND ENGLISH**)
- F Estuary is an accent derived from Welsh English. (**LONDON ENGLISH**)
- T In northeast England Geordie usually refers to the people.



E. Match the words in the box with their meanings.

1. <input type="checkbox"/> d Obsess	a. Make larger/longer
2. <input type="checkbox"/> f Exist	b. To stay/continue
3. <input type="checkbox"/> i Derive	c. Wide
4. <input type="checkbox"/> h Originate	d. To occupy sb.'s mind too much
5. <input type="checkbox"/> a Extend	e. To share
6. <input type="checkbox"/> e Divide	f. To be real/to live
7. <input type="checkbox"/> g Refer	g. To mention/to mean
8. <input type="checkbox"/> c Broad	h. To come into begin
9. <input type="checkbox"/> b Remain	i. To come from sth.

F. Teaching English is very important in Turkey, and most of Turkish people want to learn English. Why? Write a paragraph about it which mentions your opinions.

Ss' write own paragraphs.

WAF-World Aviation Festivals



- A. Look at the pictures below and guess what the text is about.
- B. Read the text and check your answers.



Captain Ümit Özer



TURKISH STARS, is the only aerobatic team performing their displays with “eight” supersonic aircrafts, and with the display performed in Baku/Azerbaijan in August 24, 2001, the only team that has already performed a display to more than one million people. Before the demonstrations, pilots train regularly, but sometimes unwanted accidents happen.

A Turkish Air Forces pilot, Captain Umit Ozer, was killed on March 14, 2012. When he was flying in his training flight, his plane crashed in the Central Anatolian province of Konya. He was killed when his F-5 plane crashed near a factory on the Konya-Ankara road. The plane belonged to the Turkish Air Forces Command aerobatic team, the Turkish Stars. Fire-fighters and ambulances were sent to the scene of the crash immediately. The cause of the accident is still unknown, the General Staff announced. When Captain Umit Ozer understood that the plane was going to crash, his last remarks

to his headquarters were: “I can’t jump out of the plane. This plane is my nations belonging. My nation owns it. I will do my best I can make it fly”. But unfortunately the accident ended in tragedy. What is worse, 17 days before the accident, he had had his beloved son, Canberk Ozer.

Another accident happened in İzmir. A captain and a second lieutenant died when a military plane crashed off the coast of Güzelbahce town in İzmir on 14th July, 2011. The T-37 training plane had taken off from the Çiğli Jet Base and lost their control and crashed into the sea. Capt. Hasan Öztürk and Lt. Erol Er avoided crashing into houses at the last minute, but were not able to eject from their plane before the crash.



Capt. Hasan Öztürk



Lt. Erol Er





C. Read the text and answer find the answers.

- Who are Turkish Stars?
TURKISH STARS, is the only aerobatic team performing their displays with "eight" supersonic aircrafts.
- Who is Umit Özer?
He was the member of Turkish Stars. He was a captain.
- What happened to him?
When he was flying in his training flight, his plane crashed in the Central Anatolian province of Konya
- How can you explain his last words?
Ss own answers.
- Where did it happen?
In Konya
- Who are Hasan Öztürk and Erol Er?
They were a captain and a second lieutenant pilot.
- What happened to them?
They lost their control and crashed into the sea.
- How can you explain their act?
Ss own answers.
- Where did it happen?
In Izmir

D. Rewrite the sentences below keeping the same meaning.

e.g. The Turkish Air Force has a new training plane.

The training plane of the Turkish Air Force is new.

- The assignments I need to return to those students are about aviation.
The students' assignments are about aviation.
- The writing assignments that belong to the students' are on the table.
The students' writing assignments are on the table.
- I have the tickets of the aviation show. They are in my pocket.
The tickets of the aviation show are in my pocket
- The name of that festival is easy to remember. Izmir Air Show (IAS).
That festival's name is easy to remember.
- Erol Er has two teachers. They are Hasan Öztürk and Ümit Özer.
Erol Er's teachers' names' are Hasan Öztürk and Ümit Özer
- SoloTurk Murat Keleş has one best friend. His name is Ali İsmet Öztürk.
SoloTurk Murat Keleş's best friend's name is Ali İsmet Öztürk.
- The Turkish Stars has two demonstrations tomorrow. They will not be easy.
The Turkish Stars' demonstrations are not going to be easy.

E. Make a search about falling stars of Turkish Air Force and write your feelings about them.



*Dearest Mother!..
If your child falls in love with the sky...
Let him fly!*



PERFORMANCE TASK

Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	<p>In many countries there are interesting traditions. You need to learn the traditional rules of the culture in order not to offend or not to be offended. Prepare a project of your customs and traditions to be helpful for foreigners. While preparing your project, pay attention to:</p> <ul style="list-style-type: none"> • Your favourite customs and traditions in your country • Find the similar ones in other cultures
Things to do	<ul style="list-style-type: none"> • Plan your time • Do research using books and the internet etc. • Use clear and fluent language • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Introduce your performance task to your classmates. • Enrich your performance task with pictures, drawings, photos, caricatures, etc. <p>Give a reference for your task</p>



ASSESSMENT AND EVALUATION

GROUP WORK ASSESSMENT			
1. contributes to decision making.			
2. respects and encourages the views of others.			
3. contributes in a positive way to the group work.			
4. exhibits on-task behaviour consistently.			
5. completes the task on time.			
6. volunteers to take responsibilities and roles.			
7. does research from a variety of resources.			
8. gets on well with other group members.			

Student's Name:

PORTFOLIO ASSESSMENT

Student's Name:

Date:

	5*	4*	3*	2*	1*
1. All tasks are completed and organized					
2. The portfolio is attractive in terms of design, layout and neatness.					
3. There is variety of activities, skills in portfolio.					
4. The portfolio is submitted on time.					
5. The language is fluent and accurate.					
6. Topics are searched from a variety of different resources.					
7. Tasks are enriched with different visuals and audios.					
8. There is a progress in the language use and other skills throughout the portfolio process.					

5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

Additional Observations:

.....

RUBRICS FOR PERFORMANCE TASK EVALUATION

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about in general.					
2. The details about are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

RUBRICS FOR PROJECT

I. WRITING PROCESS OF THE PROJECT

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about in general.					
2. The details about are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					
II. THE PRESENTATION OF PROJECT					
CONTENT					
1. The aim of the presentation was expressed clearly.					
2. A variety of vocabulary was used appropriately.					
3. Speaker provided relevant information and kept focus on the topic.					
4. Topics were introduced in detail.					
5. Speaker was able to talk persuasively.					
STRESS AND INTONATION					
1. Speaker was able to use a clear voice.					
2. Speaker was able to use correct, precise pronunciation to enhance communication.					
3. Speaker used stress and intonation appropriately to enhance articulation.					
INTERACTION WITH AUDIENCE					
1. Speaker maintained eye contact.					
2. Movements seemed fluid and help audience visualize.					
3. Speech was interactive. Speaker asked audience's opinions and answered the questions.					
4. Speaker was self-confident and this enhanced communication.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

.....SCHOOL ANNUAL PLAN OF LEVEL B2.2

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
12	1.A UNEXPECTED EVENTS ON HOLIDAY	<ul style="list-style-type: none"> Ss guess the meaning of the new words by using contextual clues. Ss recognise the significant points in written text on familiar topics. Ss guess the mood of the written text. Ss identify expressions of wishes and desires in the written text. Ss identify the topic of the written texts. Ss write clear and straightforward announcements. Ss extract the specific information in the messages and announcements. Ss make inferences about the recorded text. Ss Share opinions and feelings in group work. Ss support their ideas and arguments with subsidiary points and relevant examples. Ss express their opinions with reasons. 		29 th Oc- tober Republic Day The Greatest Leader 10 th Novem- ber Commemo- ration Week What did they say for Atatürk?	<ul style="list-style-type: none"> Communi- cative Ap- proach Humanistic Approach Using rella CALL Suggesto- pedia Personaliza- tion 	<ul style="list-style-type: none"> (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) 	Performance Task 1
12	1.B FAR FAR AWAY	<ul style="list-style-type: none"> Ss guess the meaning of the new words by using contextual clues. Ss summarize with their own words. Ss write according to the process writing strategies Ss identify the topic of the written texts. Ss guess the cause effect relations in the recorded text. Ss identify the significant points expressed by the speaker in the re- corded text. Ss identify the topic of audio or video materials. Ss explain their ideas and opinions related to the recorded text. Ss express their feelings, ideas, dreams and expectations. Ss use a variety of linking words efficiently to mark clearly the relation- ship between the ideas. 		What did they say for Atatürk?	<ul style="list-style-type: none"> DISCUS- SION: Pair working Creative writing 		
12	1.C UNLIMITED LIFE	<ul style="list-style-type: none"> Ss understand the formal and personal letters on everyday matters. Ss explain the topic of the written texts. Ss identify the significant parts of the formal letter on familiar topics. Ss understand the extended discussions and conversation articulated clearly and straightforwardly Ss outline an issue or a problem. Make suggestions. Ss make comparisons in their speeches. Use expressions of wishes and desires in their conversations. Ss express their guesses and opinions on reason and results. Ss interpret the significant information on tables and graphics. Ss link the ideas and opinions with appropriate conjunctions. 					

TIME	THEME: YOUTH	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
12	2A CLOTHES	<ul style="list-style-type: none"> Ss guess the meaning of the new words with the help of contextual clues. Ss search the meanings of the new words to understand the written text. Ss identify the significant points in messages and announcements. Ss express cause effect relations in their speeches. Ss express future plans and arrangements. Ss give clear, detailed descriptions on a wide range of subjects. Ss make comparisons in their speeches. 		29 th October Republic Day The Greatest Leader 10 th November Commemoration Week What did they say for Atatürk?	Communicative Approach Humanistic Approach •Using realia •CALL •Suggestopedia • Personalization•Role Play •Miming •Group DISCUSSION: •Pair working •Creative writing	Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies)	erformance Task 2 Exam
12	2B CAMPING	<ul style="list-style-type: none"> Ss understand formal and personal letters on current matters. Ss identify the significant parts of the formal letters on familiar subjects. Ss write personal letters about feelings and experiences on events and activities. Ss summarise reading texts. Identify the significant parts of the formal letter on familiar topics. Ss identify the significant points in the complex recorded texts on familiar topics related to their interest. Ss identify the significant points expressed by the speaker in the recorded text. Ss listen interactively. Ss share opinions and feeling in group works. Ss narrate stories. -Ss support their ideas and opinions with detailed explanations. Ss use a variety of linking words efficiently to mark clearly the relationship between the ideas Ss express cause effect relations in their speeches. Ss express their ideas and opinions with reasons. Ss express their feelings, ideas, dreams and expectations 					
12	2C GENERATION GAP	<ul style="list-style-type: none"> Ss identify the elements of the story. Ss write according to the process writing strategies Ss understand talks, and discussions delivered clearly and straightforwardly. Ss listen interactively. Ss identify the subsidiary points and supporting examples in the recorded text. Ss make suggestions. Ss support their speech with subsidiary points and relevant examples. 					

THEME 1

PRESENT PERFECT AND PERFECT CONTINUOUS

Both tenses are used to express that an action began in the past and is still going on or has just finished. In many cases, both forms are correct, but there is often a difference in meaning: We use the Present Perfect Simple mainly to express that an action is completed or to emphasise the result. We use the Present Perfect Progressive to emphasise the duration or continuous course of an action

Present Perfect Simple	Present Perfect Progressive
(+) subject + have/has +V3 (-) subject + have/has+ V3 (?) Have/has +subject + V3?	(+) subject + have/has +been+Ving (-) subject +have/has not +been +Ving (?) Have/has +subject + been +Ving?
Do you want to express what has happened so far or how long an action has been going on yet?	
Result (what / how much / how often) I have written 5 letters. / I have been to London twice.	Duration (how long) I have been writing for an hour.
Do you want to emphasise the completion of an action or its continuous course (how has somebody spent his time)	
Emphasis on completion I have done my homework. <i>(Meaning: My homework is completed now.)</i>	Emphasis on duration I have been doing my homework. <i>(Meaning: That's how I have spent my time. It does not matter whether the homework is completed now.)</i>
Do you want to express that a completed action led to a desired result or that the action had an unwanted side effect?	
desired result I have washed the car. <i>(Result: The car is clean now.)</i>	unwanted side effect Why are you so wet? - I have been washing the car. <i>(side effect: I became wet when I was washing the car. It does not matter whether the car is clean now.)</i>
In negative sentences: Do you want to express how much time has past since the last time the action took place or since the beginning of the action?	
since the last time I haven't played that game for years. <i>(Meaning: It's years ago that I last played that game.)</i>	since the beginning I haven't been playing that game for an hour, only for 10 minutes. <i>(Meaning: It's not even an hour ago that I started to play that game.)</i>
If an action is still going on and we want to express that it is a permanent situation, we would usually use the Present Perfect Simple. For temporary situations, we would prefer the Present Perfect Progressive. This is not a rule, however, only a tendency.	
permanent James has lived in this town for 10 years. <i>(Meaning: He is a permanent resident of this town.)</i>	temporary James has been living here for a year. <i>(Meaning: This situation is only temporary. Maybe he is an exchange student and only here for one or two years.)</i>
Signal words: <ul style="list-style-type: none"> ▪ how often ... times 	Signal words: <ul style="list-style-type: none"> ▪ how long ▪ since / for

REPORTED SPEECH

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech.

Statements

When transforming statements, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Direct Speech	Reported Speech
Simple Present	Simple Past
She says, "I wash my hair every day." She says she washes her hair every day.	She says she washes her hair every day.
Present Progressive	Past Progressive:
I'm not playing football."	He said that he wasn't playing football.
Simple Past	Past Perfect Simple
Present Perfect Simple	
Past Perfect Simple	
Past Progressive	Past Perfect Progressive
Present Perfect Progressive	
Past Perfect Progressive	
Future I (going to)	was / were going to
Future I (will)	Conditional I (would)
Conditional I (would)	

The verbs *could*, *should*, *would*, *might*, *must*, *needn't*, *ought to*, *used to* do not normally change
 He said, "She might be right." – He said that she might be right.

Place and Time expressions

Direct Speech	Reported Speech
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
here	there
this	that
these	those

THEME 2

PAST PERFECT AND PAST PERFECT CONTINUOUS

PAST PERFECT TENSE	PAST PERFECT CONTINUOUS
<p>(+) subject+had+V3 (-) subject+hadn't+V3 (?) had+subject+V3?</p> <p>1. to show an action happened in the past before another event took place. <i>After I had eaten five apples, I felt ill.</i></p> <p>2. for an action which happened before a definite time in the past. <i>They had finished their prayers by ten o'clock.</i></p> <p>3. for an action which took place and completed in the past. <i>He had hurt his back in an accident at work and he had to stay at home for three months. (The action happened and he suffered the consequences all in the past)</i></p> <p>4. for states. <i>They had become good friends for many years after meeting on holiday.</i></p> <p>5-actions introduced by the expression "It was the first/the second time..." <i>It was the first time I had won a competition .</i></p> <p>6-actions that lasted in the past(the duration is specified with for/since) <i>We had watched TV for about ten minutes,when there was a blackout.</i></p> <p>5- Dissatisfaction with the Past Such sentences typically start with "I wish ..." or "If only ...". <i>I wish I had taken more food. I'm hungry now. If only I had taken more food. I'm hungry now.</i></p> <p>6-Third conditional This use is the so-called hypothetical past: we are talking about things that never happened. <i>If Mary had studied harder, she would have passed the exam.</i></p> <p>7-Reported speech <i>Mary said she had already seen this film.</i></p> <p>Common time expressions: *After: <i>After she had read the letter, she tore it into pieces.</i> Before: <i>We had left the stadium before the match ended.</i> Already: <i>It had already stopped raining when I bought an umbrella.</i> Just: <i>The whole house had just burnt down when the firemen got there.</i> As soon as: <i>As soon as she had got married, she regretted it.</i></p>	<p>(+) Subject + had been+Ving (-)Subject (+) had not been +Ving (?) Had +subject+been+ Ving?</p> <p>1- Duration of a Past Action .The main use of the Past Perfect Continuous is to express actions or situations that were in progress before some other actions or situations. <i>The boys had been quarreling for half an hour when we arrived home.</i></p> <p>2- Showing Cause .Use this tense to show cause of an action or situation in the past. <i>The road was wet because it had been raining. Jessica got sunburnt because she had been lying in the sun too long.</i></p> <p>3- Third Conditional <i>If it hadn't been raining, we would have gone to the park.</i></p> <p>4- Reported Speech <i>She said she knew Charlie had been lying to her.</i></p> <p>Common time expressions: Before:<i>Had the pilot been drinking before the crash?</i> Since:<i>He had been looking for a job since last year.</i> For:<i>He had been waiting for two hours</i></p>

LEARNINIG TIPS:

****Stative verbs are not normally used in continuous tense.**

I had been understanding everything.

I had understood everything.

**** If the focus is on the duration of a particular event or situation, use the Past Perfect Continuous tense. If the focus is on the completion of the event opt for the Past Perfect Tense**

**** The past perfect continuous and the present perfect continuous are basically very similar.**

The difference is, however, that in the past perfect we refer to the point of time in the past, while in the present perfect we refer to the present times.

I have been practising since the morning. (I am still practising.)

At 11 o'clock I had been practising for two hours. (I began at 9 o'clock and at 11 o'clock I was still practising.)

*** For activities that can continue for a long time we can use both the simple and continuous (work, run, study, travel, sleep ...). There is practically no difference in meaning, but the continuous is more usual in English.**

Stephen was pretty tired. He had worked all day.

Stephen was pretty tired. He had been working all day.

****In other cases these two forms have a completely different meaning.**

Before midnight Paul had translated the article. (He finished his work.)

Before midnight Paul had been translating the article. (He did not finish it. He was still translating at that moment.)

****If we refer to a number of individual events or events that were repeated, we must use the simple.**

Before the lesson ended they had written three tests. (three individual completed activities)

But: It was exhausting. They had been writing tests since the lessons started. (one uninterrupted incomplete activity)

***** Unlike with the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.**

"She had visited her Japanese relatives once in 1993 before she moved in with them in 1996."

****If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.**

"She had visited her Japanese relatives once in 1993 before she moved in with them in 1996."

"She visited her Japanese relatives once in 1993 before she moved in with them in 1996".

****If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.**

"She never saw a bear before she moved to Alaska. Not Correct

"She had never seen a bear before she moved to Alaska. Correct

MODALS

All the auxiliary verbs except *be*, *do* and *have* are called modals. Unlike other auxiliary verbs modals only exist in their helping form; they cannot act alone as the main verb in a sentence.

Modal	Used in:	Present	Past
can	ability	I can swim.	
	possibility	I can go to the cinema	
	permission	You can go.	
	request	Can I come in?	
could	ability	I could run fast when I was young.	
	request	Could someone help me?	
	suggestion	We could help you.	We could have helped you.
	possibility	We could finish this game.	We could have finished this game.
may	permission	Could I play now?	
	request	May I have sandwich?	He may have been ill.
	permission	May I come in?	
might	possibility	He may come.	
	possibility	He might be at the office.	He might have left his office.
would	request	I'd like a sandwich.	
	preference	I'd rather sleep now.	I'd rather have slept earlier.
	repeated past action		We would go fishing every weekend ten years ago.
must	(+)necessity	You must study harder.	
	(-)prohibition	You mustn't turn left here.	
	possibility	He must be at the office	He must have been at home.
have to	(+)necessity	You have to leave now.	He had to leave yesterday.
	(-no necessity)	You don't have to leave now.	He didn't have to leave yesterday.
should	advice	You should try harder.	You should have tried harder.
	possibility	This should be fine.	That should have been fine.
ought to	advice	He ought to call soon.	He ought to have called before.
	possibility	The players ought to be tired.	The players ought to have been tired.
had better	advice	You had better study harder.	
be able to	ability	He is able to play the piano.	He was able to play the piano.
supposed to	(+)expectation	I'm supposed to wait.	I was supposed to wear uniform.
	(-)no necessity	I'm not supposed to wait.	I was not supposed to wait.
allowed to	(+)permission	You are allowed to go.	You were allowed to go
	(-)prohibition	You aren't allowed to go	You weren't allowed to go.
be to	(+)expectation	I'm to prepare the document.	I was to prepare the document.
	(-)prohibition	I am to not leave early.	I was to not leave early.
used to			
repeated past action		We used to go jogging everyday	
be used to	habituation	We are used to cold winters.	We were used to cold winters.

**THEME 3
CONDITIONALS**

TYPE	USE	CONDI-TIONAL	MAIN CLAUSE	EXAMPLES
0	General or scientific truths	Simple Present	Simple Present	-If you heat water to 100%, it boils.
I	Real or possible situations in the present or future	Simple Present Variations: -Present Continuous -Present Perfect simple -can -have to -should	will-future Variations: -Present Modal verbs (can, may, might, must, should) -imperatives	-If I study, I will pass the exam.
II	Improbable situations in the present or future	Simple Past Variations: -Past Continuous -could -had to -should	Present Conditional -would -could -might + infinitive -	-If I had a lot of money, I would travel around the world.
III	Unreal or hypothetical situations (which never occurred) in the past	Past Perfect Variations: Could+Perfect infinitive	Perfect Conditional -would -Could -might +have+V3	-if I had gone to bed early, I would have caught the train.

EXTRA LEARNING TIPS:

1-In a 2nd type if clause ,it is possible to use were in the first and third person singular.

If I weren't so busy,I'd come shopping with you

If he were honest,I would believe him

2-We use the expressions "If I were you,.....", "If I were in your shoes,.....", to give advice.

3-unless=if not “Unless you study hard,you won’t pass the exam”

Mixed Conditionals

A conditional consist of two clauses: the condition or if-clause and the main or result clause. Depending on the meaning we try to convey we have many different conditionals at our disposal to express ourselves clearly. We are going to look at two mixed conditionals that express unreal situations.

Past Condition / Present Result

The first one has a condition in the past and a present result. We use it to express that if something had been different in the past there would be a present result.

For example: *if I hadn't missed our flight we'd be in Spain now.*

The structure is: **If + past perfect, would (could, might) + infinitive.**

Present Condition / Past Result

The next one has a present condition and a past result. We use it to express that due to certain present conditions something already happened in the past.

For example: *if I was more diligent, I would've finished my degree at university.* The meaning is: I am not a diligent person and because of this present condition I have never finished my degree.

The structure is: **if + past simple, would (could, might) have + past participle.**

Look at the mixed conditionals in the diary entry below. Do you understand what Nica is trying to express? She was so mixed up after her boyfriend had left for Colombia and she started to keep a diary, using a lot of mixed conditionals. There are no grammar mistakes, but clarify and explain what she is really trying to say.

For further practice with the second conditional you can think of some advice to give Nica.

If you were in her predicament, what would you do?

If I were you, I would...

COMPLEX AND MULTI COMPLEX SENTENCES

Complex sentences are sentences that usually contain multiple subjects and predicates connected by a subordinator such as after, although, as, as if, because, before, if, since, though, unless, when, where, whether, whereas, while and others. These sentences have an independent clause and a dependent clause. This is the first type of complex sentence containing an adverbial clause, a clause modifying the verb/action.

1. “When” he tripped on the ice, he dropped all his books and lost his homework.
2. The teacher lectured him “before” she knew the reason why it was missing.
3. The student explained the accident “because” he was worried about his grade.
4. “After” he had explained the incident, the teacher had mercy.

Commas are used when the sentence starts with the dependent clause (e.g. sentence 1 and 4). No commas are necessary when the dependent clauses comes in the middle or end of the sentence (e.g. sentence 2 and 3).

There is another type of complex sentence in which the noun is being modified by an adjectival clause or relative clause. These complex sentences still contain multiple subjects and predicates which start with a subordinator such as which, that, who or whom just to name a few.

- A. The dog, “which” my brother petted on the way to school, bit him.
- B. The desk “that” Peter sat on and fell is broken.
- C. The box, “which” Samuel dragged into his backyard, turned out to be full of toys.
- D. The town “in which” I live suffered from severe forest fires.

The comma rule is more subjective for relative clauses. If the information in the clause is necessary for the information in the sentence, then the clause is set off by commas. If the clause is not necessary for the sentence, then the clause is surrounded by commas

Multiple sentences

Multiple sentences is the collective term used to describe sentences containing two or more clauses. There are two types of multiple sentence. **Compound sentences**, in which the clauses are grammatically independent of each other. In these sentences the clauses are called **coordinate clauses** and are usually linked by the **coordinating conjunctions and** and **but**.

“He rushed into the house and collected the package.”

“I came to see you but you weren’t in.”

And **complex sentences**, in which one or more of the clauses is grammatically dependent on another clause. In this case the “dependent” clauses are called **subordinate clauses**, and the “supporting” clause, is called a **main clause**. For example:

“I hope that he will not turn up”

main clause = I hope + subordinate clause

subordinate clause = that he will not turn up

She will visit you before she goes home

main clause = she will visit you + subordinate clause

subordinate clause = before she goes home

A **subordinate clause** can easily be recognized in the fact that it cannot stand on its own to form a complete sentence. For example, in the above sentences, the subordinate clauses **that he will not turn up** and **before she goes home** could not form sentences on their own.

Note also that a **main clause** must always contain a **finite** verb but a subordinate clause can contain a **nonfinite** verb only (i.e. a non-conjugated verb form such as an **infinitive** or **participle**). For example:

Being tired of waiting, he went home

main clause = subordinate clause + **he went home**

subordinate clause = **Being tired of waiting**

ACTIVE PASSIVE VOICE

Use of Passive

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

Form of Passive

Subject + finite form of *to be* + Past Participle (3rd column of [irregular verbs](#))

Example: A letter was written.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

TENSE	FORM	EXAMPLES
Simple Present	O+am/is/are +V3	A: Once a week, Tom cleans the house. P: Once a week, the house is cleaned by Tom.
Present Continuous	O+am/is/are+being+V3	A: Right now, Sarah is writing the letter. P: Right now, the letter is being written by Sarah.
Simple Past	O+was/were+V3	A: Sam repaired the car. P: The car was repaired by Sam. A: The salesman was helping the customer when the thief came into the store
Past Continuous	O+was/were+being+V3	P: The customer was being helped by the salesman when the thief came into the store.
Present Perfect	O+have/has been+V3	A: Many tourists have visited that castle P: That castle has been visited by many tourists.
Present Perfect Continuous	O+have/has been+being+V3	A: Recently, John has been doing the work. P: Recently, the work has been being done by John.

		A: George had repaired many cars before he received his mechanic's license.
Past Perfect	O+had been +V3	P: Many cars had been repaired by George before he received his mechanic's license
		A: Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris
Past Perfect Continuous	O+had been+being+V3	P: The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to Paris
Simple Future <i>will</i>	O+will be+V3	A: Someone will finish the work by 5:00 p.m
		P: The work will be finished by 5:00 p.m
Simple Future <i>be going to</i>	O+am/is/are+going to be+V3	A: Sally is going to make a beautiful dinner tonight.
		P: A beautiful dinner is going to be made by Sally tonight
Future Continuous <i>will</i>	O+will be being+V3	A: At 8:00 p.m tonight, John will be washing the dishes.
		P: At 8:00 p.m tonight, the dishes will be being washed by John.
Future Continuous <i>be going to</i>	O+am/is/are going to be+being+V3	A: At 8:00 p.m tonight, John is going to be washing the dishes.
		P: At 8:00 p.m tonight, the dishes are going to be being washed by John.
Future Perfect <i>will</i>	O+will have been+V3	A: They will have completed the project before the deadline.
		P: The project will have been completed before the deadline
Future Perfect <i>be going to</i>	O+am/is/are going to+have been+V3	A: They are going to have completed the project before the deadline.
		P: The project is going to have been completed before the deadline.
Future Perfect Continuous <i>will</i>	O+will have been+being+V3	A: The famous artist will have been painting the mural for over six months by the time it is finished.
		P: The mural will have been being painted by the famous artist for over six months by the time it is finished.
Future Perfect Continuous <i>be going to</i>	O+am/is/are going to+have been+being+V3	A: The famous artist is going to have been painting the mural for over six months by the time it is finished.
		P: The mural is going to have been being painted by the famous artist for over six months by the time it is finished.
Used to	O+used to be+V3	A: Jerry used to pay the bills.
		P: The bills used to be paid by Jerry
Would Always	O+would always be+V3	A: My mother would always make the pies.
		P: The pies would always be made by my mother.
Future in the Past <i>Would</i>	O+would be +V	A: I knew John would finish the work by 5:00 PM.
		P: I knew the work would be finished by 5:00 PM.

Future in the Past
Was Going to

O+was/were going to
be+V3

A: I thought Sally **was going to make** a beautiful dinner tonight.

P: I thought a beautiful dinner **was going to be made** by Sally tonight.

Only transitive verbs (those that take objects) can be transformed into passive constructions. Furthermore, active sentences containing certain verbs cannot be transformed into passive structures. *To have* is the most important of these verbs. We can say "He has a new car," but we cannot say "A new car is had by him." We can say "Josefina lacked finesse," but we cannot say "Finesse was lacked." Here is a brief list of such verbs*:

resemble	look like	equal	agree with
mean	contain	hold	comprise
lack	suit	fit	become

EXTRA LEARNING TIPS:

1-Sentences that have two object(direct and indirect object)can form the passive in two ways:

A:they gave me a wonderful present

P:I **was given a** wonderful present(more common)

P:A wonderful present was given to me(less common)

2-Sentences with think,believe,say,report,know etc.can form the passive in two ways:

A: We think he hasn't told the truth

P:It is thought that he hasn't told the truth

P:He has thought no to have told the truth

3-If a verb is followed by a preposition,he preposition is placed after the verb:

A: Mary has just listened to this song

P:This song has just been listened to by Mary

4-If we want to know who or what did smt.,”by” is placed at the end of the question:

P:Who was America dicovered by?

5-In informal English ,we can use “get” instead of “be” to make a passive sentence:

My car was stolen some days ago.(standart)

My car got stolen some days ago.(informal)

THEME 4

RELATIVE CLAUSES

We use relative clauses to give additional information about something without starting another sentence.

Relative pronouns that, which, who, whom, whose and relative adverbs when, where, why are used to make relative clauses

“**Defining**” relative clause is one which is essential for the understanding of a statement. There are no commas. If you take the relative clause away, the sentence doesn't make sense.

In a **non-defining** relative clause, the relative clause is **not** essential for an understanding of the sentence. These are the ones that give extra information. They are always written between commas.

Compare these two examples:

FUNCTION OF THE RELATIVE PRONOUN	DEFINING RELATIVE CLAUSES	NON-DEFINING RELATIVE CLAUSES
SUBJECT	<p>Never omitted</p> <p>-who/that* for people</p> <p><i>The woman who/that is coming is my mother.</i></p> <p>-which/that* for animals & things</p> <p>The film which/that I am watching is very interesting.</p>	<p>Never omitted</p> <p>-who for people</p> <p><i>Mrs. Wright, who works hard ,is a good doctor.</i></p> <p>-which for animals & things</p> <p><i>Sydney ,which is a beautiful city ,isn't the capital of Australia.</i></p>
OBJECT	<p>Generally omitted.</p> <p>-(who/that) for people</p> <p><i>He is the man (who/that)I saw yesterday.</i></p> <p>-(which/that)for animals & things</p> <p><i>Is this the pen(which/that) I gave you yesterday?</i></p>	<p>Never omitted</p> <p>-who for people</p> <p><i>Kate, who you met lastweek ,is my best friend.</i></p> <p>-which for animals & things.</p> <p><i>London, which I visited lastyear, is a wonderful city.</i></p>
PREPOSITION+ RELATIVE PRONOUN	<p>Generally omitted-the preposition is put at the end of the relative clause.</p> <p>-(who/that) for people</p> <p><i>She is the woman(who/that) I told you about</i></p> <p>-(which/that)for animals & things</p> <p><i>The song (which/that) I was listening to was very touching</i></p>	<p>Never omitted-the preposition is put at the end of the relative clauses</p> <p>-who for the people</p> <p><i>Rick, who we were talking about, is very handsome.</i></p> <p>-which for animals & things</p> <p><i>My new car,which we will be travelling in,is very comfortable.</i></p>
POSSESSION	<p>Never omitted</p> <p>Whose for people, animals & things.</p> <p><i>She 's the woman whose husband has won the lottery.</i></p> <p><i>That's the house whose window has been broken.</i></p>	<p>Never omitted</p> <p>-whose for people, animals & things.</p> <p><i>John, whose car is a Poche, is very rich.</i></p> <p><i>Rome ,whose most famous monument is the Colosseum, is visited by millions of tourists every year</i></p>

COMPLEX AND MULTI COMPLEX SENTENCES

Complex sentences are sentences that usually contain multiple subjects and predicates connected by a subordinator such as after, although, as, as if, because, before, if, since, though, unless, when, where, whether, whereas, while and others. These sentences have an independent clause and a dependent clause. This is the first type of complex sentence containing an adverbial clause, a clause modifying the verb/action.

1. "When" he tripped on the ice, he dropped all his books and lost his homework.
2. The teacher lectured him "before" she knew the reason why it was missing.
3. The student explained the accident "because" he was worried about his grade.
4. "After" he had explained the incident, the teacher had mercy.

Commas are used when the sentence starts with the dependent clause (e.g. sentence 1 and 4). No commas are necessary when the dependent clauses comes in the middle or end of the sentence (e.g. sentence 2 and 3).

There is another type of complex sentence in which the noun is being modified by an adjectival clause or relative clause. These complex sentences still contain multiple subjects and predicates which start with a subordinator such as which, that, who or whom just to name a few.

- A. The dog, "which" my brother petted on the way to school, bit him.
- B. The desk "that" Peter sat on and fell is broken.
- C. The box, "which" Samuel dragged into his backyard, turned out to be full of toys.
- D. The town "in which" I live suffered from severe forest fires.

The comma rule is more subjective for relative clauses. If the information in the clause is necessary for the information in the sentence, then the clause is set off by commas. If the clause is not necessary for the sentence, then the clause is surrounded by commas

Multiple sentences

Multiple sentences is the collective term used to describe sentences containing two or more clauses. There are two types of multiple sentence. **Compound sentences**, in which the clauses are grammatically independent of each other. In these sentences the clauses are called **coordinate clauses** and are usually linked by the **coordinating conjunctions** **and** and **but**.

"He rushed into the house and collected the package."

"I came to see you but you weren't in."

And **complex sentences**, in which one or more of the clauses is grammatically dependent on another clause. In this case the "dependent" clauses are called **subordinate clauses**, and the "supporting" clause, is called a **main clause**. For example:

"I hope that he will not turn up"

main clause = I hope + subordinate clause

subordinate clause = that he will not turn up

She will visit you before she goes home

main clause = she will visit you + subordinate clause

subordinate clause = before she goes home

A **subordinate clause** can easily be recognized in the fact that it cannot stand on its own to form a complete sentence. For example, in the above sentences, the subordinate clauses **that he will not turn up** and **before she goes home** could not form sentences on their own.

Note also that a **main clause** must always contain a **finite** verb but a subordinate clause can contain a **nonfinite** verb only (i.e. a non-conjugated verb form such as an **infinitive** or **participle**). For example:

Being tired of waiting, he went home

main clause = subordinate clause + he went home

subordinate clause = **Being tired of waiting**

DISCOURSE MARKERS

Some words and phrases help to develop ideas and relate them to one another. These kinds of words and phrases are often called discourse markers. They indicate how one piece of discourse is connected to another piece of discourse. They show the connection between what has already been written or said and what is going to be written or said. Some are very informal and characteristic of spoken language. Others are quite formal and characteristic of written language. There are many of them:

<u>ADDING</u> and also as well as moreover too furthermore additionally	<u>SEQUENCING</u> first, second, third... finally next meanwhile after then subsequently	<u>ILLUSTRATING</u> for example such as for instance in the case of as revealed by... illustrated by	<u>CAUSE and EFFECT</u> because so therefore thus consequently hence
<u>COMPARING</u> similarly likewise as with like equally in the same way..	<u>QUALIFYING</u> but however although unless except apart from as long as if	<u>CONTRASTING</u> whereas instead of alternatively otherwise unlike on the other hand.. conversely	<u>EMPHASISING</u> above all in particular especially significantly indeed notably

THEME 5

GERUND INFINITIVE

Some verbs can be followed by an infinitive, a gerund or both. If both are possible, then there is usually a difference in meaning. Here is a list of some of these verbs:

	+ inf	+ inf with to	+ gerund	+ inf or gerund	+ inf with to or gerund	+ object + inf with to or gerund	+ object + to	+ that + clause
help	agree	appreciate	hear	attempt	admit	advise	admit	
make	appear	avoid	see	begin	allow	assist	advise	
let	arrange	burst out	watch	can't bear	consider	beg	agree	
	ask	can't stand		continue	forbid	bribe	appear	
	attempt	contem-plate		forget	imagine	command	appreciate	
	choose	delay		go on	permit	dare	arrange	
	dare	deny		hate	require	employ	decide	
	decide	detest		intend		enable	demand	
	demand	dislike		love		encourage	deny	
	deserve	endure		mean		instruct	expect	
	expect	enjoy		plan		invite	fancy	
	fail	escape		prefer		lead	forget	
	grow	excuse		propose		order	happen	

happen	face		regret		persuade	hope
hasten	fancy		remember		select	intend
help	feel like		start		send	learn
hope	finish		stop		teach	mean
hurry	give up		try		tell	mention
learn	involve				train	order
long	it's no good/ use				urge	persua- de
make (passive)	keep on				warn	plan
manag e	leave off					pledge
neglect	mention					pretend
offer	mind					promise
pay	miss					propose
plan	postpone					regret
pledge	practise					remem- ber
pretend	put off					resent
promise	resent					resolve
refuse	risk					seem
resolve	spend/was- te time					suggest
seek	suggest					swear
seem	want (coll.)					teach
struggle						tell
swear						threaten
threaten						vow
vow						warn
want						wish
wish						

THEME 6 ARTICLES

English has two articles: **the** and **a/an**. **The** is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call **the** the *definite* article and **a/an** the *indefinite* article.

For example, if I say, "Let's read **the** book," I mean a *specific* book. If I say, "Let's read **a** book," I mean *any* book rather than a specific book.

a, an The Indefinite Article	
To facilitate pronunciation, a is used in front of any word that begins with a consonant or consonant-like vowel sound.	<ul style="list-style-type: none"> Our town has a theatre, a university, a large park and a conference hall.
Conversely, an is put in front of any word that begins with a pure vowel sound or a mute 'h'.	<ul style="list-style-type: none"> Many Chinese still believe an Englishman always carries an umbrella. It's an old custom. It's a strange old custom.
Note that spelling is <u>not</u> a reliable indicator of when to use a or an !	<ul style="list-style-type: none"> The coastguard received an SOS. He spent an hour standing in line.
The indefinite article a/an is placed in front of a countable noun that is being mentioned for the very first time. Once introduced, all further references to it can be preceded by the definite article the .	<ul style="list-style-type: none"> I have two cars: a Ford and an Audi. The Ford is white and the Audi is silver.
In English, an indefinite article is needed in front of professions.	<ul style="list-style-type: none"> She is an architect and he is a doctor.
The indefinite article can also be used instead of <i>per</i> when giving the rate or pace of something.	<ul style="list-style-type: none"> He earns \$200 a day. She swims twice a week. He drove at 60 miles an hour.
Note too that <i>little</i> and <i>few</i> become a whole lot more positive when preceded by the indefinite article!	<ul style="list-style-type: none"> She has a little money and a few friends, so she'll probably get by. <p><i>Compare:</i> She has little money and few friends, so I doubt if she'll get by.</p>

the The Definite Article	
The definite article the is used in front of any noun the listener or reader already knows about.	<ul style="list-style-type: none"> I have two cars: a Ford and an Audi. The Ford is white and the Audi is silver.
The is also used when the existence of something is common knowledge or comes as no surprise because of the context in which it is mentioned.	<ul style="list-style-type: none"> Last week a fighter plane crashed into a field but the pilot managed to eject safely.
The definite article is used in front of things generally regarded as unique.	<ul style="list-style-type: none"> The sun, the moon, the sea, the sky, the Arctic Circle, the environment, the capital, the air, the ground, etc.
Because nouns preceded by superlative adjectives and ordinal numbers are by their very nature unique, they too require the definite article.	<ul style="list-style-type: none"> It was the worst day of my life! The twenty-first (day) of June.
The definite article is used in front of countable nouns representing a whole class or category of something.	<ul style="list-style-type: none"> The computer has changed our lives. It is left up to the consumer to decide which one to buy.
The is used in front of oceans, seas, rivers, island and mountain chains, deserts, countries with plural names, and noun forms of points of the compass.	<ul style="list-style-type: none"> The Pacific, the Mediterranean, the Amazon, the West Indies, the Rockies, the Sahara, the Netherlands, the Far East, etc.
The is used in place names and titles including of .	<ul style="list-style-type: none"> It is unlikely the Queen of Denmark has ever swum in the Bay of Bengal.
The is also used in proper names consisting of noun(s) and/or adjective(s) + noun.	<ul style="list-style-type: none"> The Empire State Building, the English Channel, the Festival Hall, the Rolling Stones, the British Museum, etc.
The is used in hotel names.	<ul style="list-style-type: none"> The Hilton Hotel, the Savoy, the Sheraton
The is used for newspapers.	<ul style="list-style-type: none"> The Times, the Baltimore Sun, the Daily Mail

The is used for many larger organizations and institutions (not commercial enterprises), including those with initials that are normally spelled out.	<ul style="list-style-type: none"> • The Commonwealth, the Fed, the EU, the WHO, the BBC, the FDA, the IAEA, etc.
The is used for currencies.	<ul style="list-style-type: none"> • The U.S. dollar has risen against the yen but fallen against the euro.
In front of people's names, however, the is only used to avoid confusion.	<ul style="list-style-type: none"> • I'm the David Appleyard that lives in Japan.
The is used with the names of musical instruments.	<ul style="list-style-type: none"> • Richard Clayderman plays the piano.
The can be used instead of a possessive form when referring to parts of the body and items of clothing.	<ul style="list-style-type: none"> • She was hit on the head by a snowball (= a snowball hit <i>her</i> head).
Many forms of entertainment are preceded by the definite article the , but not the medium of television.	<ul style="list-style-type: none"> • I go to the cinema/movies, the theatre, the circus, the ballet and the opera.
The Zero Article	
No article is needed before abstract nouns used in a general sense.	<ul style="list-style-type: none"> • Love is all you need. • Crime is a growing problem in the inner cities.
No article is needed for most places consisting of just the name of a person, or the name of a person/place followed by a noun.	<ul style="list-style-type: none"> • Harrods, Macys, McDonald's, Lloyds Bank, Buckingham Palace, Cambridge University, etc.
No article is usually needed in front of company names.	<ul style="list-style-type: none"> • Cisco Systems, Microsoft, Hitachi, Lufthansa, etc
An article is unnecessary in official job titles, if there is only one person holding this position at any given time.	<ul style="list-style-type: none"> • George Osborne is (the) Chancellor of the Exchequer.
No article is needed in front of <i>most</i> roads, streets, parks, squares or bridges.	<ul style="list-style-type: none"> • Queen's Road, Oxford Street, Central Park, Times Square, Tower Bridge, etc.
No article is needed in the names of single mountains.	<ul style="list-style-type: none"> • While in New Zealand I climbed Mount Cook.
No article is needed before the names of meals, unless it is a formal occasion.	<ul style="list-style-type: none"> • Roger had breakfast in his hotel room. <i>Compare:</i> I attended a dinner at the Rotary Club.
No article is needed for the names of games or sports.	<ul style="list-style-type: none"> • Anna Kournikova plays tennis to keep in shape.
No article is needed before <i>bed, church, court, hospital, prison, school, college, university</i> , etc. when these are used for their primary purpose.	<ul style="list-style-type: none"> • She stayed in bed on Sunday instead of going to church. • After graduating from high school he went to university.
If, however, they are used for any other purposes, the is required.	<p><i>Compare:</i> She sat on the bed while she changed her socks.</p>
Articles are not needed in more abstract expressions of situation like <i>to/at sea, to/at/out of work, in/out of town, in/out of office</i> , etc.	<ul style="list-style-type: none"> • My uncle first went <i>to sea</i> at the age of 15. He used to spend months <i>at sea</i>. • I go <i>to work</i> every day. I was <i>at work</i> yesterday.
If, however, you start talking about somewhere concrete or some place in particular, then the definite article the is required.	<p><i>Compare:</i> I went to the sea/seaside to swim. Sally spent all day in the office (= her workplace).</p>
No article is needed before television as a medium, only as an appliance.	<ul style="list-style-type: none"> • Carol saw her brother on television.
There is no article before a noun followed by a categorizing letter or a number	<ul style="list-style-type: none"> • The students have just read section C. • Her flight leaves from gate 32. • She is staying in room 689.

To give added punch, articles are often dropped in the titles of books, movies, music and other works of art.	<ul style="list-style-type: none"> • “<i>Journey into Hell</i>” sounds even more exciting than “<i>The Journey into Hell</i>”.
In order to save space, articles are usually dropped in headlines.	<ul style="list-style-type: none"> • “Stolen Painting Found by Tree” • “Police Confirm Shotgun Attack on Bullet Train”

ADJ + PREPOSITION

Many common adjectives are always used with a preposition

<p>nice / kind / good / stupid / silly / intelligent / clever / sensible / (im)polite/ rude / unreasonable</p> <p>OF someone (to do something):</p> <p>Thank you it was very nice / kind of you to help me.</p> <p>It's stupid of her to go out without a coat</p>
<p>nice / kind / good / (im)polite / rude / (un)pleasan / (un)friendly / cruel</p> <p>TO someone:</p> <p>She has always been very nice / kind to me.</p> <p>Why are you so rude / unfriendly to Ann?</p>
<p>angry / furious</p> <p>ABOUT something</p> <p>WITH someone</p> <p>FOR something:</p> <p>Why are you so angry about it?</p> <p>They were furious with me for not inviting them to my party.</p>
<p>pleased / disappointed/ satisfied</p> <p>WITH something:</p> <p>I was pleased with the present you gave me.</p> <p>Were you disappointed with your examination results?</p>

bored / fed up

WITH something:

You get bored / fed up with doing the same thing every day.

surprised / shocked / amazed / astonished

AT /BY something:

Everyone was surprised by /at the news.

excited / worried / upset

ABOUT something:

Are you excited about going on holiday next week?

afraid /scared /frightened / terrified

OF someone / something

Are you afraid of dogs?

proud / ashamed

OF someone / something:

I'm not ashamed of what I did.

good / bad / excellent / brilliant / hopeless

AT (doing) something:

I'm not very good at repairing things.

married **TO someone**

Linda is married to an American.

sorry **ABOUT something:**

I'm sorry about the noise last night.

<p>sorry FOR doing something</p> <p>I'm sorry for shouting at you yesterday.</p>
<p>be / feel sorry</p> <p>FOR someone</p>
<p>I feel sorry for George.</p>
<p>Famous</p> <p>FOR something:</p>
<p>Florence is famous for its art treasures.</p>
<p>responsible FOR something:</p>
<p>Who was responsible for this noise last night?</p>
<p>interested IN something:</p>
<p>Are you interested in art?</p>
<p>fond OF something / someone:</p> <p>Mary is fond of animals.</p>
<p>full OF something:</p> <p>The letter was full of mistakes.</p>
<p>short OF something:</p>
<p>I'm a bit short of money.</p>

similar TO something:

Your writing is similar to mine.

afraid OF something

I am afraid of snakes

keen ON something:

I am afraid of snakes

We stayed at home because Mary wasn't very keen on going out in the rain.

crowded WITH (people,...)

The Street is crowded with people

THEME 7 VERBS WITH PREPOSITIONS

1. Many verbs that are used without an object are normally followed by a prepositional phrase. Some verbs take a particular preposition:

belong to, consist of, happen to, hint at, hope for, insist on, lead to, listen to, pay for, qualify for, refer to, relate to, sympathize with.

2. With other verbs that are used without an object, the choice of a different preposition may alter the meaning of the clause:

agree on/with, apologize for/to, appeal to/for, care about/of, complain to somebody about/of, conform to/with, remind about/of, result from/in, suffer from/with, think about/of.

3. With verbs that are used without an object, different prepositions are used to introduce different types of information:

a. 'about' indicates the subject matter:

"That book is about his experiences in Africa."

care, complain, do, dream, explain, hear, know, speak, talk, think, write

b. 'at' indicates direction:

glance, glare, grin, laugh, look, point, shoot, shout, smile, stare

"Can I glance at that for a moment?"

c. 'for' indicates purpose or reason:

apologize, apply, ask, leave, look, search, wait

"Paul apologized for his rude behaviour"

d. 'into' indicates the object involved in a collision:

bump, crash, drive, run

"I was really run into fashion when I was a teen."

e. 'of' indicates facts of information:

hear, know, speak, talk, think

“

f. ‘on’ indicates confidence or certainty:

congratulate, count, depend, plan, rely

“Tom congratulated Lisa on getting her diploma.”

g. ‘to’ indicates the listener or reader:

complain, explain, listen, say, speak, talk, write

h. ‘with’ indicates someone whose opinion is the same or different:

agree, argue, disagree, side

“

4. Some verbs have an object, but are also followed by a preposition.

• Some prepositions commonly follow certain verbs because of meanings and collocation:

Verbs + About

be about something - *That book is about his experiences in Africa.*

argue about (doing) something - *The boys argued about which bus to take.*

be concerned about (doing) something - *I’m concerned about your grades.*

be worried about (doing) something - *She is worried about her exams.*

decide about (doing) something - *Anna decided about her goals.*

dream about (doing) something - *Mark dreams about becoming a ballet dancer.*

Verbs + Against

be against something / someone - *I am against the new regulation.*

insure something against something - *We insured our house against storm damage.*

protest against (doing) something - *The students are protesting against the invasion.*

Verbs + At

be at something - *The exhibition is at the modern art gallery.*

glance at something - *Can I glance at that for a moment?*

guess at something - *She guessed at the answer.*

Verbs + For

be for something / someone - *I’m for Mayor Martini.*

account for something - *That accounts for his success.*

allow for something - *I think you need to allow for misunderstandings.*

apologize for something / someone - *Jackson apologized for his rude behavior.*

blame someone for (doing) something - *I blame Janet for the broken pottery.*

care for (doing) something / someone - *He doesn’t care for playing golf.*

charge someone for (doing) something - *The accountant charged him \$400 for his advice.*

count for something - *Your good marks count for 50% of your grade.*

pay for someone / something - *Let me pay for Tom.*

Verbs + From

derive something from something - *He derived the meaning from the context of the sentence.*

differ from something - *Our cheese differs from our competitor’s cheese because of its superior quality.*

distinguish one thing from another thing - *I’m afraid he can’t distinguish a British accent from a Irish accent.*

resign from (doing) something - *Jacques resigned from his position.*

result from (doing) something - *The unrest results from our politicians lack of seriousness about the situation.*

suffer from (doing) something - *He will suffer from studying too little.*

Verbs + In

be absorbed in (doing) something - *Peter was absorbed in reading his book.*

involve someone in (doing) something - *You should involve your children in physical activities.*

result in something - *His decision resulted in increased profits.*

specialize in (doing) something - *My daughter specializes in teaching physics.*

succeed in (doing) something - *Jane succeed in getting a new job.*

Verbs + Of

accuse someone of (doing) something - *His mother accused him of eating the entire cake.*

convict someone of (doing) something - *Johnson was convicted of armed robbery.*

remind someone of (doing) something / someone - *Peter reminded me of Tom.*

suspect someone of (doing) something - *The police suspect Agnes of breaking into the bank.*

Verbs + On **be on something / someone** - *She is on Peter to do his best.*

blame something on someone - *She blames the lack of interest on the teacher's poor explanation.*

concentrate something on (doing) something - *They concentrate their efforts on improving the infrastructure.*

congratulate someone on (doing) something - *Tom congratulated Lisa on getting her diploma.*

decide on something - *I've decided to get a new job.*

depend on someone / (doing) something - *We depend on our customers' suggestions.*

insist on something / someone doing something - *I insist on Peter's studying every day for two hours.*

Verbs + To

answer to someone - *I answer to Ms Smith.*

appeal to someone - *Let me appeal to you for your help in this matter.*

apply oneself to (doing) something - *I think you should apply yourself to getting a degree.*

apply to something - *He applied glue to the board.*

attend to (doing) something - *Chris attended to doing the grocery shopping.*

attribute something to someone - *Professor Samson attributes this painting to Leonardo.*

prefer one thing to another thing - *I prefer roast potatoes to French fries.*

react to something - *He reacted poorly to the news.*

refer to (doing) something - *Please refer to your notes.*

refer someone to someone - *I referred Ken to Doctor Jones.*

see to (doing) something - *I'll see to those chores.*

Verbs + With

associate something with (doing) someone - *Susan associates chocolate with childhood.*

be faced with (doing) something - *She's faced with working overtime this weekend.*

coincide with something - *My birthday coincides with a national holiday.*

confuse someone / something with someone / something - *I'm afraid I confused you with someone else.*

deal with someone / (doing) something - *I can't deal with so much overtime.*

discuss something with someone - *I'd like to discuss our next conference with the boss.*

meet with something - *The congressman met with strong opposition to his plan.*

provide someone with something - *The instructor provided the students with a number of examples.*

trust someone with something - *I trust Bob with all of my financial information.*

THEME 8
FUTURE TENSE

FORM	USAGE
<p>FUTURE CONTINUOUS</p> <p>(+) SUBJECT +WILL BE+Ving (-) SUBJECT +WILL NOT BE + Ving (?) WILL+SUBJECT+BE +Ving?</p> <p>Common time expressions:</p> <p>-this time.....(tomorrow,ec) -In ten years -soon -tonight etc.</p>	<p>We mainly use the Future Continuous to indicate that we will be in the middle of doing something in a specified time in the future</p> <p>USE</p> <p>1- actions that are certain and will be in progress at some time in the future.</p> <p><i>This time tomorrow I will be flying to London</i></p> <p>2-actions that will become habitual at a point of time in the future</p> <p><i>In ten years 'time everybody will be communicating by means of the internet</i></p> <p>3-polite questions about somebody's plans for the near future, or formal invitations.</p> <p>.....</p> <p>4-to make guesses about something in the present or future.</p> <p><i>Cindy will be getting married very soon.</i></p> <p>5-to make polite questions about something or somebody.</p> <p><i>Will you be coming to the cinema with us tonight?</i></p>

<p>FUTURE PERFECT SIMPLE</p> <p>(+) subject + will + have +V3) (-) subject + will not +have+V3) (?) will + subject+have + V3?)</p> <p>Common Time Expressions</p> <p>-By -By the time -Before -By tomorrow/7 o'clock/next month -Until/till</p>	<p>Future perfect tense is an absolute-relative tense that refers to a time located before a contextually determined temporal reference point that must be located in the future relative to the moment of utterance.</p> <p>USE</p> <p>1-Completion before a specified point in the future” <i>Before they come, we will have cleaned up the house.”</i></p> <p>2-Actions or situations that will last in the future (for a specified time)</p> <p><i>By the next year, I will have known Monica for 30 years.</i></p> <p>3-Certainty that an action was completed</p> <p><i>The train will have left by now. We have to look for another way to get there. (I'm sure the train has left)</i></p>
<p>FUTURE PERFECT CONTINUOUS</p> <p>(+) subject + will+ have + been +Ving (-)subject + will not + have + been + Ving (?) will + subject + have + been + Ving?)</p> <p>Common Time Expressions</p> <p>-By tomorrow / 8 o'clock -This year / month / week -Next year /</p>	<p>We use the Future Perfect Continuous tense to express situations that will last for a specified period of time at a definite moment in the future. We also use this tense to express certainty about the cause of some future situation.</p> <p>USE</p> <p>1-Duration at a definite moment in the future”</p> <p><i>Before they come, we will have been cleaning the house for 5 hours.</i></p> <p>2-Cause of a future situation</p> <p><i>By this time, he will have been working for 12 hours, so he will be very tired.</i></p>

THEME 9
CAUSITIVES

It is used when one thing or person causes another thing or person to do something.

GET + something + past participle

We can use this structure instead of *have + something + past participle* in the following cases:

(a) When there is a feeling that something must be done.

I must get my photo taken.

(b) In orders and imperatives.

HAVE + something + past participle

This is probably the most common causative structure, which stresses the object of the action, rather than its agent.

We are having the house painted.

It can also be used to express accidents or misfortunes happening to someone.

GET + somebody + TO + infinitive

This structure implies that the other person did not want to do something, but we managed to convince them. (PERSUASION)

Finally we got the mechanic to repair the elevator.

I couldn't get her to understand the problem.

HAVE + somebody + present participle

This structure is similar to *have + somebody + infinitive*. The difference is that the verb in present participle form refers to a repeated or continuous action.

His problems had him going to hospital for years.

We'll have my brother staying with us for a little while until he finds a new apartment.

HAVE + somebody + infinitive

This structure is not as strong as *make + somebody + infinitive*, its meaning is closer to *ask + somebody + to + infinitive*. The infinitive refers to one specific event.

I'll have her copy the document.

The teacher had me stay after class to discuss my essay.

MAKE + somebody + infinitive

This structure implies that the other person did not really want to do something but they were forced. (OBLIGATION)

The teacher made Jack rewrite the composition.

When we transform this structure into the passive, we insert *to* between *make* and the infinitive.

LET + somebody + infinitive

This structure is used when we want to allow somebody to do something (PERMISSION)

John! Stop making such a noise and let your sister study in peace

THEME 10

1-Apostrophes for Possession

An apostrophe and the letter **s** are often used to show possession. For example, **the boy's house**.

Examples:

Take the girl's hand and place it on the cushion.

(hand belonging to the girl)

Statements of Possession *Having* Expressions

2-OF : When the possessor is not a human being or animal, possession is often indicated by the use of a phrase beginning with *of* following the name of the thing possessed. A phrase beginning with *of* is most commonly used when the thing possessed is an abstract quality, such as size:

-the size of the portrait

-the color of the carpet

- the beginning of the story

3-MY

4-MINE

5-Some verb show possessions

"My dog **has** a ball."

"The dog **belongs** my sister."

"She will **possess** your heart. (take hold of)"

"We **own** a house with a backyard."

"We **hold** the title to our house. (ownership papers)"

VOCABULARY LIST

<p>THEME 1</p> <p>Nouns household chore imbalance Intern joint nutrition precaution painkiller productivity</p> <p>Verbs ease joint recover stir-fry</p> <p>Adjectives fizzy intense joint overweight</p> <p>THEME 2</p> <p>Nouns blame cash point discount fur hiking receipt wrap</p> <p>Verbs blame discount earn insist keep pay in cash</p>	<p>save up spend to be in debt wrap</p> <p>Phrasal Verbs back off bring up carry on get along with insist on put in stay up take out</p> <p>Adjectives carry on fed up protective</p> <p>THEME 3</p> <p>Nouns courage digital book gadget demonstration GPS major microchip memory stick iPod modem treatment tutor</p>	<p>Verbs chat deny doubt impress complete major match receive surf tutor</p> <p>Adjectives fair imaginable ethical major on going</p> <p>Adverbs barely probably</p> <p>THEME 4</p> <p>Nouns ash blow climate damage danger drought earthquake earthquake crater emergency services eruption destruction explosion famine</p>	<p>fire fighter flood fume glacier lighting storm lava mess nightmare over threat pavement hurricane surge vegetation vegetation volcano</p> <p>Verbs burst damage drown erupt expand pour rip surge</p> <p>Phrasal Verbs blow away fall down flood out get back pick up put out tear off</p> <p>Adjectives awash dreadful eccentric unbelievable massive</p> <p>Adverbs overly</p>	<p>THEME 5</p> <p>Nouns graduate lecture lecturer postgraduate remote handcraft student loan truant tutor scholarship fee undergraduate</p> <p>Verbs Play truant</p> <p>Phrasal Verbs decide on sth/sb, get sth out of move on give up start off</p> <p>Adjectives effective remote rural</p> <p>THEME 6</p> <p>Nouns celebrity separation defensive dependant hopeful</p>
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<p>Verbs enrage Phrasal Verbs deal with find out</p> <p>Adjectives angry ashamed bored catchy comfortable competitive comply confident defensive disgusted dishonest embarrassed frustrated happy honest hopeful impatient nervous suspicious</p> <p>THEME 7</p> <p>Nouns appearance personality contact patchwork promotion satisfaction respectability responsibility qualification sewing travel</p>	<p>beadwork bonus career choice compliance allegation prohibition day off debt earn employment flexible hours gain knitting mosaic occupation payment profession puppetry salary shoemaking spinning supplier wages win</p> <p>Verbs address contact keen launch pay terminate reinforce travel trick violate</p> <p>Adjectives beaten choice flexible inconvenient</p>	<p>forced keen previous</p> <p>Adverbs supposedly</p> <p>THEME 8</p> <p>Nouns accommodation cave cavern cell chalet damp hiking kayaking natural spring paradigm paradigm shift influx rafting scuba diving shape spa usher</p> <p>Verbs carve come up cut sth off deal with dim dream about/of go through preserve protect shape sort sth/sb out take on turn back turn out</p>	<p>attract damp qualify recast unique usher vast</p> <p>Adjectives bright damp dim enormous massive gimmicky threadbare indigenous</p> <p>THEME 9</p> <p>Nouns alert assault blackmail burglary clasp crossing fighting forgery mugging pedestrian robbery safety rule shoplifting shortcut smuggling smuggling theft transport vehicle zebra</p>	<p>Verbs alert assault break clasp increase obey prevent tear down</p> <p>Adjectives abnormal alert careless destructive</p> <p>THEME 10</p> <p>Nouns globe micro light nation primary propeller resident spectacular spread</p> <p>Verbs adopt dedicate spread</p> <p>Adjectives astonishing dedicated influential momentous primary resident spectacular unique</p>
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