

MEB
Vocational High School

SALES AND MARKETING

VOCATIONAL HIGH SCHOOL STUDENT'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan 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

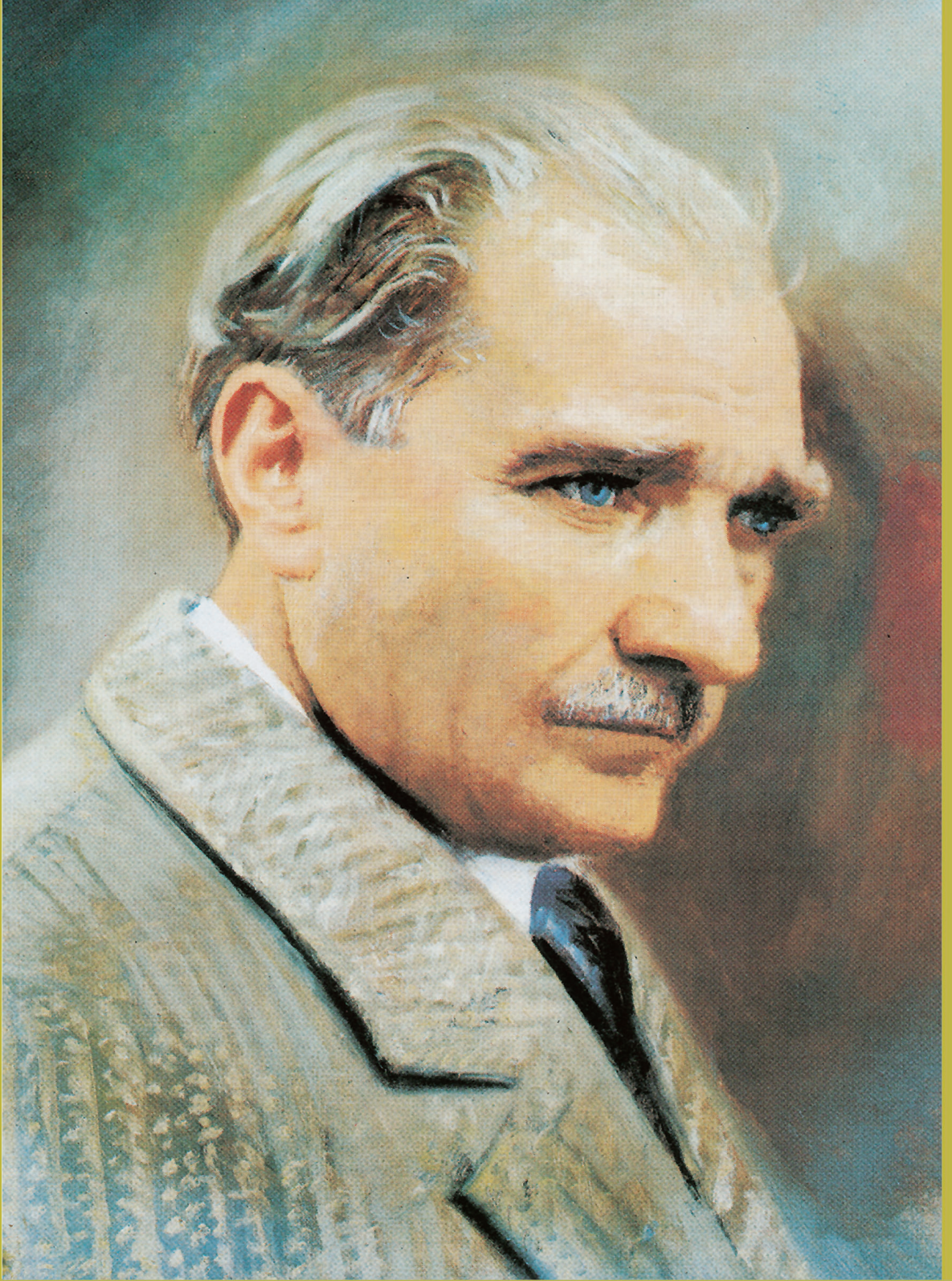
GENÇLİĞE HİTABE

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

We have prepared these new materials specially for you: students at Vocational High Schools in Turkey. This book is one of a series of four:

- Sales & Marketing
- Information & Communication Technology (ICT)
- Office Management & Secretarial Skills
- Accounting & Finance

Because this Student's Book is about your chosen occupation, its main purpose is to:

- help you learn the really useful and important language for your subject
- help you to improve your speaking skills
- increase your confidence when using English to communicate at work

Student-centred learning

We have included lots of pair and group work activities for you. You will work together with your classmates (through pair and group work) in many activities (dialogues, vocabulary games, problem-solving). We hope that this will increase your motivation to speak and allow you to enjoy learning. We also hope you won't have to worry too much about grammar!

The unit topics in this Student's Book match the objectives in the syllabus. Teaching your students reading comprehension strategies and strengthening their decoding skills will help them become independent readers. By helping them to learn to read sight words, use contextual cues, engage in pre-reading activities, you will aid them in achieving their literacy goals.

We hope you will enjoy learning through this new approach!

Bu kitap, Türkiye'deki Meslek Liselerinde okuyan öğrenciler için özel olarak hazırlanmıştır. Yeni hazırlanan bu kitaplar dört alan içindir.

- Pazarlama ve Perakende
- Bilişim Teknolojileri
- Büro Yönetimi ve Sekreterlik
- Muhasebe ve Finansman

Bu eğitim materyalleri, ticaret sektörüyle ilgili olduğu için esas hedefimiz;

- Alanınızla ilgili yararlı ve önemli bir dil olan İngilizce'yi öğrenmenize yardım etmek,
- Konuşma becerinizi geliştirmenize yardımcı olmak,
- İş yaşamınızda İngilizce kullanarak iletişim kurarken kendinize olan güveninizi arttırmaktır.

Öğrenci Merkezli Eğitim

Bunu başarabilmek için ikili ya da grup çalışmalarını içeren birçok aktiviteyi kitaba dahil ettik. Bu aktiviteleri beraber çalışacaksınız (diyaloglar, kelime oyunları, problem çözme). Bu aktiviteler fikir alışverişi yapmanıza olanak sağlayacak ve öğrenci merkezli bir öğrenme ortamı hazırlayacaktır. Böyle bir atmosferin sizin konuşma isteğinizi arttıracaklarını ve sizi Mesleki İngilizce öğreniminde bizce önemli engel olarak görünen dil bilgisi (grammar) probleminde kurtaracaklarını umuyoruz.

Ünitelerdeki konular müfredatta belirtilen hedefler doğrultusunda seçilmiştir. Öğrencilerinize okuduğunu anlama stratejilerini öğretmek ve onların çözümlenme becerilerini güçlendirmek onların bağımsız birer okuyucu olmalarını sağlayacaktır. Kelimeleri anlamsallaştırarak okumayı öğretirken, bağlamsal ipuçlarını kullanmak, ön okuma aktivitelerine odaklanmak, okuma yazma hedeflerine ulaşmada onlara yardımcı olacaktır.

Umarız ki bu yeni yaklaşım, İngilizce öğrenimimizi daha keyifli hale getirecektir.

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UNIT 1

BUYING GOODS AND SERVICES



In this unit you are going to learn about:

- 📌 how to speak in English with a customer in a shop
- 📌 common shopping phrases
- 📌 important marketing vocabulary

Activity 1

Think about your daily life. What do you do every day? In the box below, circle the things you do every day. You can add anything that is not in the list.

play games	study	have breakfast	do sports	take a shower
have lunch	listen to music	have dinner	_____	_____
_____	_____	_____	_____	_____

Activity 2


Breakfast is important for a healthy life. Look at the package on the left. There are some fruit and vegetable pictures on the package. Tick the names that are on the package.



- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> apple | <input type="checkbox"/> pomegranate |
| <input type="checkbox"/> banana | <input type="checkbox"/> tomato |
| <input type="checkbox"/> sultanas | <input type="checkbox"/> garlic |
| <input type="checkbox"/> strawberry | <input type="checkbox"/> cherry |
| <input type="checkbox"/> mango | <input type="checkbox"/> walnut |
| <input type="checkbox"/> pear | <input type="checkbox"/> almond |
| | <input type="checkbox"/> pumpkin |

Activity 3

What do you like to drink at breakfast? Circle your favourite drink or fill in the blank with the fruit juice you like.



milk tea coffee fresh juice

I like to drink _____ at breakfast

How does the drink company try to persuade the customer to buy its beverages?

Activity 4

Do you know these words? Put a tick (✓) next to those you know and a cross (X) next to the ones you don't know.

- taste packaging brand price
 weight volume use-by date

Activity 5



Write the names of 4 popular Turkish chocolate brands in the boxes below.

Now, taste each brand and assess it by writing your opinion in the table.

Brand name	TL Price	Packaging <small>(Great/OK/Poor)</small>	Taste <small>(Great/OK/Poor)</small>	Weight/Volume <small>(g/d)</small>	Buy or not <small>(YES/NO)</small>

Answer the questions below about the chocolate brands.

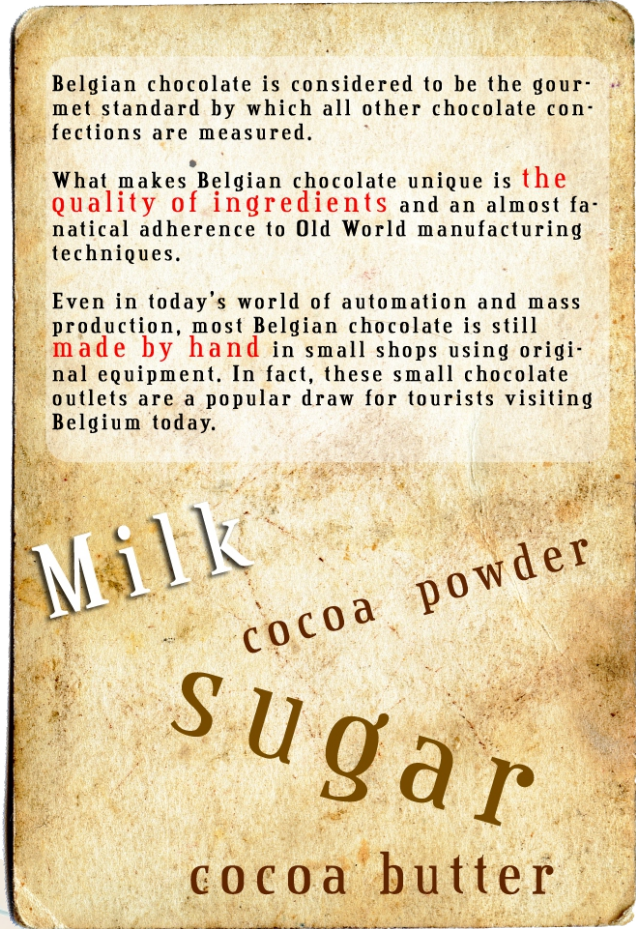
1. Which is the cheapest brand? _____
2. Which brand tastes the best? _____
3. Which brand(s) would you buy? _____
4. Which brand(s) wouldn't you buy? _____

Did you know that...

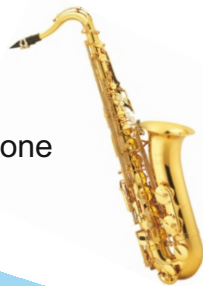
there are 11 million farmers in West Africa - the top cocoa producing area in the world. The average UK family spends more on chocolate in a year than a cocoa farmer earns in a year in Africa.



Peter Sellers acted as an Inspector Clouseau in pink panter.



Adolphe Sax,
inventor of the saxophone



Georges Remi,
the creator of Tintin

Activity 6

Answer the following three questions.

How many famous Belgians can you name? _____

What is the main ingredient of chocolate? _____

Why are Belgian chocolates special? _____

Activity 1

What kind of a shopper are you? Test yourself below! First read the six questions and then tick Yes or No.

- 1 I only go shopping if I need something.
- 2 Price is more important than the brand.
- 3 I do online shopping if it is cheaper.
- 4 I don't spend more than I earn.
- 5 I like window shopping.
- 6 I research and compare before I buy.

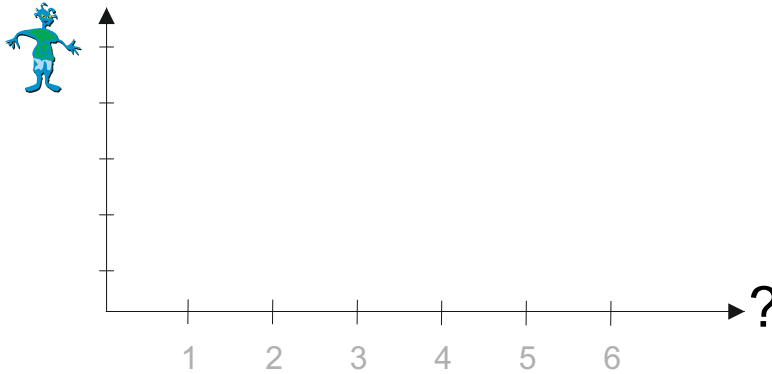
Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



Activity 2



In your class find how many people answered 'Yes' to each question above. Then try to make your own group bar graph to summarize the answers.



Activity 3

CLOTHES QUIZ

Which clothes are the people below wearing? Write the answers in the boxes.

scarf
trousers
beret
waist-coat
gloves

T-shirt
shorts
sandals
hat
sunglasses

Activity 4

Steve is a sales assistant in a shoe shop in London. He is talking to Zeynep, a customer. There are two missing questions. Put them in the correct place.

Steve

Zeynep

How much are they?

What size are you?

May I help you?

Yes, I'm looking for a pair of high-heeled shoes. Do you have these in black?

1

38½ or 39. It depends on the fit.

I'm not sure if we have that size in stock. Let me check for you.

I'll be right back.

2 minutes later

I've found a size 39. Here you are.

Sandra tries them on.

2

Oh, yes. _____

They are sixty dollars.

Oh, that's a bit expensive.

We have a 20 percent discount, if you pay in cash.

OK. I'll take them for cash.

Activity 5

Read the dialogue again. Then circle the correct answer.

1. What did Zeynep want to buy?



2. How did she pay?

a) credit card

b) cheque

c) cash

3. How much did she pay?

a) \$US 40

b) \$US 60

c) \$US 48

Info Box

We say: "Forty U.S. dollars."

Shopping Quiz

Look at the pictures and write the words under them.



consumer

wallet

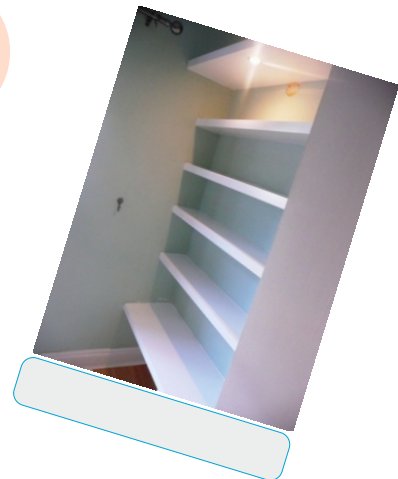
shelves

cashier

trolley



shopping mall



Word Puzzle

Find the seven items of clothing in the word square below and circle them. You can read horizontally or vertically.

A	C	T	B	S	L	Z	B	R	T
W	B	E	R	E	T	E	A	T	F
A	C	L	R	V	F	S	D	R	S
I	F	B	A	R	L	E	A	A	A
S	G	U	T	G	O	C	Q	R	N
T	P	L	S	L	S	D	S	F	D
C	M	B	H	O	R	U	H	T	A
C	N	I	I	V	E	L	A	S	L
A	S	T	H	E	N	E	T	R	S
T	R	O	U	S	E	R	S	A	S
K	E	C	A	N	S	P	A	R	L

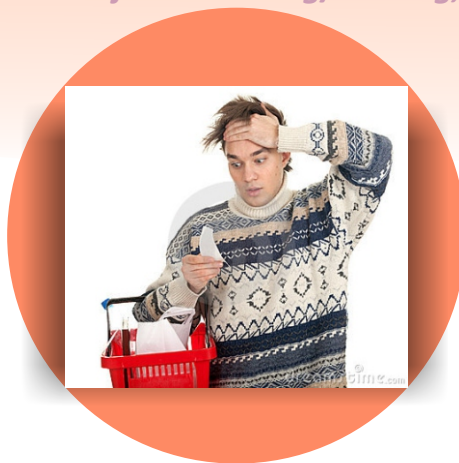
Info Box

Do you know these phrases?

Let's do some window shopping.

That's a rip-off!

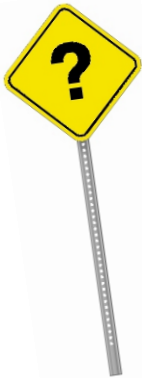
I'm just browsing/looking, thanks.



Activity 1



Say and act out the phrases below with your partner.



a discount - cheap/expensive - That's reasonable
 including tax - that comes to a total of
 How much is it? - How would you like to pay?
 Can I pay by credit/debit card? - I'll pay cash

Activity 2



In pairs, read the dialogue below and fill in the gaps with the words on the right.



discount

served

sale

tax

reasonable

Sales Person: Hello. Are you being _____?

Brooke : No. I'm looking for an mp3 player with radio.

Sales Person: OK. Well, we have two types of players with radio for _____.

The first one is four gigabytes and you can use it as a flashdisk.

Brooke : How much is that?

Sales Person: It's fifty-five Turkish liras. The second one is two gigabytes with headphones. The sound is great and we have a twenty percent _____

for the weekend. So that makes forty-five Turkish liras including _____.

Brooke : Well, that's _____. I'll take that one then.

Activity 3



Remember that Brooke bought an mp3 player a week ago. Well, she's had a problem with it, so she takes it back to the shop. Below are parts of the dialogue between Brooke and the cashier. Re-arrange the dialogue in the right order by numbering the six parts.

Brooke: Seven days ago.
Cashier: OK. Do you have the receipt with you?

Brooke: Yes. Here it is.

Brooke: Sorry, I have a problem with this mp3 player.
Cashier: What's the problem exactly?

Brooke: I can't listen to the radio with it.
Cashier: When did you buy it?

Cashier: Fine, would you like us to replace it?
Brooke: No. Can I have a refund please?

Cashier: Yes, of course.
I'll arrange it now.

Activity 4

Write the receipt (pron: /rɪsɪ:t/) number in the circle against each product.

THE DREAM OF A HORSE FARM

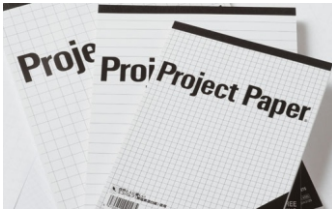
Let's read
a story!



One day, the teacher asked her students to write a paper about what they wanted to be when they grew up.

Little Jack wrote a seven-page paper that night describing his goal of owning a horse farm. He wrote about his dream in great detail even showing the location of all the buildings.

He put a great deal of his heart into the project and the next day he gave it to his teacher. Two days later he received his paper back. On the front page there was a note: "See me after class."



The teacher said "This is an unrealistic dream for a young boy like you. You have no money. You have no

resources. Rewrite this paper with a more realistic goal.." Little Jack replied "Please don't change my mark and I will keep my dream."



Years later Jack reached his goal and had a big horse farm. When his teacher learnt that she said: "I was a dream stealer but he didn't give up his dreams."

Group Task



Project

**PREPARE A POSTER
TO PROMOTE
YOUR FAVOURITE BRAND.**

Use

BRAND NAME
PRICE TASTE PACKAGING
WEIGHT VOLUME



of your product

PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 : _____

I did not like 😞 : _____

I learnt how to : _____

I learnt the following new words/phrases:

Assessment 1

Complete the sentences with the words given below.

brand refund use-by date ingredients

1. Why don't you check the _____? The food smells awful!
2. I don't buy anything without looking at the _____ label.
3. Samantha won't like this T-shirt. She doesn't like clothes with _____ names on.
4. You should take your receipt with you if you want to get a _____.

Assessment 2

Write four ways of paying for a purchase.

1 _____ 2 _____ 3 _____ 4 _____

UNIT 2

MARKETING TERMS



In this unit you are going to learn about:

- ↳ the 4 Ps of marketing
- ↳ the manufacturing cycle
- ↳ goods and services
- ↳ needs and wants



Product

Price

Place

Promotion

Activity 1

First read the four definitions below. Then fill in the blanks with one of the "4 Ps" above.

- _____ = where the customers can buy the product
- _____ = something that meets customer needs.
- _____ = the amount of money for which anything is bought, sold or offered for sale.
- _____ = that encourages the customer to buy the product.



Activity 2

Link the place and the price of each product by drawing lines between them.

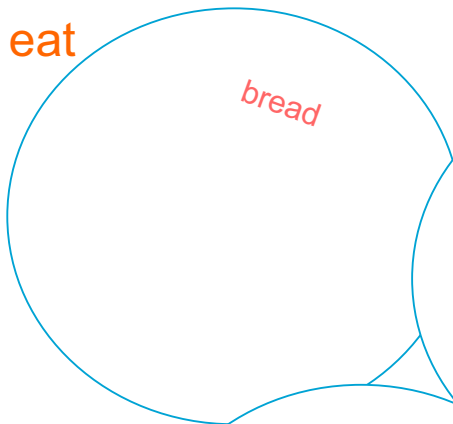
Product	Price	Place
	₺780	
	₺10	
	₺16/kg	

Activity 3

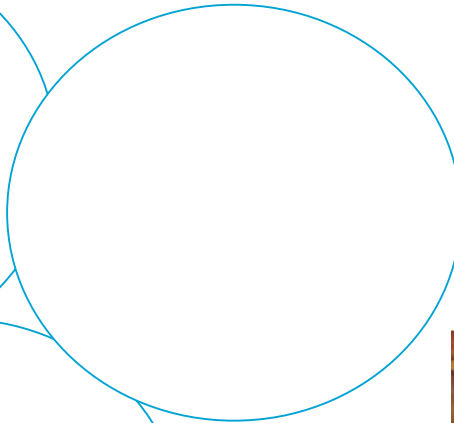


Look at the information about Inge below and make a list of what you think she buys regularly?

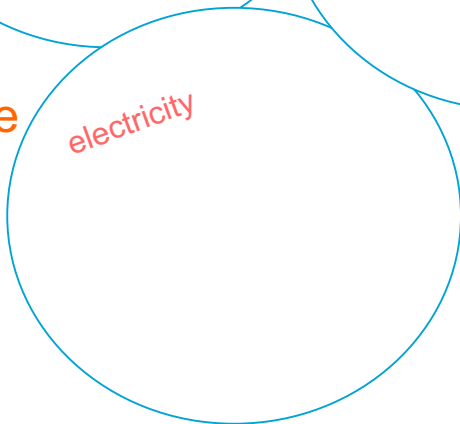
to eat



to wear



to use



Inge is twenty-five years old. She is a student at university and lives in a flat in the city.

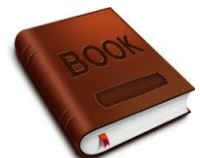
Remember

Goods are something that you can **use** or consume, such as books, cars, CDs, food or clothes.

Services are something that **someone does for you**, like haircuts, teaching, hotels, banking or restaurants.

Activity 4

Look at the pictures below and circle the ones you “use”.



Info Box

In marketing people who “use” or buy goods and services are called **consumers**.

Activity 5

Think about the things you buy and use regularly. Discuss your ideas with your partner and make a list. Then divide them into two categories.

Goods

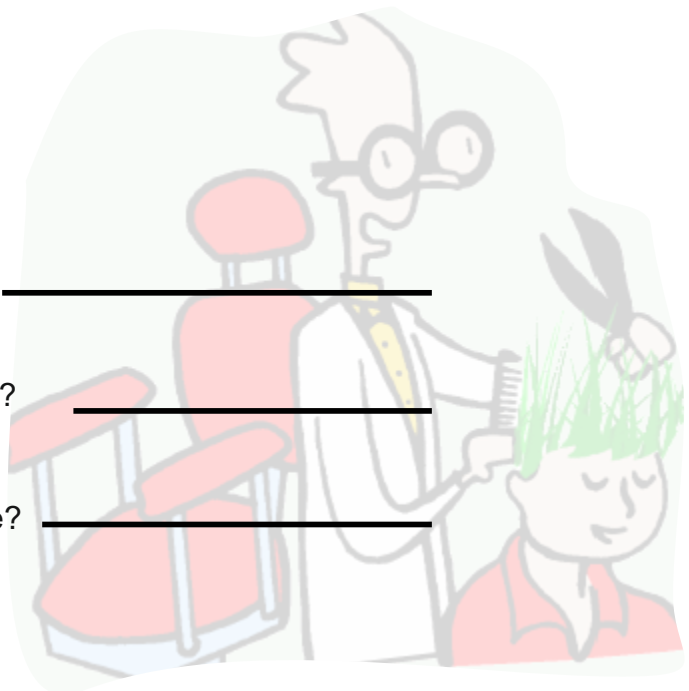
Services

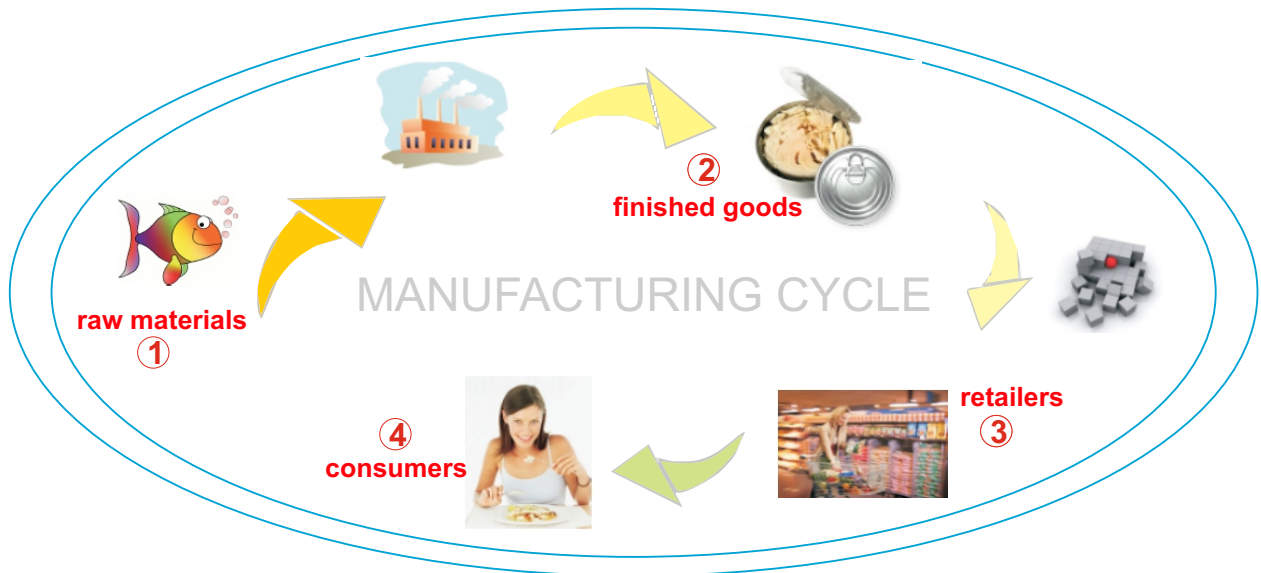
Activity 6



Answer the following questions.

1. What service do you get at a barber's? _____
2. How do you pay the barber for the haircut? _____
3. What goods do you buy at a grocery store? _____





Activity 1

Look at the manufacturing cycle above. Then put numbers from 1 to 4 in the spaces below.

Manufacturing is the use of machines, tools and labour to produce goods for sale. In manufacturing are transformed into on a large scale by adding value to them. The finished goods may be used for manufacturing other, more complex products, such as aircraft, household appliances or automobiles, or sold to wholesalers, who in turn sell them to , who then sell them to end users – the .

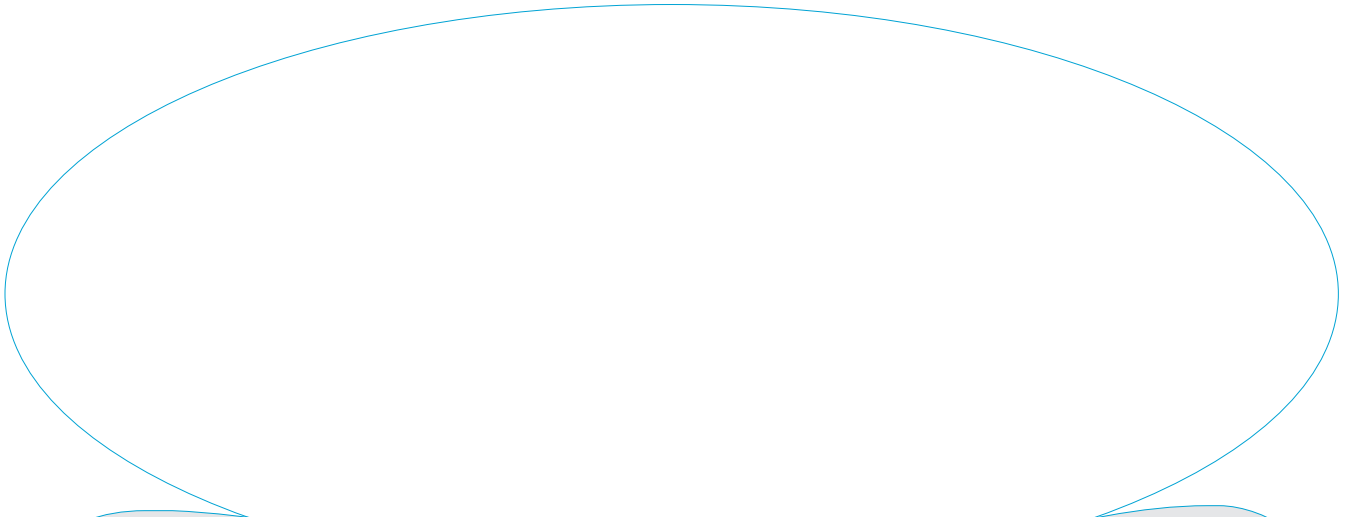


In 2009, the New South Wales town of Bundanoon outlawed bottled water. After all the residents voted, the stores removed bottled water from their stock. Now people fill their own bottles (re-usable) for free, from filtered water fountains in the main street and the local public school.

...tribute
...bottles."
...juices,
...ap water.
...ber 2009.
...participating in this initiative.
...association (BCA), is arranging
...loss of sales income. The sale
...and food businesses for a
...be introduced with the
...s to consider installation of in-
...able price. And that

Activity 2

Go to the "Activity Cut-out Pictures" in the Resources Section at the end of your book (page 89). Cut them out and stick them in the space below to create a manufacturing diagram for bottled water. Write the keywords under the pictures..



manufacturing - raw material - finished product (good) - retailer - marketing - consumer




Did you know that ...

bottled water is one of the fastest developing markets in the world.

Although bottled water is much more expensive than tap water, research shows that most **tap water** is **healthier** than water in **plastic bottles**.




DID YOU KNOW?



Recycling aluminium uses 95% less energy than making it from raw one, creates 95% less air pollution and 97% less water pollution.

1 ton of paper used for recycling saves:

- around 7 mature trees.
- 30.000 to 60.000 litres of water



Empty batteries are one of the most dangerous products. Recycle all your batteries.



Activity 3



The Earth is the only place for us to live. What can you do to keep the Earth clean and to protect nature and the environment? Make a list of your suggestions below.

Keep the

Earth clean

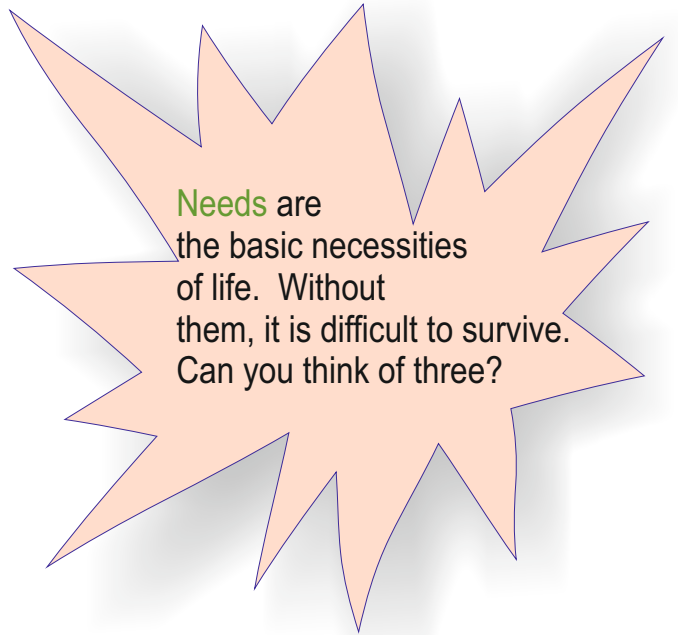


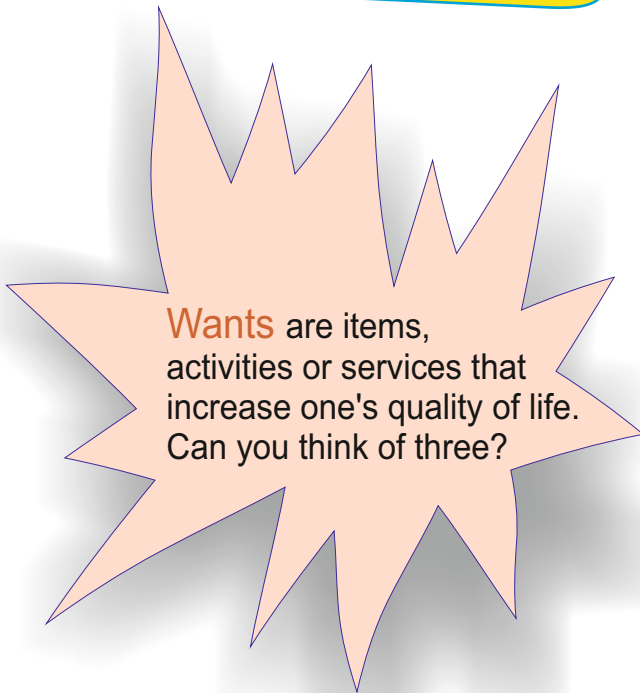
Activity 1

Think about what you would like to be and what you would like to have. Then fill in the two tables below about yourself.

What I'd like to be

singer
happy





What I'd like to have

now	later
a cup of tea	a house

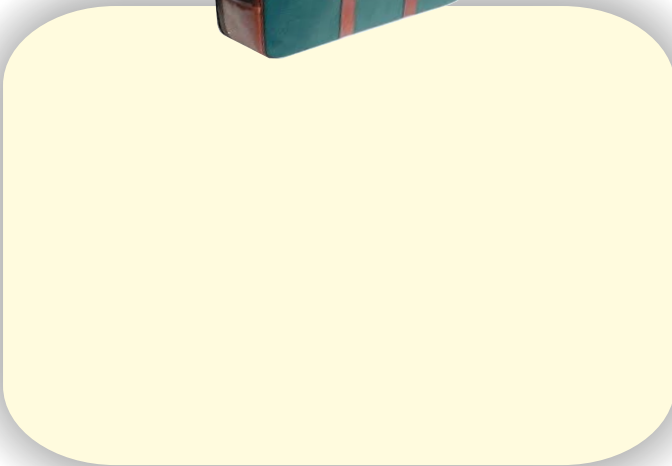
Activity 2



There are a lot problems on our planet, so perhaps we need to move to another one! Imagine that you are the first group to be sent to this new planet.

On this planet Zion, you will have gravity and a good atmosphere.
Note: there are no aliens there.

In your groups, go to the "Activity Cut-out Pictures" in the Resources Section at the end of your book (page 89-91-93). Cutout 28 cards. You have six weeks' supply of food and water. Choose only ten things to take with you and write them below the suitcase .



Activity 3



Are you ready to produce your own product ?

Answer the questions below.

Use tap water to produce your own liquid product.
Feel free to use any type of bottle.
Create your own label and covers.

Who are your customers? _____

Who is your target market? _____

Label

Logo

PRICE

PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 : _____

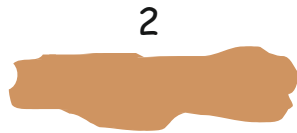
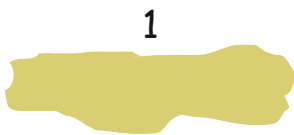
I did not like 😞 : _____

I learnt how to : _____

I learnt the following new words/phrases:

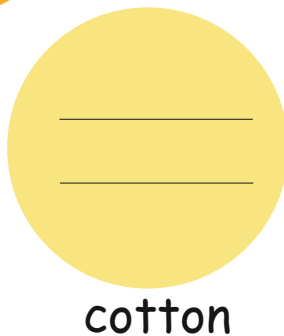
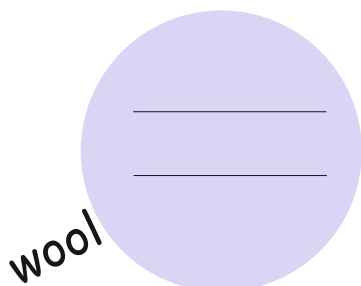
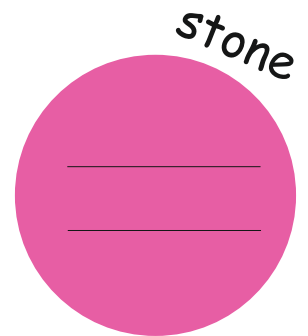
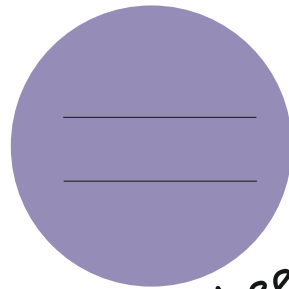
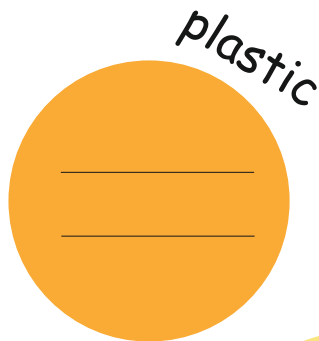
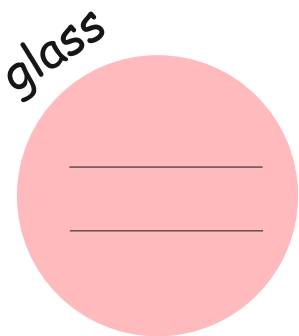
Assessment 1

Write down the 4 Ps of marketing.



Assessment 2

Below are some raw materials. Give two examples of finished goods for each raw material.



cotton



paper

wheel

UNIT 3

MARKETING TECHNIQUES



In this unit you are going to learn about:

- ↳ different types of stores
- ↳ basic terms in marketing
- ↳ marketing a product
- ↳ internet shopping
- ↳ advertisements

Activity 1

Look at the pictures of different shops or outlets. Match them with the types listed in the box below. Write the name under each picture.

department store / supermarket / market stall / corner shop / e-store



~~~~~



~~~~~



~~~~~



~~~~~



~~~~~



Do you know?

What is a 'chain store'? Write the meaning below. Give one example of a Turkish chain-store.

meaning:  
example:



Name four things you can find in a market stall and a department store. Write one thing on each of the four bags below.



Activity 2 

Look at the picture below. It is a 'charity shop' in the UK. Before reading the text overleaf and discuss with your partner what kind of shop you think it is and what is sold in it.



Now read the sentences below and put them in order to make a meaningful text. The first one is done for you.

### Reading

Unwanted items from cupboards like ceramics, kitchen accessories, or even jewellery, are other things you can find in these shops.

1 Charity shops are very common across the UK. They sell goods donated by the public. These donations typically include clothes, books and children's toys.

That's good news for the causes the shops support, like cancer research, children's hospices and help to the starving people of the world.

As the economic conditions get worse in a country, more shoppers turn to charity shops. The charity shops' profits have risen a lot in the last few years.

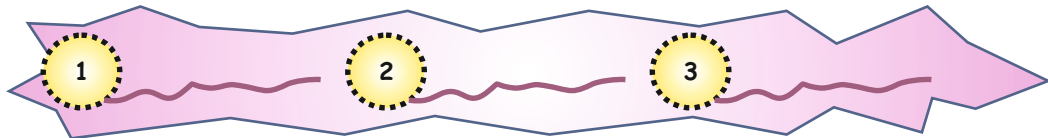
You can also find unique designer clothes for very low prices and even brand new clothes in very good condition.

unwanted:istenmeyen donated:bağışlanmış hospices:bakımevi charity shops:hayır dükkanları

### Activity 3

#### Homework research

Search the Internet and find the other aims which charity shops support. Write at least three of them below.



Activity 1 

Imagine you are going to start your own business. Complete the five blanks below to ask questions yourself. Then answer these questions which will help you to plan your business.

How much?
Who?
How?
Where?
What?

|  |                                       |  |
|--|---------------------------------------|--|
|  | are your target customers?            |  |
|  | do you need to sell to make a profit? |  |
|  | is your product unique?               |  |
|  | is the raw material?                  |  |
|  | will you promote it?                  |  |

Activity 2 

With your group, desing a sample T-shirt on cards using the materials you brought from home.

Activity 3 

You need to do some market research to understand if people like your design or not. Show your design to some of your target customers (first your classmates) and ask them these questions.

|                                                           | YES/NO |
|-----------------------------------------------------------|--------|
| 1. If you bought a T-shirt, would you choose this design? | _____  |
| 2. If Yes, why?                                           | _____  |
| If No, why not?                                           | _____  |
| If No, what would you like to see on your T-shirt?        | _____  |

Activity 4 

You already have the draft design and you have some information what people think about your idea. Decide on your T-shirt colour(s) and textile type. Apply your design to a T-shirt and bring your product to the next lesson.



Activity 5 

Before you can start selling your product, you need to decide on your 'target market'. With your partner, decide the target market for your T-shirt. Then look at the pictures below and tick (✓) the one that matches your target market. If none of them matches, describe it in the empty circle.

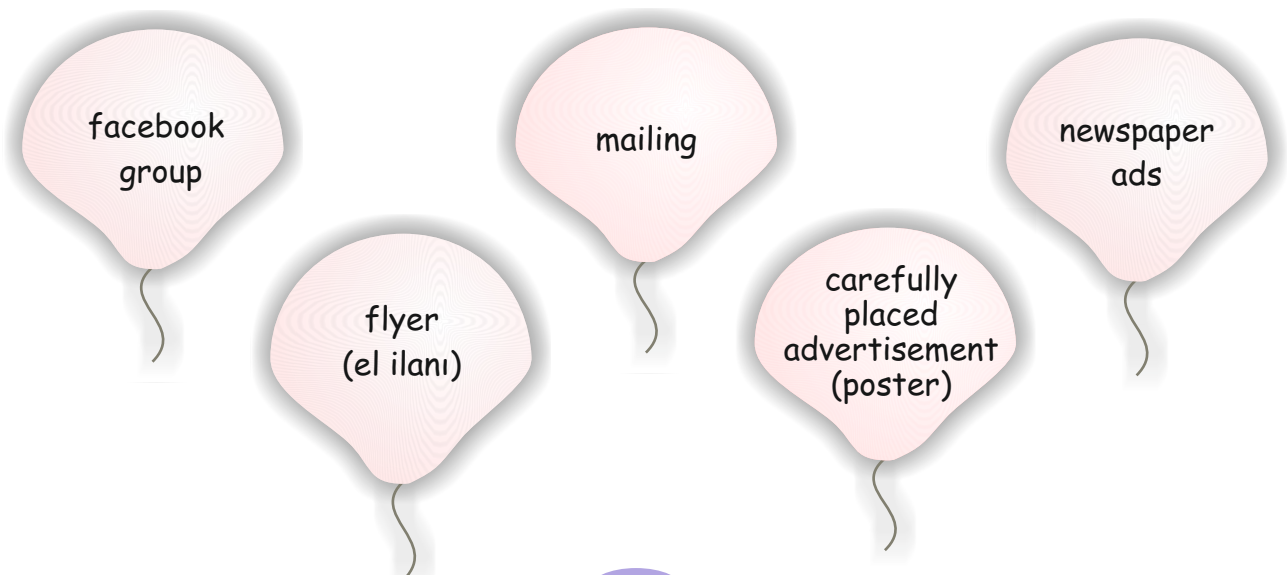


If necessary change the design of your T-shirt according to:

- a) your target market's needs, and
- b) the research you did in the last lesson.

Activity 6 

Now you have some good ideas for your T-shirt design. The next step is to promote your product. How can you do this? Look at the different ways below. Which do you think is/are the best for your T-shirt? Tick it/them.



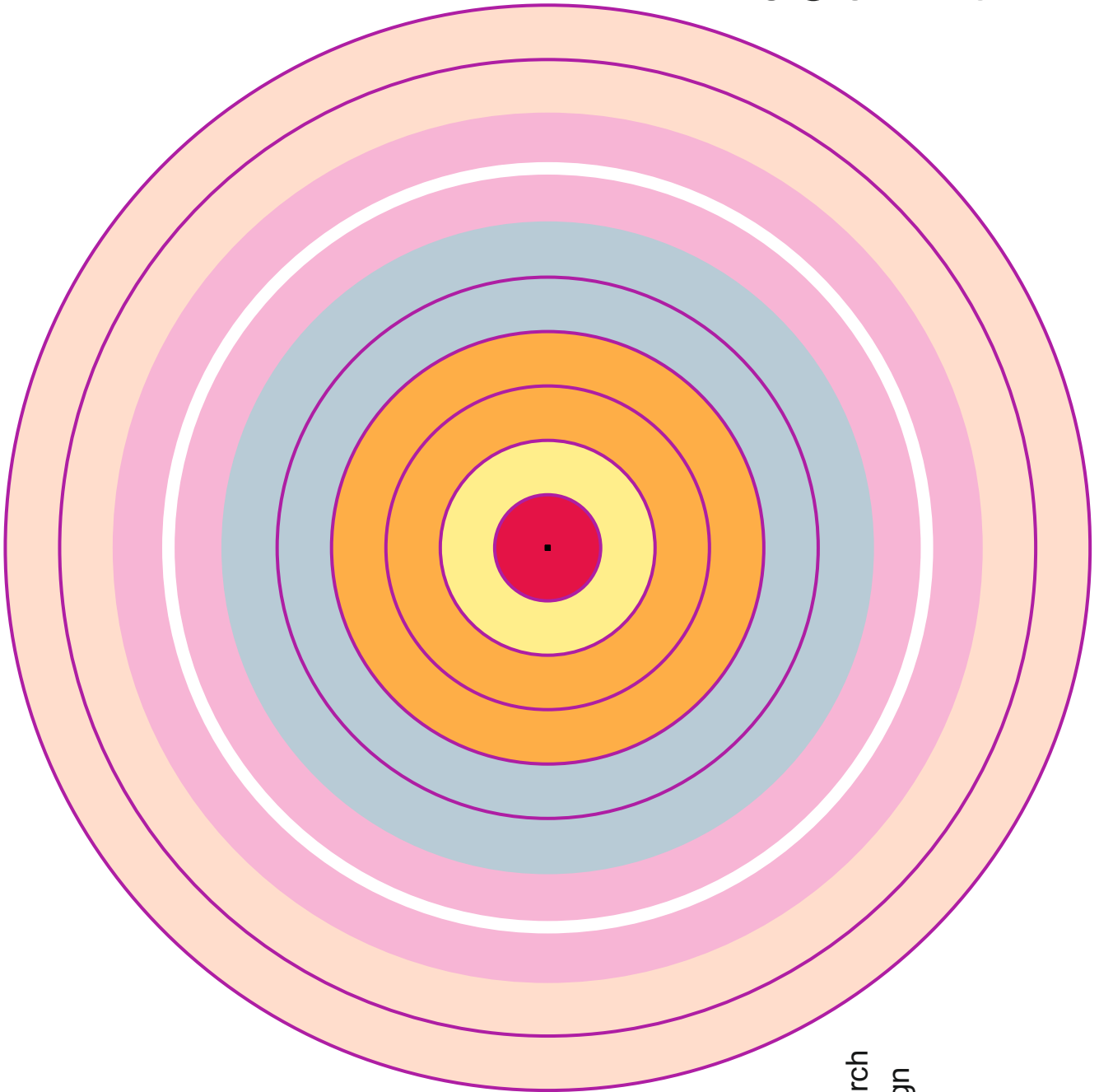
Activity 7



You and your partner must hit the targets one by one as in the order of the list. Use different coloured fibre-tip pens to drop onto the target. Whoever reaches the centre first is the winner.

Player \_\_\_\_\_

- Idea
- Capital
- Market research
- Product design
- Promotion
- Sale
- Success!!!



Player \_\_\_\_\_

- Idea
- Capital
- Market research
- Product design
- Promotion
- Sale
- Success!!!

Advertising

Activity 1

Can you name the different advertising tools? Draw lines to combine the mixed word-parts below to make proper words. Write the complete words in the blanks below.

|        |         |
|--------|---------|
| news   | mailing |
| ra     | media   |
| maga   | papers  |
| social | zines   |
| e-     | dio     |
| out    | doors   |



**LOGOS** = an easily recognizable symbol for a particular company or product.

**SLOGANS** = short memorable phrases used to draw attention to the products.

Activity 2

Do you remember any slogans for any specific product? Write down the ones you remember

.....

.....

.....

Activity 3



Last week you made your own product. And you saw that you need to reach your target customers. Now you need a logo for your T-shirt company and a slogan. Draw your product (T-shirt) logo in Box 1 below and write your slogan in Box 2.

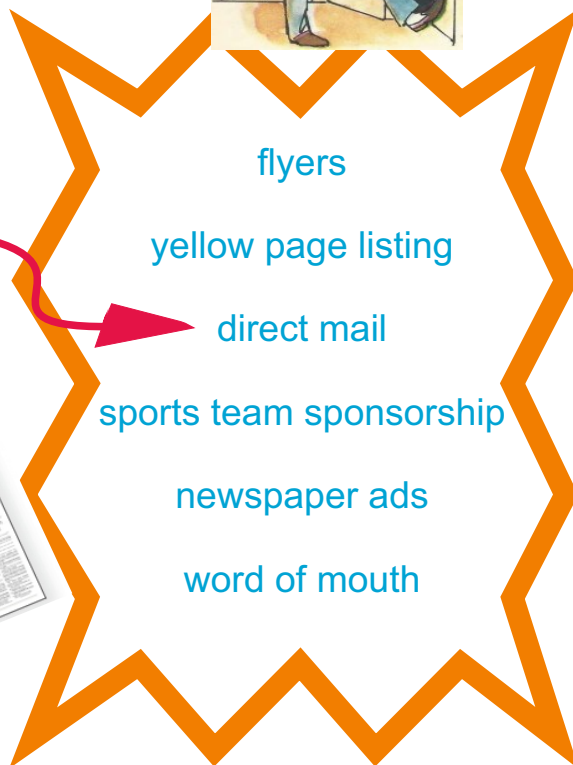
Activity 4



Now you have a product, logo and slogan. You need to reach your prospective customers. Design either a flyer or poster below, using your logo and slogan.

Activity 5

Draw a line between the pictures below and the six promotion types. An example has been done for you.



Activity 6

Here are some advertisement types. Match the name of the type to its definition below.

reminder

reinforcement

informative

persuasive

..... advertising:

This is heavily used in the beginning stage of a new product. The aim is to build primary (basic) demand.

..... advertising:

This is generally used when the product is in the competitive stage, where the company's objective is to build selective demand for a particular brand.

..... advertising:

It is very important to use this kind of advertising when the product is at the maturity stage. It is intended to remind people to purchase your brand.

..... advertising:

This seeks to tell the buyers that they have made the right choice by purchasing your brand.



## E-COMMERCE

## Warm Up



Guess the answers to the questions below:

1. How many Internet users do you think are there in the world?

\_\_\_\_\_

2. Which two regions in the world have the most Internet users?

\_\_\_\_\_

3. What are the most common languages on the Internet?

\_\_\_\_\_

You can check your answers on the Internet.

**e-commerce**  
=  
**online shopping**



## Activity 1

If you'd like to do online shopping, what do you need to do? Look at the pictures below and put them in the correct process order.

The collage contains several elements related to the online shopping process:

- A shopping cart icon with 'ADD TO BAG' and 'ADD TO CART' buttons.
- A search bar with a 'Search' button.
- A 'Log Out' button with the text 'You are currently logged in as <<name>>'.
- A large orange 'BUY NOW' button with a shopping cart icon.
- A payment details form with fields for 'Pay Amount (\$)\*', 'Payment Date', and 'Comments', along with a 'Save' and 'Cancel' button.
- A 'Confirm Your Order' button.
- A 'World Pay automated payment system' dropdown menu.
- A checkbox for 'I accept all the terms and conditions.'.

Now check your answers from the box below.

**SHOPPING ON THE INTERNET**

1. Look for the product through a search engine
2. Add the items you want to your shopping cart
3. Click on the checkout (or buy now) button

If it's your first time Internet shopping on that site you will need to 'sign in' or 'log on'. That means you need to start an account with an e-mail name and password. Next time you will be recognized as a customer.

4. Enter your payment details
5. Confirm your order
6. Log out



**Activity 2**

Imagine you want to send some flowers to a friend abroad. You can buy the flowers and send them via the Internet. After you decide what you want, you need to fill in a REGISTRATION FORM. Fill in the form below with your own details.



|                                                                                                                                    |             |
|------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Purple Haze                                                                                                                        | 59 €        |
| <b>Delivery Date:</b> Saturday, 25 February 2012, before 13h                                                                       |             |
| <b>Quality Control</b>                                                                                                             | <b>Free</b> |
| FloraQuenn guarantees the best flowers " quality in each order. Also, we follow up each order to ensure on-time delivery by phone. |             |
| Choice of Morning / Evening delivery                                                                                               | <b>Free</b> |
| 100% Satisfaction guaranteed or your money back.                                                                                   | <b>Free</b> |
| <b>Delivery Fee</b><br>Fresh hand delivered                                                                                        | 5 €         |
|                                                                                                                                    | 64 €        |

1

\* First Name:

Last Name:

\* Street Name:

\* House number:

Apartment:

\* City:

State:

Post Code:

Country:

\* Phone:

E-mail:

Special Requests:

*Important: Please help us to provide a better service. Our florist may need to call the recipient for delivery.*

**Credit card**

\* Card owner name:

\* Credit card type:

\* Credit card number:

\* Expiration date:  /

\* CVC:  *What is CV/CVC?*

After clicking on the 'APPROVE ORDER' button below, you will be redirected to Paypal Secure Payment Site.

\* First Name:

Last Name:

\* Address:

\* City:

\* Post Code:

\* Country:

\* E-mail:

\* Phone/Mobile:

2

Activity 3

What are the three ways of making a payment on the Internet? Write them down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



INFO BOX

Before you give your credit card number, you must always check that the Internet address of the website starts with 'https://' and not with 'http://'. In that way you will know whether or not the website provides secure transactions.

Pre-reading game



1. You are going to read a text about **e-commerce** in Turkey. First look at the list of twenty-five words in the box below. They are not all in the text. In your group write down ten words that you think might appear in the text.

2. Take turns to give one of the words in your list aloud to the class. If the other groups have the same word they delete it from their list. The group who said the word first takes it and puts it in the shopping basket below.

3. When each group has six words in the shopping basket, the basket is full.



debit card      target      company      population

investment      shipping      product      delivery

logistics      flyer      credit card      mass media

download      Internet user      registration      chain store

banner      consume

Internet      log out      components      shopping site      hotspot

Now, read the text below and tick the words in your list. The group which has the most words ticked in the basket is the winner.

READING

Turkey is the next developing hotspot for technology start-ups, especially for e-commerce.

Why is that? There are three main reasons. First is the incredibly high credit card usage, at about 62%. This rate makes Turkey the second country after the UK in Europe in credit card use. The second reason is the logistics of Turkey. A product can be delivered anywhere by the many shipping firms. Thirdly, Turkey's population is young and loves to consume!

So Turkey has great potential for investments. An American firm, for instance, bought 93% of Turkey's largest auction-site. A South African media holding company acquired 70% of an e-commerce site. An American firm invested \$26 million in another, large shopping site. And there are many more.

What will the future be like? Anything can happen at any time.



Activity 4

Do some research and write the most popular e-commerce sites in Turkey.

- 1.
- 2.
- 3.
- 4.

Activity 5

You can buy almost anything on the Internet. There are a lot of advantages but there are also some disadvantages. Work with your partner and think both of them. Then complete the list below.

INTERNET BUYING

ADVANTAGES

- ~~~~~
- ~~~~~
- ~~~~~
- ~~~~~

DISADVANTAGES

- ~~~~~
- ~~~~~
- ~~~~~
- ~~~~~



PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 \_\_\_\_\_

I did not like 😞 \_\_\_\_\_

I learnt how to: \_\_\_\_\_

I learnt the following new words/phrases:

\_\_\_\_\_

Assessment

Below are some products that you can buy on the Internet. Search for each one. Then note down the category, price and website.



| Product | Category | Price | Website |
|---------|----------|-------|---------|
|         |          |       |         |
|         |          |       |         |
|         |          |       |         |
|         |          |       |         |
|         |          |       |         |




Compare your findings with your friends.

# UNIT 4

## REAL ESTATE AGENT



In this unit, you're going to learn about:

-  home-buying process in Turkey
-  different types of the properties
-  house buyer's requirements

Warm-up



What do you know about real estate? Brainstorm with your partner everything you know. Write words/facts/names/phrases on the spidergram below.



Activity 1

Look at the pictures of the residential properties. Match them with the housing type. You can use your dictionary if you need to.



semi-detached house

condo

single family detached house

farmhouse

mobile home

*c*

*d*

*e*

Activity 2a

A couple is looking for accommodation. First read their profiles below. Then decide whether they will buy or rent the property.

Karin and Thomas Mann live in Dresden, Germany. Karin, 57, is a retired company secretary and Thomas, 61, is a retired motor engineer. Their two children, Hans and Lisa, have graduated from university and now live away from home. So the Manns would like to spend six months every year in Antalya and six months at home in Dresden. They have €200,000 to invest.



RENT

BUY

Activity 2b



Discuss and answer the questions below with your partner.

a) How can a foreigner find a house to rent or buy in Turkey?  
Write three different ways below.

---

b) What kind of property should the Manns buy in Antalya?  
Give reasons.

---



---



## Activity 3

Below are some house ads. Decide which house is suitable for the Mann Family .

*Apartment / flat (for rent)*

*Location: Antalya*

*Condition: For Rent*

*Type: Apartment*

*Rooms: 3+1*

*Flooring: Ceramic*

*Heating system: Air-conditioner*

*Age: 1 year*

*Floors: 4*

*Floor location: 2nd floor*

*The flat is in very good location in Lara, with a well-developed public transport network. For more detailed information please contact us.*



*Semi-detached house (for sale)*

*Location: Lara-Antalya*

*Area: 150 m2*

*2-bedroom semi-detached houses on a site of 9 properties sharing communal gardens and pool. 15-minute bus ride from Lara beach. Ideal for the holiday rentals market.*

*The properties are currently being re-decorated. Just two houses remaining.*



*Single family detached house (for sale)*

*Location: City centre*

*Rooms: 5+1*

*Bathrooms: 3*

*Balcony: 3*

*Living area: 220 m2*

*Year of construction: 2009*

*Nice property complex with 10 semi-detached houses, all with swimming pool.*

*This villa is open to negotiation. You are advised to view this property as soon as possible, as it is in a very popular neighborhood.*



## Activity 4

Karin and Thomas have decided to look at the semi-detached house. Thomas is going to send an e-mail to the real estate agent to see the house when they come to Turkey on holiday. Imagine you re Thomas. Write an email to the estate agent using the notes given in the box.

*thmsmnn@fabser.com*

*00 44 447199865567*

*more info on property ref ANT6245VL or something similar.*

*Thomas Mann*

## Request Information for Property

Name

Email

Phone Number

Enquiry

Activity 5a



After the real estate agent receives Thomas' email, he immediately calls him. Here is the phone call between Mr. Aslan, the real estate agent, and Thomas. The dialogue is jumbled. Put it in the right order by numbering the circles.

Oh, hello. Yes, I wasn't expecting you to respond so quickly!



OK, sir. Have a nice flight. See you in Turkey.



Yes. After we got your email we wanted to contact you directly. When will you be available to come and view the properties here?



Well, I have a booking on the 16th of this month. We'll stay in a hotel in Kemer. I'd like to see the house and some other options at the same time if possible.



Hello Mr. Mann. I'm calling from Turkish Properties Real Estate Agency. You sent an email requesting information about properties in Antalya.



Activity 5b

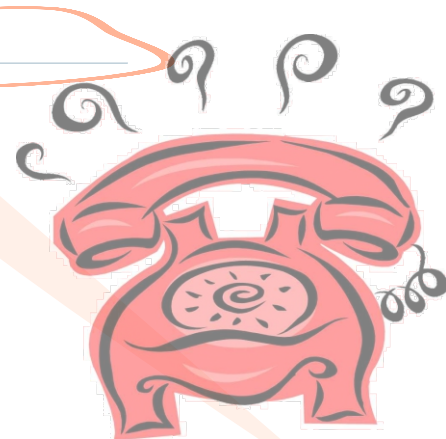
Read the dialogue again and find out who says these phrases: Mr. Aslan or Thomas? Write the name in the spaces. Then practise the dialogue above in pairs.

I'm calling from ...

When will you be available?

Have a nice flight.

Well, I have a booking on ...



Warm-up

Imagine you're going to buy a property. Write three things that are important to you about it.







1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Activity 1

Now look at the statements below. Rate them from 1st to 6th, according to their importance to you.

- a) It must face South. 
- b) It must have a lot of natural light. 
- c) It should have a nice view. 
- d) It must be near my work. 
- e) It must be near public transport. 
- f) It should be in/near the city centre. 

Activity 2a

Look at the chart below. Find four classmates. Ask them about their own ratings in Activity 1. Then complete the chart below.

| Classmate's Name | a) | b) | c) | d) | e) | f) |
|------------------|----|----|----|----|----|----|
| 1.               |    |    |    |    |    |    |
| 2.               |    |    |    |    |    |    |
| 3.               |    |    |    |    |    |    |
| 4.               |    |    |    |    |    |    |

Activity 2b

Now evaluate your survey. Tell your class which preferences (a-f) are rated the highest.

Activity 3



The Manns arrived in Turkey and met the real estate agent. Mr. Aslan gave them a form to fill in. With your partner read the form below.

### Home Features Checklist

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input checked="" type="checkbox"/> Resale                      <input type="checkbox"/> New</p> <p>Type of Home</p> <p><input type="checkbox"/> Detached                      <input type="checkbox"/> Townhouse</p> <p><input type="checkbox"/> Highrise                      <input checked="" type="checkbox"/> Semi-detached</p> <p><input type="checkbox"/> Duplex                      <input type="checkbox"/> Low-rise</p> <p>Type of ownership</p> <p><input type="checkbox"/> Freehold                      <input checked="" type="checkbox"/> Condo</p> <p>Age of home <u>5-10 yrs</u></p> <p>Habitable area: <u>200 m<sup>2</sup></u></p> <p>Quiet street</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Type of exterior finish (<i>yapı malzemesi</i>)</p> <p><input type="checkbox"/> Brick                      <input type="checkbox"/> Wood</p> <p><input type="checkbox"/> Aluminum siding                      <input type="checkbox"/> Vinyl siding</p> <p><input type="checkbox"/> Combination brick and siding</p> <p>Windows Glazing</p> <p><input type="checkbox"/> Single                      <input checked="" type="checkbox"/> Double</p> <p><input type="checkbox"/> Triple                      <input type="checkbox"/> Low-E</p> <p>Windows Construction</p> <p><input type="checkbox"/> Wood                      <input checked="" type="checkbox"/> Vinyl</p> <p><input type="checkbox"/> Metal                      <input type="checkbox"/> Other</p> <p>Water heating</p> <p><input type="checkbox"/> Gas                      <input checked="" type="checkbox"/> Electric</p> <p>Type of heating fuel</p> <p><input type="checkbox"/> Gas                      <input checked="" type="checkbox"/> Electric</p> <p>Air Conditioning</p> <p><input checked="" type="checkbox"/> Central                      <input type="checkbox"/> Window</p> | <p>Attach real estate listing information sheet or fill in below</p> <p>Bedrooms                      <input type="checkbox"/> 1                      <input checked="" type="checkbox"/> 2                      <input checked="" type="checkbox"/> 3                      <input type="checkbox"/> 4</p> <p>Bathrooms                      <input type="checkbox"/> 1                      <input checked="" type="checkbox"/> 2                      <input type="checkbox"/> 3                      <input type="checkbox"/> 4</p> <p>Master bedroom en-suite                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Ground floor bathroom                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Eat-in kitchen                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Separate dining room                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Separate living room                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Basement (<i>bodrum</i>)                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Finished                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Security system                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Garage                      <input checked="" type="checkbox"/> Attached                      <input type="checkbox"/> Detached</p> <p>Garage Size (cars) <input checked="" type="checkbox"/> 1                      <input type="checkbox"/> 2                      <input type="checkbox"/> 3</p> <p><b>Close to</b></p> <p>Work                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Public transport                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Schools                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Shopping                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Parks/playgrounds                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Police station                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Fire station                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Hospital                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>Doctor                      <input type="checkbox"/> Yes                      <input checked="" type="checkbox"/> No</p> <p>Sea                      <input checked="" type="checkbox"/> Yes                      <input type="checkbox"/> No</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Again, with your partner look at the checklist below. Put a tick (✓) against the preferences mentioned in the form.

| <i>The Neighbourhood</i> |                          | <i>The House</i>   |                          |
|--------------------------|--------------------------|--------------------|--------------------------|
| Near shops               | <input type="checkbox"/> | Electrical system  | <input type="checkbox"/> |
| Near public transport    | <input type="checkbox"/> | Garage             | <input type="checkbox"/> |
| Near dentist             | <input type="checkbox"/> | Swimming pool      | <input type="checkbox"/> |
| Traffic volume           | <input type="checkbox"/> | Number of bedrooms | <input type="checkbox"/> |
| Park(s) nearby           | <input type="checkbox"/> | Security system    | <input type="checkbox"/> |
| Near the seaside         | <input type="checkbox"/> | Fireplace          | <input type="checkbox"/> |
| Walking path nearby      | <input type="checkbox"/> | Terrace            | <input type="checkbox"/> |

**Activity 4**

The Manns wanted to see other houses, too. Mr. Aslan showed them a house in Konyaalti which seemed to be a good bargain. Here is Mr Aslan's presentation:

*'The house is twelve years old and constructed mainly of brick. It is only a five-minute walk to the seaside and to public transport.*

*As you can see, the garage is attached to the house and this door in the kitchen goes directly to the garage. You have two bedrooms and a bathroom upstairs. An open-kitchen, a living room with air-conditioning, and a small bathroom are here on the ground floor.'*



Read the Manns' home features checklist in Activity 3 again. Does the house in Konyaalti match up with the Manns' requirements? Find out if there are any differences. Note them in the box below.


---



---

## Activity 5

Karin and Thomas Mann eventually bought a house in Turkey. Below is the title deed of the house. Look at it and find out the location, living area and price of the house they have bought. Then write these below the title deed.

| ANA GAYRİMENKULÜN                   |  | İli<br>Province                     |  | ANTALYA                 |  | Türkiye Cumhuriyeti                                                                                                    |  | Yüzölçümü              |  | Area                             |  |
|-------------------------------------|--|-------------------------------------|--|-------------------------|--|------------------------------------------------------------------------------------------------------------------------|--|------------------------|--|----------------------------------|--|
| İlçesi<br>Town                      |  | KONYAALTI                           |  |                         |  | <br><b>TAPU SENEDİ</b><br>Title Deeds |  | ha                     |  | m <sup>2</sup>                   |  |
| Mahallesi<br>Neighborhood           |  | SELİMİYE                            |  |                         |  |                                                                                                                        |  | dm <sup>2</sup>        |  |                                  |  |
| Köyü<br>Village                     |  |                                     |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Sokağı<br>Street                    |  |                                     |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Mevkii<br>Place                     |  | ÇİÇEK CADDESİ                       |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Pafta No.<br>Mapt No.               |  | Ada No.<br>Block No.                |  | Parsel<br>Plot No.      |  | Niteliği<br>Feature                                                                                                    |  | 81                     |  | 380                              |  |
|                                     |  | 380                                 |  | 7                       |  | MÜSTAKİL ÇOK KATLI                                                                                                     |  | 150                    |  | .00                              |  |
| Sınırı<br>Border                    |  | Paftasında                          |  | Finished Property       |  | Unfinished Property                                                                                                    |  | Timed Ownership        |  |                                  |  |
| KAT MÜLKİYETİ                       |  | <input type="checkbox"/>            |  | KAT İRTİFAKI            |  | <input type="checkbox"/>                                                                                               |  | DEVRE MÜLK             |  | <input type="checkbox"/>         |  |
| Satış Bedeli<br>Selling Value       |  | Niteliği<br>Feature                 |  | Arsa Payı<br>Land Share |  | Blok<br>Block No                                                                                                       |  | Kat<br>Floor           |  | Bağımsız<br>Blm. No.<br>Unit No. |  |
| SATIŞ                               |  | 345.000,00 TL                       |  | MESKUN                  |  | 67/670                                                                                                                 |  |                        |  | 13                               |  |
| Edinme<br>Sebebi<br>Sale<br>Details |  | Meskun mahal mülk edinme.           |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Sahibi<br>Owner (s)                 |  | Karin MANN                          |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Geldisi                             |  | Yevmiye<br>No.<br>Book No.          |  | Cilt<br>No.<br>Vol. No. |  | Sahife<br>No.<br>Page No.                                                                                              |  | Sıra<br>No.<br>Row No. |  | Tarihi<br>Date                   |  |
| Cilt No.<br>Volume No.              |  |                                     |  | 42                      |  | 6125                                                                                                                   |  |                        |  | 12/12/2012                       |  |
| Sahife No.<br>Page No.              |  | Siciline uygundur<br>Official Stamp |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Sıra No.<br>Row No.                 |  | 9518                                |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Tarih<br>Date                       |  | 12/10/2012                          |  |                         |  |                                                                                                                        |  |                        |  |                                  |  |
| Gittisi                             |  | Cilt No.<br>Volume No.              |  | Sahife No.<br>Page No.  |  | Sıra No.<br>Row No.                                                                                                    |  | Tarih<br>Date          |  |                                  |  |








Location: \_\_\_\_\_

Living Area (m<sup>2</sup>): \_\_\_\_\_

Price: \_\_\_\_\_

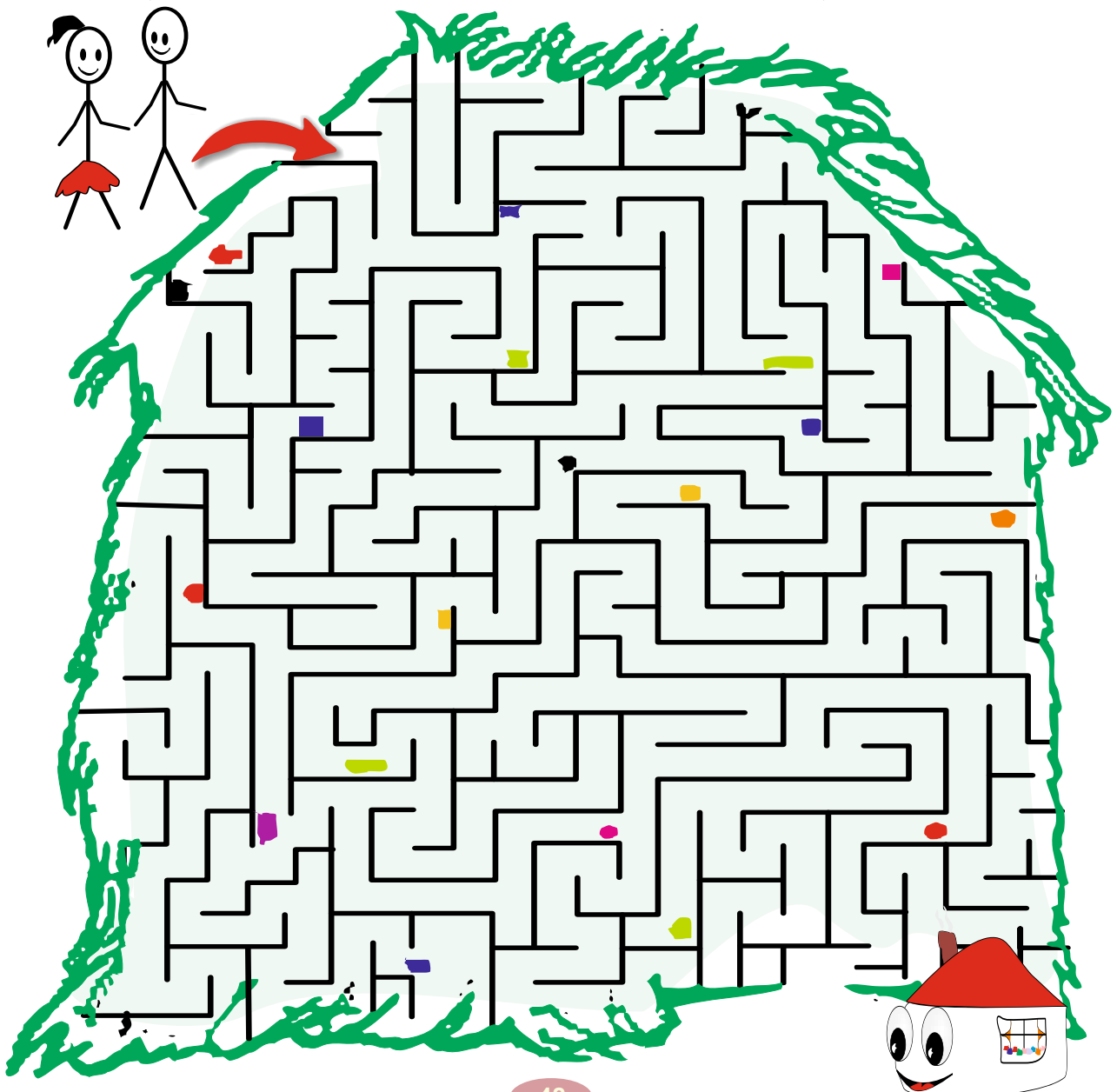
Activity 6

Below is a list of jumbled steps for the process of buying a house in Turkey.

-  Pay the balance (rest of the money), sign the contract and pick up the keys
-  Give Power of Attorney (PAO)(vekalet) to a solicitor (The solicitor checks the title deeds)
-  Throw a house-warming party!
-  Pay a reservation deposit to guarantee the house purchase
-  Open a local bank account and register with the local tax office
-  Have a written preliminary (basic) contract with the real estate agent
-  Apply for military approval

Look at the maze below and put the steps above in order (1-7). Do the steps one by one.

1. First, find the way to the house.
2. Then collect the boxes on your way.
3. Finally list the colours of the boxes in order: \_\_\_\_\_
4. Order the process above according to the colours of the boxes in Step 3.





## Activity 7

Look at the phrases below about the process of home-buying. Then read the three short paragraphs. Finally put the correct phrases in the blank spaces. You can use your dictionary for this.



The first step is to go to \_\_\_\_\_ to see what sort of properties they have available in the area where you want to buy or invest. If you see something you like, the estate agent will arrange for you to \_\_\_\_\_, so that you can see the house or flat for yourself.

If you see something that takes your fancy, you can \_\_\_\_\_.

The

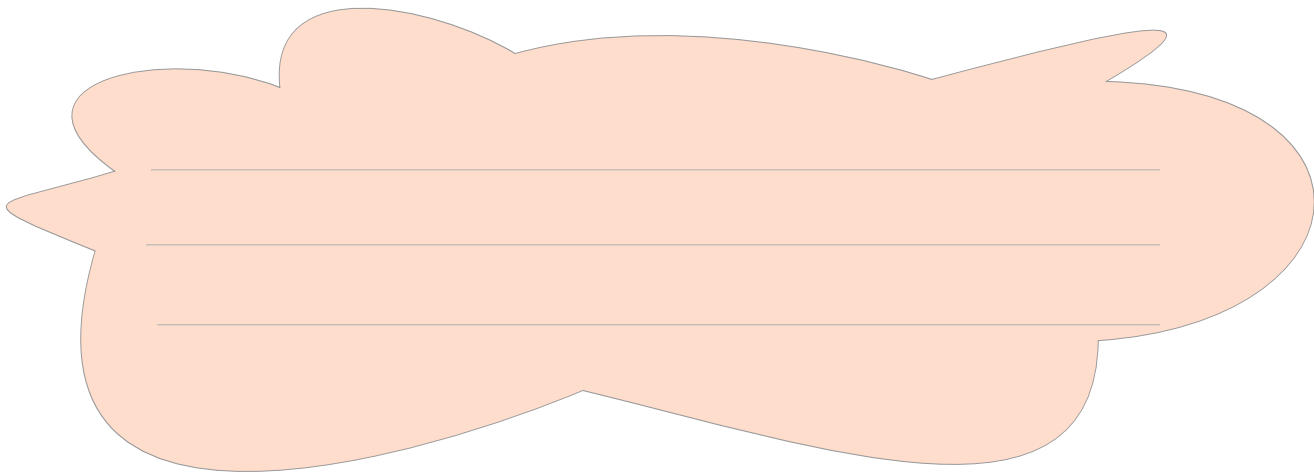
vendor (seller) can accept or decline this offer, and if the vendor accepts it, you can move forward with the sale.

Finally, once you have paid the balance you owe, and the

\_\_\_\_\_ are signed and exchanged, you “complete on” your house. You get the keys and you can move in whenever you want. Then you might want to throw \_\_\_\_\_.

Warm-up 

Do you know how a real estate agent earns money? Discuss with your partner and write possible ways below.



Activity 1

You work for a real estate agent. You are responsible for foreigners' properties. What jobs will you do? Read the estate agents' duties below and tick the relevant ones.

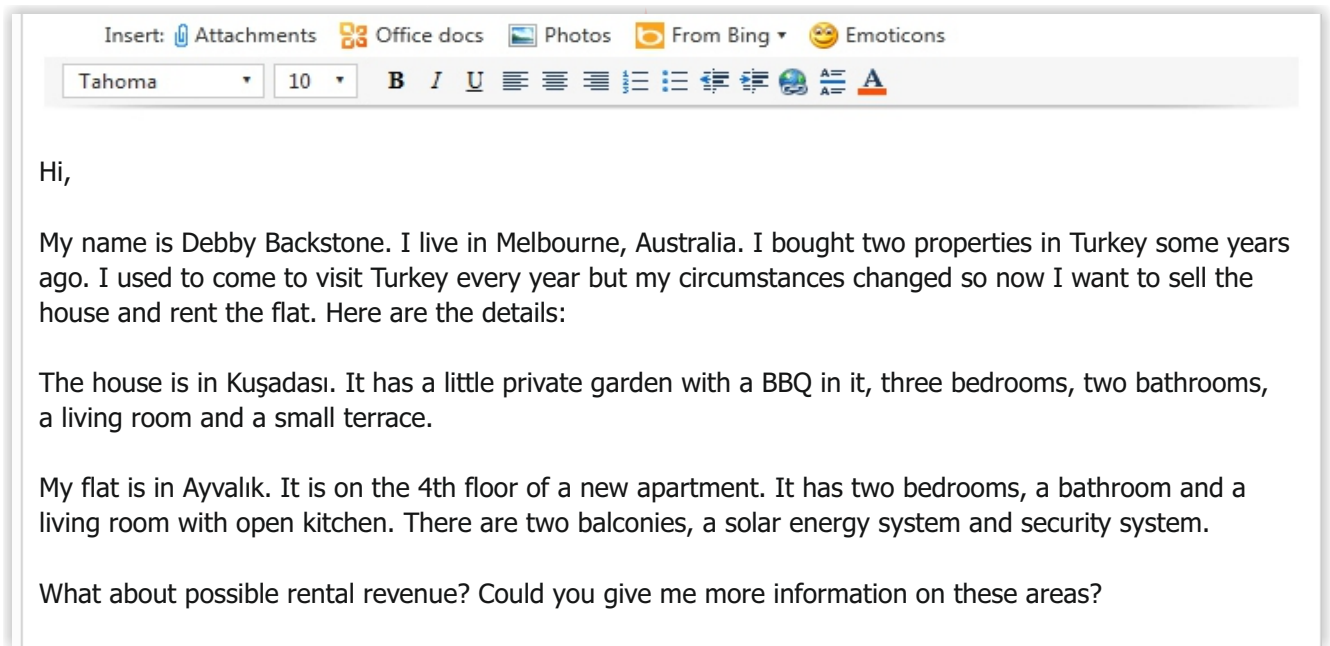
*A real estate agent*



- shows properties for sale or rent*
- contacts clients via email or telephone*
- prepares the contracts*
- arranges the removal company*
- markets the properties*
- cleans and paints the properties*

Activity 2

Imagine you are a real estate agent. Below is an email from your client. Read the email and fill in the form of the required specifications for the property.



**FOR SALE**

location \_\_\_\_\_

floor \_\_\_\_\_

bedroom

bathroom

garden

balcony

terrace

solar energy

security system

Notes: .....

.....

.....

.....

**FOR RENT**

location \_\_\_\_\_

floor \_\_\_\_\_

bedroom

bathroom

garden

balcony

terrace

solar energy

security system

Notes: .....


.....

.....

.....

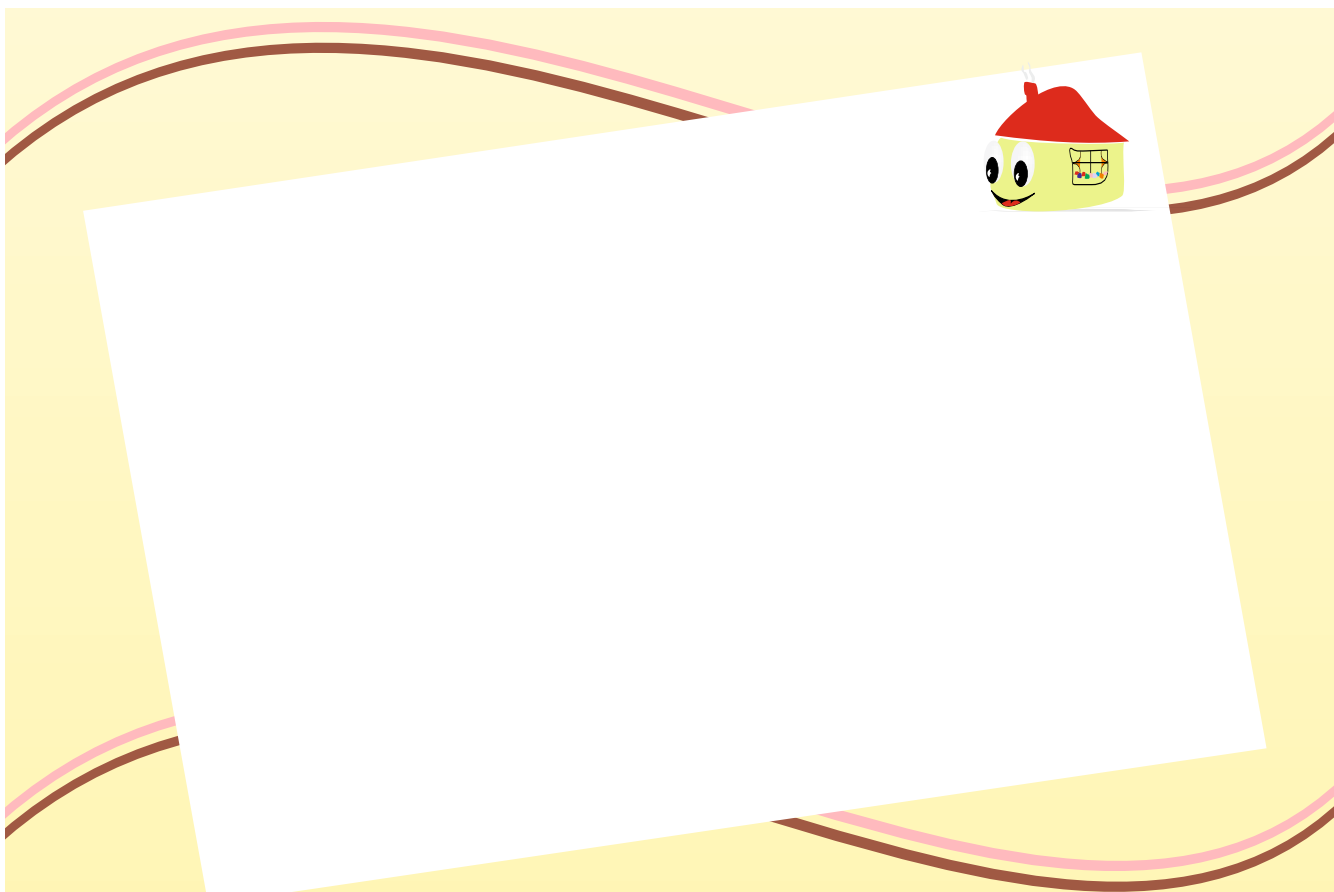
Activity 3 

You now have the necessary information about your client Debby Backstone's house and flat. How would you market the two properties? Discuss with your partner and suggest the possible ways below.



Activity 4 

You have decided the best ways to market Debby's house. How would you present it in a newspaper advertisement? With your partner use pictures from newspapers or magazines and design a newspaper/magazine advertisement on a poster for the sale of Debby's house.



Activity 1

Look at the photos of the houses below. Which one would you like to live in? Put a tick (✓) next to it. Then tell your partner why you choose this one. List their advantages (A) and disadvantages (D) under the pictures.



| A | D | A | D | A | D |
|---|---|---|---|---|---|
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |

Activity 2

Imagine you are a real estate agent. What would you tell your client about the houses above? Write your answers below.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

## Activity 3



Look at the role cards below and listen to your teacher's instructions.

### Real estate agent:









Welcome the client and ask her/him about what s/he wants. Give the details about the property which your client asks for.



### Client:

You're at the real estate agent's. You want to rent/buy one of the properties in Activity 1. Get the information you need about it and ask the estate agent if you can view it.

## A GOOD REAL ESTATE AGENT

-  has a positive personality
-  has a solid (mükemmel) reputation
-  communicates well
-  charges a reasonable commission
-  is experienced
-  is honest about any recommendations
-  is friendly
-  does not try to cheat people



Activity 4

Have you ever heard of the American tycoon, Dave Liniger? First read about him below . Then complete the diagram about his life.

READING

**A REAL ESTATE AGENT: Dave Liniger, CEO, The Founder of the Remax**

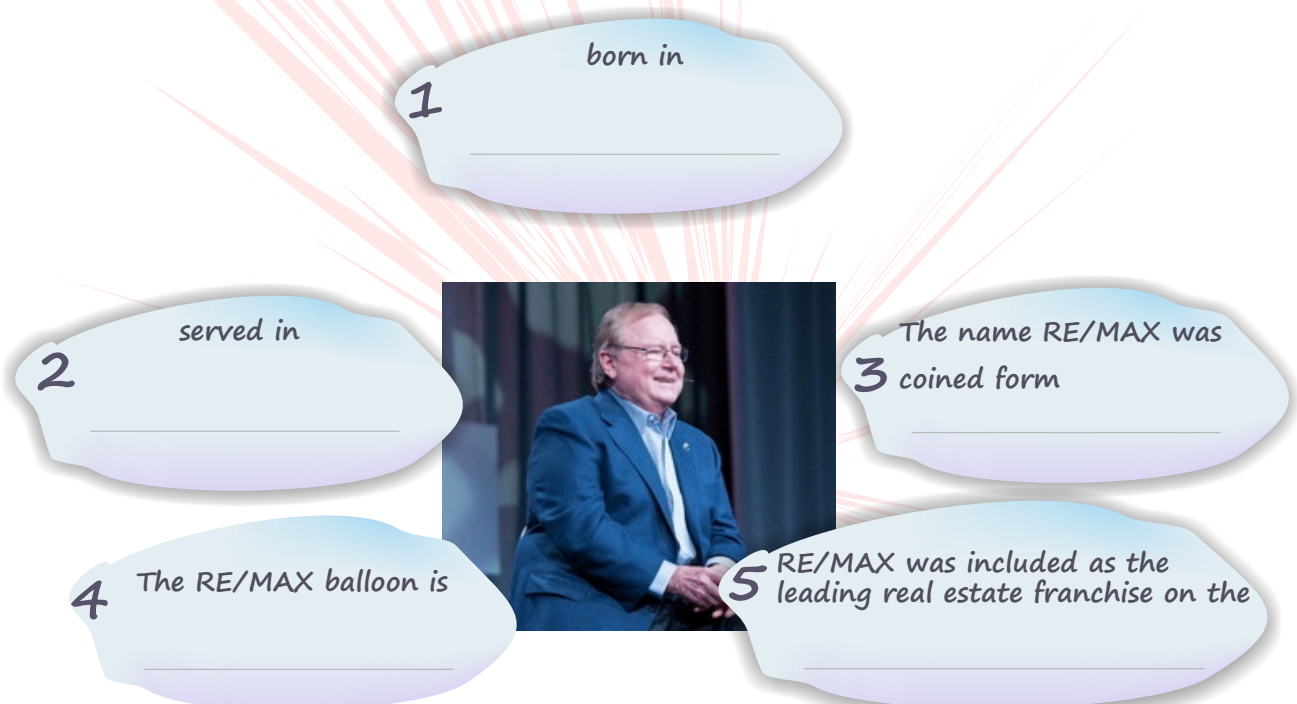
Dave was born in Marion, USA. Prior to starting his real estate career, Dave served in the Air Force and served in Vietnam. He first became interested in real estate after successfully buying and selling properties to supplement his income while stationed in Phoenix, Ariz.

After working for both a 100-percent commission company and a traditional brokerage, he co-founded RE/MAX in 1973.

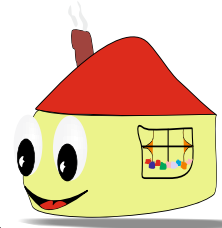
Forty years ago, Dave revolutionized the real estate industry when he created the RE/MAX business model, which combines a maximum commission concept with world-class support services. The name "RE/MAX" was coined from the words "real estate" and "maximums." The model continues to attract experienced, top-producing agents who lead the industry in individual sales and professional education. The RE/MAX Balloon is one of the most recognized corporate images in the world and has become a symbol of the leading real estate network.

RE/MAX was included as the leading real estate franchise on the Franchise Times Top 200 list for the sixth time in 2014. Also in 2014, RE/MAX was named to the World Franchising Network's Top 50 Franchises for Minorities for the seventh consecutive year. In 2015, RE/MAX was featured as the leading real estate franchise in the [Entrepreneur](#) magazine Franchise 500 ranking and its list of top global franchises.

He chronicled his ordeal and recovery in an inspirational New York Times Best Seller, "My Next Step: An Extraordinary Journey of Healing and Hope."



PROGRESS AND SELF-ASSESSMENT



In this unit:

I liked 😊 \_\_\_\_\_

I did not like 😞 \_\_\_\_\_

I learnt how to: \_\_\_\_\_

I learnt the following new words/phrases:

\_\_\_\_\_

Assessment 1

Match the words below to make meaningful phrases.

title  
military  
power of  
preliminary  
reservation

contract  
deposit  
deeds  
attorney  
approval

Assessment 2



In your group prepare your own 'Home Features Check List' using the one on page 46. Write their Turkish meanings next to the items on your list. Then make five photocopies of it. Hand them out to five teachers and ask them to fill it in. Evaluate their answers and write a report about the kind of house they are interested in.



# UNIT 5

## INSURANCE



In this unit you are going to learn about:

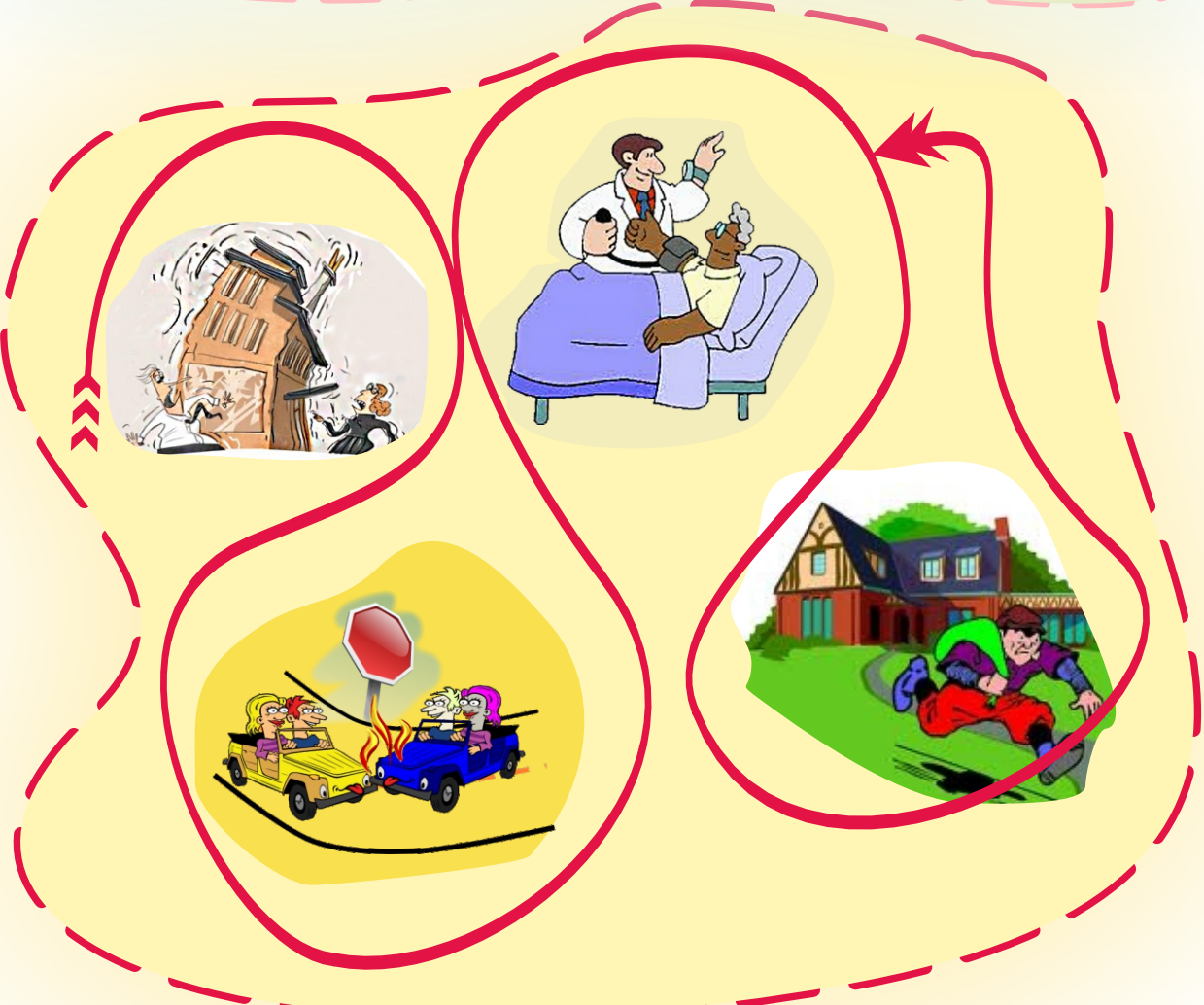
- 📌 some common insurance words and their pronunciation
- 📌 two main types of vehicle insurance

Warm-up



There are many different kinds of incidents that you may meet in your life. What can you do to protect yourself against them? Write your answer in the blank below.

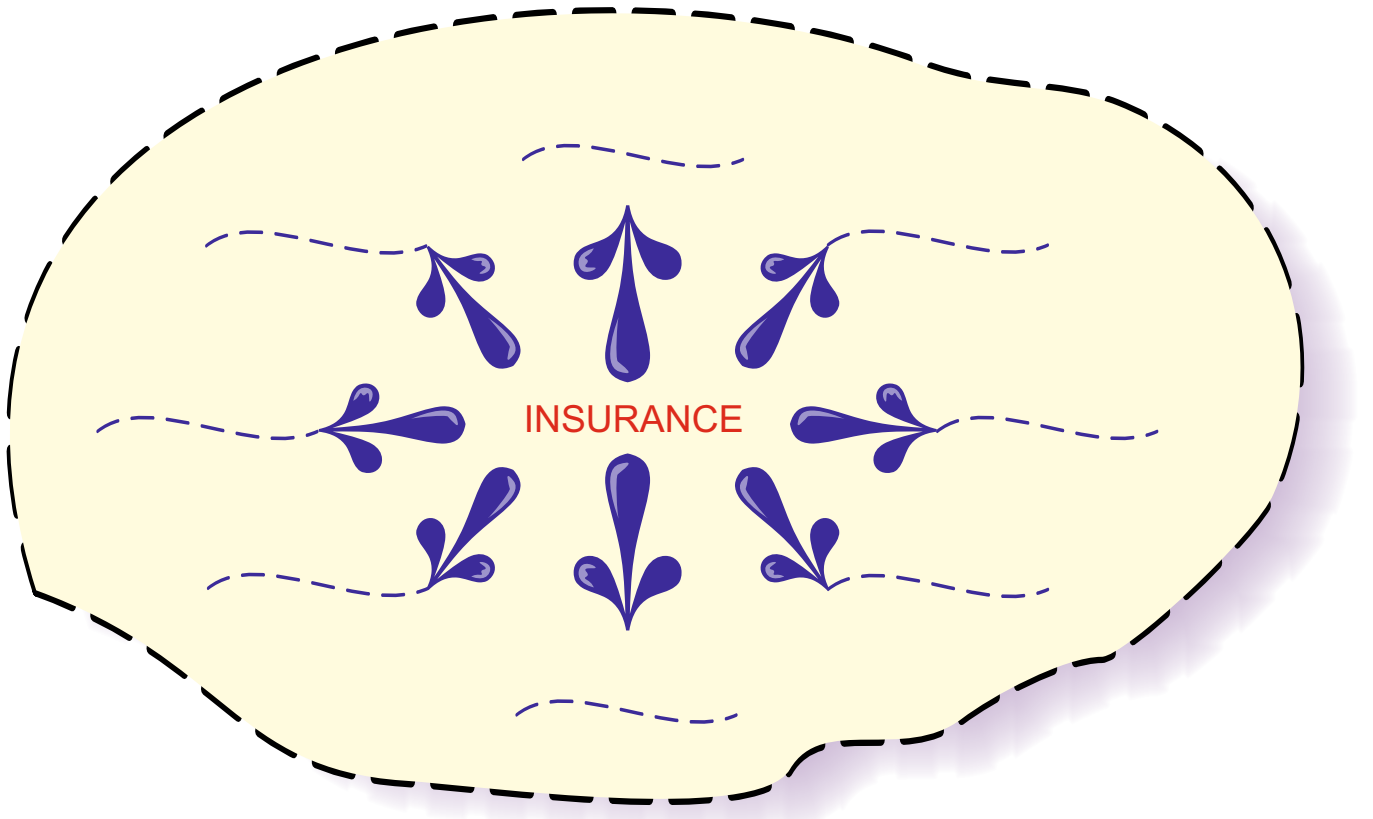
Three horizontal lines for writing inside a light green rounded rectangle.



Info Box

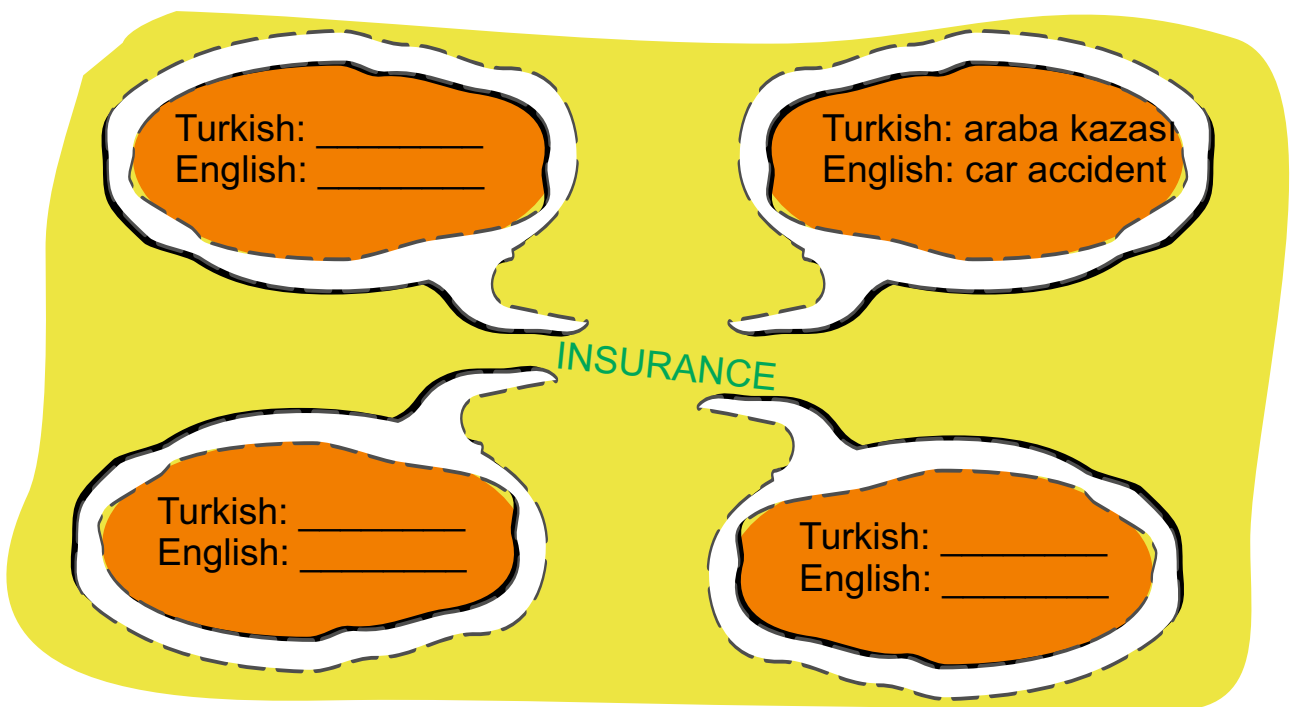
Insurance is the main way for business and individuals to reduce the financial cost of an accident/incident/natural disaster.

Discuss with your partner what you know about insurance. Then write the important insurance related words that you know in the diagram below.



**Activity 1** 

What do we need insurance for? Write your answers first in Turkish (and in English if you know the words) on the spidergram below.



Activity 2

Read the insurance explanations below and match them with their types.

1) travel insurance ( )

2) life insurance ( )

3) home insurance ( )

is a policy that provides a fixed amount of money for dependents (generally family) if you die.

a

provides a replacement for your home and goods when a disaster or an incident occurs.

b

C covers you if you have an accident, are ill or lose something on holiday or while travelling.

Activity 3

Now categorize your answers from the Warm-up and Activities 1 and 2 above. Write the different kinds of insurance in the 4 columns below.

| POSSESSIONS | NATURAL | SELF | OTHER |
|-------------|---------|------|-------|
|             |         |      |       |

TYPES OF INSURANCE

## Activity 4

Match the words below to their meanings and pronunciations. Then write the numbers and letters in the circles provided. The first one is done for you.

8) g) **accident**      claim

    risk      premium

    cover

    guarantee

    policy      liability

    insure

## ENGLISH

- 1) /rɪsk/
- 2) /prɪmiəm/
- 3) /pələsi/
- 4) /ɪnʃʊr/
- 5) /lɑːəbɪlɪti/
- 6) /kʌvə/
- 7) /gærənti/
- 8) /æksɪdənt/
- 9) /kleɪm/

## TURKISH

- a) garanti
- b) poliçe
- d) risk
- c) yükümlülük
- e) iddia etmek
- f) kapsamak
- g) kaza
- h) prim
- I) garanti altına almak

## Activity 5



a) Look at the information below about celebrities. Then fill in the blanks.



Julia Roberts' teeth and smile: \$ 30 million  
Julia Roberts is an American actress and producer. Her smile is worth \$ 30 million. Roberts insured both her teeth and smile. She's a beautiful woman with an ideal smile.

She insured her teeth and smile because \_\_\_\_\_

Keith Richards' finger: \$1.6 million.  
The Rolling Stones' Keith Richards insured his finger for \$1.6 million.



He insured his finger because \_\_\_\_\_

b) Discuss the two questions below with your partner:

- Why do celebrities insure their bodies?
- Why do the insurance companies agree to insure them?

Activity 1

First read the definitions below of insurance types for vehicles. Then write the names of the policies in Turkish.

### THIRD PARTY ONLY INSURANCE:

This is the lowest level of vehicle cover available. It provides protection for the damage that you cause to another person, or a person's vehicle or property.

### COMPREHENSIVE INSURANCE:

This is the widest form of vehicle insurance protection. It covers the insured driver and his/her vehicle, and also the third party driver's vehicle and property. It is therefore more expensive.

Turkish

THIRD PARTY ONLY INSURANCE : \_\_\_\_\_  
 COMPREHENSIVE INSURANCE : \_\_\_\_\_

Activity 2



Look at the five pictures below. Which three do you think are the most common risks in Turkey for a vehicle? Discuss with your partner and write them below.



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## Activity 3



First answer the following three questions with your partner.

1) What kind of factors affect the premiums for vehicle insurance?

\_\_\_\_\_



2) Who pays higher insurance premiums: a) Men or women? b) young people or old people?

a) \_\_\_\_\_ b) \_\_\_\_\_



3) Why?

a) \_\_\_\_\_

Now read the passage below.

Every application for car insurance is different. The premiums vary according to:

- 1) the drivers' age, gender, marital status, driving record, where s/he lives
- 2) the model, price, age of car
- 3) the type of customer the insurance company wants
- 4) whether you park your car in a garage or on the street
- 5) how popular the car is in your country



For example, young male drivers in the UK pay 80% more than other drivers for car insurance. When a young driver has a few years' experience, there is quite a large reduction in his premiums. Once men reach the age of fifty they begin to pay less than women!





Activity 4

Read the text in Activity 3 again. Then write True/False in the blanks below.

1) Car insurance premiums never change. \_\_\_\_\_






2) Young female drivers usually pay more than male ones for car insurance. \_\_\_\_\_

3) Older women usually pay higher premiums than men. \_\_\_\_\_

Activity 5



Imagine you are working in an insurance company. Which of the five drivers below would you offer the lowest premiums to? Discuss in your group. Then write your answers and reasons in the box below the chart.

|                 |                                                                                    |                                                                                    |                                                                                     |                                                                                      |                                                                                      |
|-----------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                 |  |  |  |  |  |
| Name            | Alexandro Raul                                                                     | Fenny Mars                                                                         | Juliette Brigor                                                                     | Jonathan Filler                                                                      | Mary Gibson                                                                          |
| Age             | 65                                                                                 | 35                                                                                 | 44                                                                                  | 21                                                                                   | 24                                                                                   |
| Occupation      | Retired                                                                            | Teacher                                                                            | Doctor                                                                              | Student                                                                              | Accountant                                                                           |
| Marital status  | Married                                                                            | Married                                                                            | Married                                                                             | Single                                                                               | Single                                                                               |
| Driving record  | One minor accident aged 21                                                         | No accidents                                                                       | A major accident aged 40                                                            | No accidents                                                                         | No accidents                                                                         |
| Type of the Car | Small family car                                                                   | 4-wheel drive vehicle                                                              | Sports car                                                                          | Small hatchback                                                                      | Fast sports car                                                                      |

We would offer the lowest premiums to:

1) Driver name: \_\_\_\_\_ Reason: \_\_\_\_\_

2) Driver name: \_\_\_\_\_ Reason: \_\_\_\_\_

Activity 6



Homework research

With your partner ask ten of your teachers whether they have got comprehensive motor insurance or not. If they don't have any, ask about the reason.

|       | Teacher | Comprehensive Insurance |    | If No why not? |
|-------|---------|-------------------------|----|----------------|
|       | Name    | Yes                     | No |                |
| 1)    |         |                         |    |                |
| 2)    |         |                         |    |                |
| 3)    |         |                         |    |                |
| 4)    |         |                         |    |                |
| 5)    |         |                         |    |                |
| 6)    |         |                         |    |                |
| 7)    |         |                         |    |                |
| 8)    |         |                         |    |                |
| 9)    |         |                         |    |                |
| 10)   |         |                         |    |                |
| TOTAL |         |                         |    |                |

**Activity 1**



Imagine that you and your friend are on holiday in a neighbouring country. You have rented a hatchback car for a day from a well-known car rental company. Later that day you are involved in a minor accident with another car. So you must fill in an ACCIDENT/INCIDENT REPORT FORM – which is always with the agreement the rental company gives you.



- a) With your partner first think about the points below.

Make notes in the box here:

- which town/city you were in, in the foreign country
- what type of vehicle you were driving
- how the accident happened
- who the other driver was and what kind of car s/he had
- who was injured (if anybody was )
- whose fault it was
- where the damage was on the car (exactly, and perhaps in more than one place)

**Notes**

|  |
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- b) Now read the instructions for filling in the Vehicle Accident/Incident Report on the next page.

## Accident/Incident Report Instructions

Carefully fill in the six sections of the Accident/Incident Report Form.

In Section 2 you need to put an 'X' on the car diagram to show exactly where the damage is on the car.

In Section 3 you need to write details of the other person.

In Section 4 you should write the details of any injured people.

In Section 5 you should write the details of any witnesses or any other drivers who stopped to help you.

In Section 6 you need to do the following :

- I) Draw a clear diagram (like a small map) of the accident. This is to show exactly how it looked.
- II) Describe exactly and clearly how the accident happened, including the direction you were travelling and any traffic controls.

### Section 1

**ACCIDENT/INCIDENT REPORT (TO BE COMPLETED BY CUSTOMER)**

**CUSTOMER**

FULL NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_

AREA CODE TELEPHONE NO. \_\_\_\_\_ STATE \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

AWD BCD \_\_\_\_\_ ZIP \_\_\_\_\_

ACCIDENT CLAIM NO. \_\_\_\_\_

DATE OF REPORT: / /

DATE OF INCIDENT: / /

LOCATION OF INCIDENT: \_\_\_\_\_

WEATHER CONDITION: \_\_\_\_\_

TIME OF INCIDENT:  A.M.  P.M.

CITY: \_\_\_\_\_ STATE \_\_\_\_\_

POLICE PRCT./DEPT. REPORTED TO/ACC # \_\_\_\_\_ CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

STATE \_\_\_\_\_

### Section 2

**VEHICLE**

VEHICLE NUMBER: \_\_\_\_\_ LICENSE PLATE NO. \_\_\_\_\_ STATE \_\_\_\_\_

VEHICLE YR., MAKE/MODEL: \_\_\_\_\_ ODOMETER READING AT TIME / ACCIDENT: \_\_\_\_\_

NAME OF PERSON OPERATING VEHICLE: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_ AREA CODE-TELEPHONE NO. \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY / STATE / ZIP CODE \_\_\_\_\_

OPERATOR'S LICENSE NO.: \_\_\_\_\_

EMPLOYER (COMPANY NAME): \_\_\_\_\_ AREA CODE-TELEPHONE NO. \_\_\_\_\_

ADDRESS OF EMPLOYER: \_\_\_\_\_ CITY / STATE / ZIP CODE \_\_\_\_\_

VEHICLE USE:  PERSONAL  BUSINESS

OPERATOR'S INSURANCE COMPANY: \_\_\_\_\_ NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

**"X" IN AREA OF VEHICLE DAMAGE**

**CIRCLE**

0 - No Damage  
1 - Light  
2 - Moderate  
3 - Heavy  
4 - Rolled  
5 - Burned

FRONT Top BACK

### Section 3

**OTHER DRIVER OR**

NAME OF OWNER: \_\_\_\_\_ ADDRESS: \_\_\_\_\_ CITY / STATE / ZIP CODE \_\_\_\_\_

OPERATOR'S NAME (if different from above): \_\_\_\_\_ ADDRESS: \_\_\_\_\_ CITY / STATE / ZIP CODE \_\_\_\_\_

OPERATOR'S LICENSE NO.: \_\_\_\_\_ DESCRIPTION OF PROPERTY DAMAGE: \_\_\_\_\_ WAS CAR DRIVABLE?  YES  NO

YEAR / MAKE / MODEL: \_\_\_\_\_ POLICY NO.: \_\_\_\_\_ LICENSE PLATE NO. \_\_\_\_\_ STATE \_\_\_\_\_

AREA CODE-TELEPHONE NO. \_\_\_\_\_

AREA CODE-TELEPHONE NO. \_\_\_\_\_

### Section 4

**PERSONS INJURED**

| NAME | ADDRESS<br>STREET, CITY, STATE, ZIP CODE | PHONE | NATURE OF INJURY | AGE | Indicate By ✓ If Injured In |        |                  |
|------|------------------------------------------|-------|------------------|-----|-----------------------------|--------|------------------|
|      |                                          |       |                  |     | Veh. Occupant               | Renter | Other PEDESTRIAN |
|      |                                          |       |                  |     |                             |        |                  |
|      |                                          |       |                  |     |                             |        |                  |
|      |                                          |       |                  |     |                             |        |                  |

Section 5

| NAME | ADDRESS<br>STREET, CITY, STATE, ZIP CODE | AREA CODE & TELEPHONE NO. |
|------|------------------------------------------|---------------------------|
|      |                                          |                           |

**Section 6**

PLEASE COMPLETE OR ATTACH SEPARATE DIAGRAM

DESCRIBE HOW THE ACCIDENT HAPPENED INCLUDING DIRECTION OF TRAVEL AND TRAFFIC CONTROLS

Indicate location of accident/occurrence. Identify rental vehicle with an "A"

FOR INTERNAL USE ONLY

RENTAL AGREEMENT NO.

NOTE: IF ADDITIONAL SPACE IS REQUIRED TO COMPLETE THIS REPORT USE SEPARATE SHEET OF PAPER AND ATTACH.

ATTACH ADDITIONAL DRIVER FORM IF APPLICABLE

INSURANCE COPY - (A) 720-479-4034 (B) 407-850-4743

WAS TICKET ISSUED?  
 OTHER OPERATOR REASON  
 RENTER OPERATOR

SIGNATURE OF OPERATOR / CUSTOMER  
 RELATIONSHIP TO RENTER  
 SIGNATURE OF EMPLOYEE REVIEWING REPORT.

MAP



Describe what happened:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# INSURANCE

## PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 : \_\_\_\_\_

I did not like 😞 : \_\_\_\_\_

I learnt how to : \_\_\_\_\_

I learnt the following new words/phrases:

\_\_\_\_\_

### Assessment



In pairs, search the Internet for famous people who have insured their bodies. Write your results in the blanks below. You will bring your results to the next lesson. Your teacher will ask you to tell the rest of the class what you have found.



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# UNIT 6

## THE CV, THE JOB APPLICATION AND THE INTERVIEW





In this unit you are going to learn about:

- 1 how to write a CV
- 2 more about job interviews

**Warm-up**

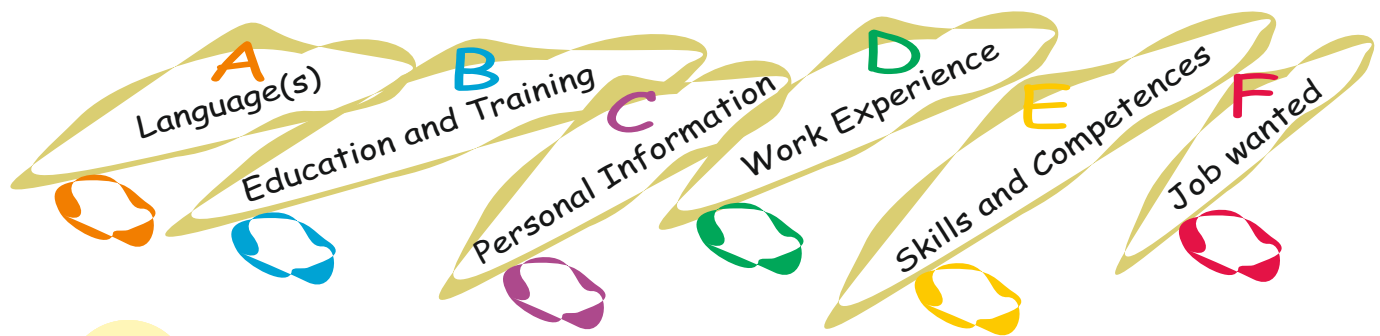
What is a CV? Where do we use it?

**Activity 1**



In pairs, look at the charts below. Then match the headings (A-F) with the e-forms (1-6).

*Headings:*



1)

|                                                                             |                                                                                                  |   |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---|
| Date of birth                                                               | 11 3 1980 -- Format --                                                                           | ? |
| Surname(s)                                                                  | Port                                                                                             | ? |
| First name(s)                                                               | Zachary                                                                                          | ? |
| <b>Address</b>                                                              |                                                                                                  | ? |
| Street number / Street                                                      | 35                                                                                               | x |
| State street number and street of contact address, e.g.:<br>12, High Street |                                                                                                  |   |
| City                                                                        | Plymouth                                                                                         | ? |
| Postal code                                                                 | PL20 7PP                                                                                         | ? |
| Country                                                                     | England                                                                                          | ? |
| Telephone(s)                                                                | +44 20 7123 4565                                                                                 | ? |
| Mobile                                                                      | +44 0774352515                                                                                   | ? |
| Fax                                                                         | +44 20 7123 4566                                                                                 | ? |
| E-mail(s)                                                                   | zacharyport@hotmail.com                                                                          | ? |
| Nationality                                                                 | English                                                                                          | ? |
| <a href="#">Add nationality</a> <a href="#">Remove nationality</a>          |                                                                                                  |   |
| Gender                                                                      | <input checked="" type="radio"/> M <input type="radio"/> F <input type="radio"/> Do not indicate |   |
| Photograph                                                                  | <input type="text"/> <input type="button" value="Browse"/>                                       | ? |
| <input type="button" value="Upload"/>                                       |                                                                                                  |   |

2)

Desired employment / Occupational field

Specify your job target or occupational field, e.g.:  
**Database manager and administrator**

**NB:** This entry gives an immediate overview of your profile by focusing on your core competences

3)

From    -- Format --

To

Occupation or position held

Main activities and responsibilities

**Name and address of employer**

Name

Street number / Street

City

Postal code

Country

Type of business or sector

**Education**

Save

4)

From    -- Format --

To

Title of qualification awarded

Principal subjects / occupational skills covered

**Organisation providing education and training**

Name

Type

Street number / Street

City

Postal code

Country

Level in national or international classification

Educational field

Save

5)

Mother tongue(s)  en

**Other language(s) - Self-assessment**

Enter a language  tr

**Understanding**

Listening

Reading

**Speaking**

Spoken interaction

Spoken production

Writing

Save Cancel

List of your other languages

6)

Soft skills and competences

Organisational skills and competences

Technical skills and competences

Computer skills and competences

Artistic skills and competences

Activity 2

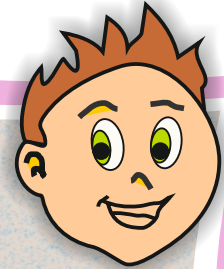
Read about the people's qualifications. Then look at the four jobs adverts below. And, decide which jobs the people are suitable for. Put a tick (✓) in the relevant column below.

**Melda ŞEKER**



- \* Age: 19
- \* Trade school diploma
- \* Knows English and French
- \* Out-going, independent worker, sociable, self confident, responsible and communicative.

**Hakan SÖZER**



- \* Age: 22
- \* Married
- \* Driving licence
- \* Has completed military duty
- \* Good at web design and Ms-Office programmes
- \* Able to work at flexible shifts.

|       | Web designer | Office Assistant | Accountant | Sales Manager |
|-------|--------------|------------------|------------|---------------|
| Melda |              |                  |            |               |
| Hakan |              |                  |            |               |

Hemel Hotel is looking for an Accountant

- \* At least 2 years' experience
- \* Ability to keep and update financial records
- \* Capable of preparing clear and accurate reports
- \* Military service completed
- \* Efficient at using common accounting package programmes

We are looking for a Sales Manager

- \* University degree
- \* Computer proficiency in MS-Office
- \* 2-3 years' sales experience
- \* Strong writing and communication skills
- \* Fluent English
- \* Good team worker

Full-time Office Assistant

- ∴ Preference will be given to those who have completed an Office Management course in school/college
- ∴ Applicants should be prepared for regular travel
- ∴ You will be required to take up other duties when required
- ∴ No previous experience necessary
- ∴ Minimum typing speed of 80 wpm required

Web-Designer

- \* Proficient at using design programmes
- \* Will have at least one modern foreign language
- \* Will be able to work independently on projects
- \* 2 years' experience required
- \* University degree
- \* You will be expected to regularly update web-sites
- \* Applicants should be creative and enthusiastic IT users

Activity 3



In pairs, discuss the advantages of a standardised CV.



**Europass Curriculum Vitae**

**Personal information**

First name(s) / Surname(s)

**Zachary Port**

Address

15, Tavistock Road, Plymouth  
PL20. 7PP, England

Telephone(s)

+44 0774352515

Mobile | +44 20 7123 4565

E-mail(s)

zacharyport@hotmail.com

Nationality

English

Date of birth

11/03/1980

Gender

Male

**Desired employment / Occupational field**

**web designer**

**Personal skills and competences**

Mother tongue(s)

**English**

Social skills and competences

Creative, good communication skills, outgoing, friendly

Organisational skills and competences

Good experience in team management

Computer skills and competences

Good at web design and Ms-Office programmes

Artistic skills and competences

Photography, music

Other skills and competences

Cooking and sports

Driving licence(s)

A, B



Activity 4

Now fill in the blanks in the CV form below. Imagine it's your own! Use the one above as a model to guide you.



**Europass Curriculum Vitae**

**Personal information**

First name(s) / Surname(s) \_\_\_\_\_

Address \_\_\_\_\_

Nationality \_\_\_\_\_

Date of birth \_\_\_\_\_

Gender \_\_\_\_\_



**Desired employment / Occupational field**

**Personal skills and competences**

Mother tongue(s) \_\_\_\_\_

Social skills and competences \_\_\_\_\_

Organisational skills and competences \_\_\_\_\_

Computer skills and competences \_\_\_\_\_

Artistic skills and competences \_\_\_\_\_

Other skills and competences \_\_\_\_\_

Driving licence(s) \_\_\_\_\_



Activity 5



Imagine that you are going to go for a job interview. Think about some of the personal qualities you have. Then write them in the blanks below. When you have finished, compare yours with your partner's.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Activity 6

Look at the list of interview-related items in the picture below. Then transfer the interview items (personal qualities and important tips) to the correct categories in the table underneath.

sit down only when asked

speak slowly and confidently

be neat

smile

be punctual

take your documents

be brief while speaking

be careful with gestures

look the interviewer(s) in the eye

sit up straight

be polite

dress modestly

ask questions about the job

be enthusiastic about the job

do some research about the job before you go

Appearance

Behaviour

Preparation

Body language

## Activity 7

Circle the best option (from 1-7 below) for a successful interview.

1) Good morning. My name's Ms Martin. You've applied for the Laboratory Assistant's position, right?

- a) Yes.
- b) Yes. When I saw it advertised I thought it would be a really suitable position for me.
- c) Yes I have.

2) Can you tell me why you replied to our advertisement?

- a) I...I'm not really sure...Errr...
- b) I think that I'd be really good at this kind of work. In fact, I learn so fast that I'd be looking for promotion very shortly.
- c) Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

3) What were your favourite subjects at school?

- a) I liked Science. It was good. Well, at least the bits I understood were OK.
- b) Maths and Science were my favourite subjects. I also enjoyed studying History.
- c) I'm afraid that I only liked the subjects I was good at. The others were so boring that I found them to be a through waste of time.

4) Have you ever had a job?

- a) Yes, I've worked part-time at a take-away food store. The one just around the corner.
- b) No, I've never really been brave enough to get one.
- c) No, I've really been too busy with all the study I've had to do.

5) We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

- a) Well, I've discovered about this type of work and my research suggests that I'd be quite capable of doing the work involved. I also think that I'd be able to handle any training course reasonably well.
- b) I can't think of any special reason. I suppose I'm no different from most other people.
- c) I reckon I'd probably be the best applicant you are likely to get for the job.

6) Now, do you have any questions you'd like to ask me?

- a) No, I don't think so.
- b) Yes. Could you tell me what hours I'll have to work, and for whom I'll be working?
- c) Yes... What's the pay like?

7) I think I've asked you everything I wanted to. Thank you for coming along to the interview.

- a) Thanks. When will I know if I've been successful?
- b) Think nothing of it. Could I see where I'll be working?
- c) Thank you. Good Bye.

### Activity 8

Look at the qualifications for the Computer Programming job below. Then send an application e-mail including your CV to the employer.

Company email:

[humanresources@mulgamarketing.com](mailto:humanresources@mulgamarketing.com)

Company address:

Mulga Marketing

5th Street Bahçelievler Beşevler/ANKARA

Required qualifications:

- ☞ C++/Office/ Excel/Photoshop
- ☞ Good at English language
- ☞ 2 years' experience
- ☞ University degree
- ☞ Enthusiastic about Sales and Marketing





PROGRESS AND SELF-ASSESSMENT

In this unit:

I liked 😊 \_\_\_\_\_

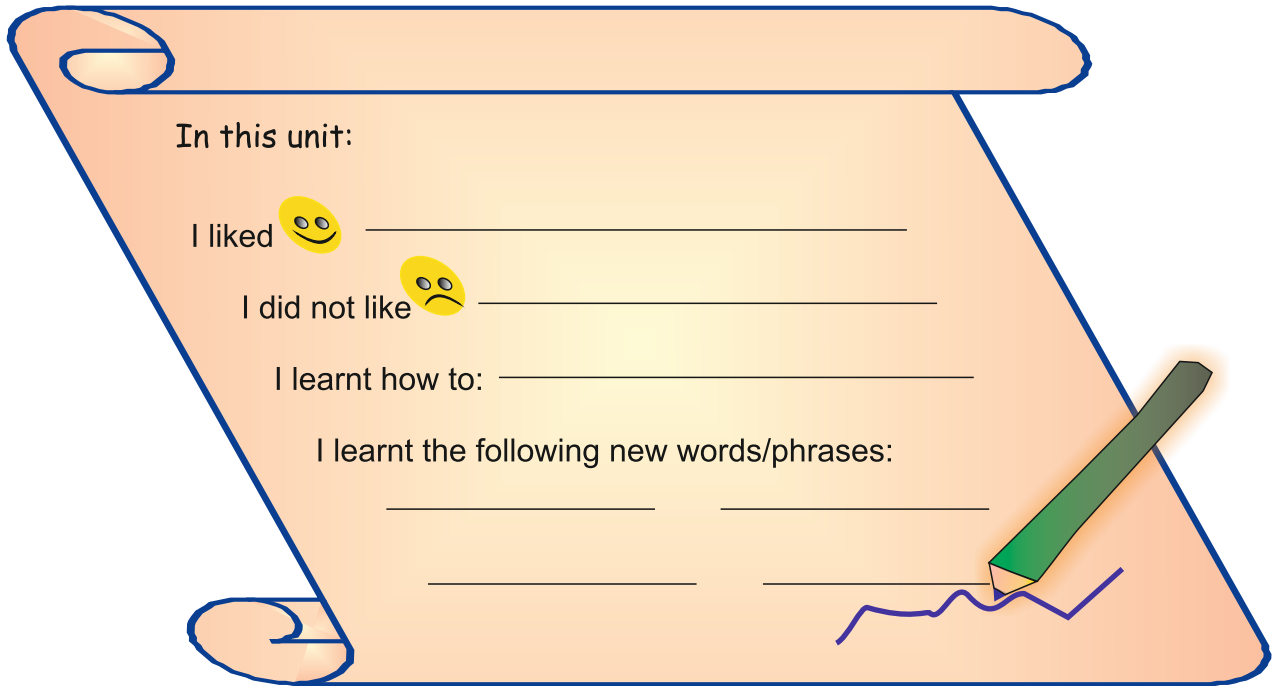
I did not like ☹️ \_\_\_\_\_

I learnt how to: \_\_\_\_\_

I learnt the following new words/phrases:

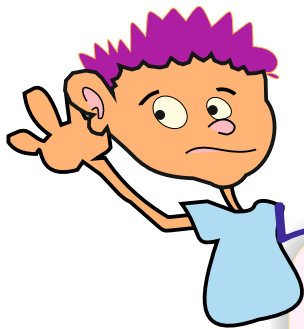
\_\_\_\_\_

\_\_\_\_\_



Assessment

Read the questions below. Choose and circle only one answer (1-4) for each section.



Listening

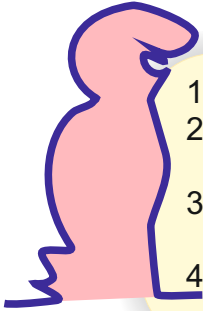
MY ENGLISH

- 1) I can understand when someone speaks to me very slowly.
- 2) I can generally identify the topic of discussion when people speak slowly and clearly.
- 3) I can understand the main points of radio news and news bulletins.
- 4) I can understand in detail what is said to me in standard spoken language, even in a noisy environment.

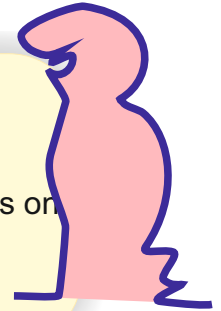


- 1) I can understand simple information about people in newspapers.
- 2) I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly written and illustrated.
- 3) I can understand the main points in short newspaper articles about current and familiar topics.
- 4) I can read and understand short articles and reports on topics connected with my interests or my job.

*Spoken Interaction:*



- 1) I can introduce somebody and use basic greetings.
- 2) I can carry out simple purchases in shops, post-offices and transactions in banks.
- 3) I can start, maintain and close simple face-to-face conversations on topics that are familiar to me or of personal interest.
- 4) I can initiate, maintain and end a conversation naturally.



*Spoken Production:*

- 1) I can give someone personal information.
- 2) I can describe myself, my family and other people.
- 3) I can narrate a simple story.
- 4) I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.



- 1) I can fill in a questionnaire with my personal details.
- 2) I can write short simple notes and messages.
- 3) I can write personal letters to friends or acquaintances asking for or giving them news and telling them about recent events.
- 4) I can write clear and detailed texts.

Now look at the results table below. Find which European language level you are at according to the answers you gave to the questionnaire above. Circle the answers you gave:

| Number | Listening | Reading | Spoken Interaction | Spoken Production | Writing |
|--------|-----------|---------|--------------------|-------------------|---------|
| 1      | A1        | A1      | A1                 | A1                | A1      |
| 2      | A2        | A2      | A2                 | A2                | A2      |
| 3      | B1        | B1      | B1                 | B1                | B1      |
| 4      | B2        | B2      | B2                 | B2                | B2      |

Count the number of A1s, A2s, B1s and B2s you have. Then look at the chart on the next page. This tells you where you are and where you need to be as a language learner.

My English Standard

Where I need to be

Where I am

B1

A2

A1

B1

Where I need to be

Where I am

A1

A2

Listening

I can understand common words and phrases (lexis/vocabulary) when someone is speaking about their life and family, about shopping and their hometown, about their jobs. I can also catch the main point when I listen to a short message or announcement.

I can understand someone talking about work, his/her CV, school or leisure activities. And I can understand the main points of some TV and radio programmes when they speak slowly and clearly.

I can begin a short conversation with somebody, although it is difficult for me to continue. I can talk about everyday things like family, school and my life, but I can't understand everything the other person says.

I can speak to other English speakers about myself, my hobbies, family, work and news topics. I can also describe, simply, my dreams, hopes, plans and opinions about things. And I can say which books and films I like.

Speaking

Reading

I can read advertisements, menus and time-tables and find the information I want from them. I can also understand short personal letters from someone.

I can understand when I read if many common words are used and if the topic is about something that interests me, like jobs or sports. I can also understand simple personal messages about feelings and wishes and things that have happened.

Writing

I can write letters and e-mails about my experiences and impressions or feelings, if they are simple and I'm interested in them.

I can write short, simple messages and notes. And I can write a very simple personal letter to thank somebody, for example.

Fun Corner

This is a job application that Gordon, a 17-year-old boy, submitted to a restaurant in Florida. They hired him because he was so honest and funny!

Name: Gordon Bulmash

Address: Biscayne Bay 3000 N.E. 151st Street  
North Miami, Florida 33181

Desired position: Company President or Vice President. But seriously, whatever is available. If I was in a position to be picky, I wouldn't be applying here in the first place.

Education: Yes.

Salary : Less than I'm worth.

Most notable achievement: My incredible collection of stolen pens and post-it notes.

Reason for leaving: It was a mess.

Available to work: Of course! That's why I'm applying.

Preferred hours: 1:30 - 3:30 p.m., Monday, Tuesday and Thursday.

May we contact your current employer? If I had one, would I be here?

Do you have any physical condition that would prohibit you from lifting up to 50 LBS? Of what?

Do you have a car? I think the question here should be "Do you have a car that runs?"

Sign here: Aries.



What do you think about this application? \_\_\_\_\_

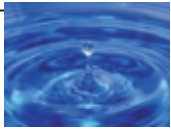
List any new words or phrases in Gordon's application that you came across. \_\_\_\_\_

\_\_\_\_\_

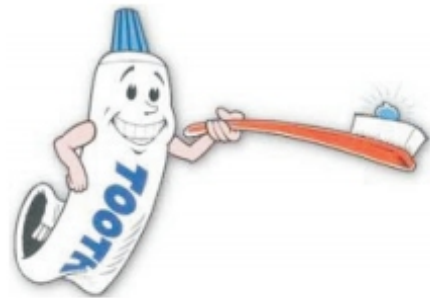


Resources

Lesson 1 - Activity 2



Lesson 3- Activity 2





Resources

Lesson 3- Activity 2







Resources

Lesson 3- Activity 2





## UNIT 1

|                  |                 |
|------------------|-----------------|
| A rip-off:       | Soygun.         |
| Consumer:        | Tüketici.       |
| Including tax:   | Vergiler dahil. |
| Window shopping: | Bakınmak.       |

## UNIT 2

|                      |                   |
|----------------------|-------------------|
| Manufacturing cycle: | Üretim aşamaları. |
| Purchase:            | Ödeme.            |
| Profit:              | Kazanç.           |
| Raw material:        | Ham madde.        |
| Retailer:            | Perakendeci.      |

## UNIT 4

|              |                     |
|--------------|---------------------|
| Attorney:    | Vekil.              |
| Deed:        | Tapu.               |
| Preliminary: | İlk, ön, başlangıç. |

## UNIT 5

|                |                                      |
|----------------|--------------------------------------|
| Comprehensive: | Geniş kapsamlı.                      |
| Dependents:    | Bakmakla yükümlü olunan kişiler.     |
| Incident:      | Zararla sonuçlanan olay yada hadise. |
| Possessions:   | Mal, mülk.                           |
| Premium:       | Sigorta için yapılan düzenli ödeme.  |
| Replacement:   | Karşılama                            |

## WORD LIST

### **Unit 1**

brand  
cash  
consumer  
discount  
healthy life  
ingredients  
made by hand  
packaging  
price  
receipt  
refund  
sale  
taste  
tax  
use-by-date  
volume  
weight

### **Unit 2**

consumers  
customer  
goods  
manufacturing cycle  
market  
needs  
product  
price  
place  
promotion  
raw materials  
finished goods  
retailers  
services  
wants

### **Unit 3**

chain store  
charity shop  
corner shop  
department store  
e-commerce  
e-store  
flyer  
logo  
market stall  
slogan  
target market  
word of mouth

### **Unit 4**

available  
client  
commission  
condo  
contract  
location  
military  
PAO  
preliminary contract  
property  
real estate agent  
resale  
rent  
reservation deposit  
semi-detached house  
title deed

### **Unit 5**

accident  
claim  
comprehensive  
cover  
earthquake  
fire  
insure  
insurance  
liability  
premium  
policy  
theft  
witness  
vehicle

### **Unit 6**

accurate  
applicant  
background  
bulletin  
competence  
employer  
enthusiastic  
experience  
gesture  
independently  
interview  
military duty  
neat  
potential  
proficiency  
punctual  
purchase  
take up

## RESOURCES

[http://minaday.com/movies/wp-content/uploads/2010/03/pink-panther\\_anim1.PNG](http://minaday.com/movies/wp-content/uploads/2010/03/pink-panther_anim1.PNG)  
<http://timemarcheson.files.wordpress.com/2011/06/saxophone-tenor.jpg>  
<http://starstonestenfalk.files.wordpress.com/2011/11/tintinsnowycigarsofthepharoah.jpg>  
[http://www.yesilist.com/uploaded/market\\_shopping.jpg](http://www.yesilist.com/uploaded/market_shopping.jpg)  
<http://browse.deviantart.com/digitalart/vector/?q=snow#/du5w53>  
<http://pranaholistic.blogspot.com/2012/01/walnut-helping-us-to-transition-with.html>  
<http://kaknus.com.tr/new/index.php?q=tr/node/627>  
<http://kitaplarvetekinsonmez.blogspot.com/2010/04/soru-bir-sey-soylediniz-bir-kitap.html>  
<http://aramiska.com/wp-content/uploads/2012/08/dentist8.gif>  
<http://www.funscrape.com/Image/30216/Bicycle.html>  
<http://www.dimensionsinfo.com/wp-content/uploads/2010/03/Newspaper-Advertising-Space.jpg>  
[http://www.mamagraphica.com/home/index.php?option=com\\_content&view=article&id=78&Itemid=154](http://www.mamagraphica.com/home/index.php?option=com_content&view=article&id=78&Itemid=154)  
<http://blissfullydomestic.com/wp-content/uploads/wom-graphic.jpg>  
<http://upload.wikimedia.org/wikipedia/commons/thumb/d/da/Charity-shop-Epping-029.JPG/1280px-Charity-shop-Epping-029.JPG> 11/10/ 2012 16:46  
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