

High School
Relearn!

Grade

9

Teacher's Book

Lamia KARAMİL

Evrım BİRİNCİOĞLU KALDAR

Bu kitap, Millî Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının **18.04.2019** tarihli ve **8** sayılı (ekli listenin 132'nci sırasında) kurul kararı ile **2019-2020** Öğretim Yılından itibaren **5** (beş) yıl süreyle ders kitabı olarak kabul edilmiştir.



Pasifik Yayınları

Mutlukent Mah. Binsesin Sitesi 1979. Cad. No: 6 Ümitköy - Çankaya / ANKARA

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Her hakkı saklıdır ve Pasifik Grup Yayıncılık Biliřim Teknoloji Eđitim San. ve Tic. A.ř. ne aittir.
Kitabın metin, soru ve řekilleri kısmen de olsa hiđbir surette alınıp yayımlanamaz.

GÖRSEL TASARIM

Serkan AVCI

ISBN: 978-605-5923-31-0

Yayıncı Sertifika No: 47527

Baskı, Cilt:

Özgün Matbaacılık San. ve Tic. A.ř.

Gazi Mahallesi Özgün Caddesi No: 4

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Matbaa Sertifika No.: 44327

Ankara, 2022



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 nâmahrem 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.
Ebediyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

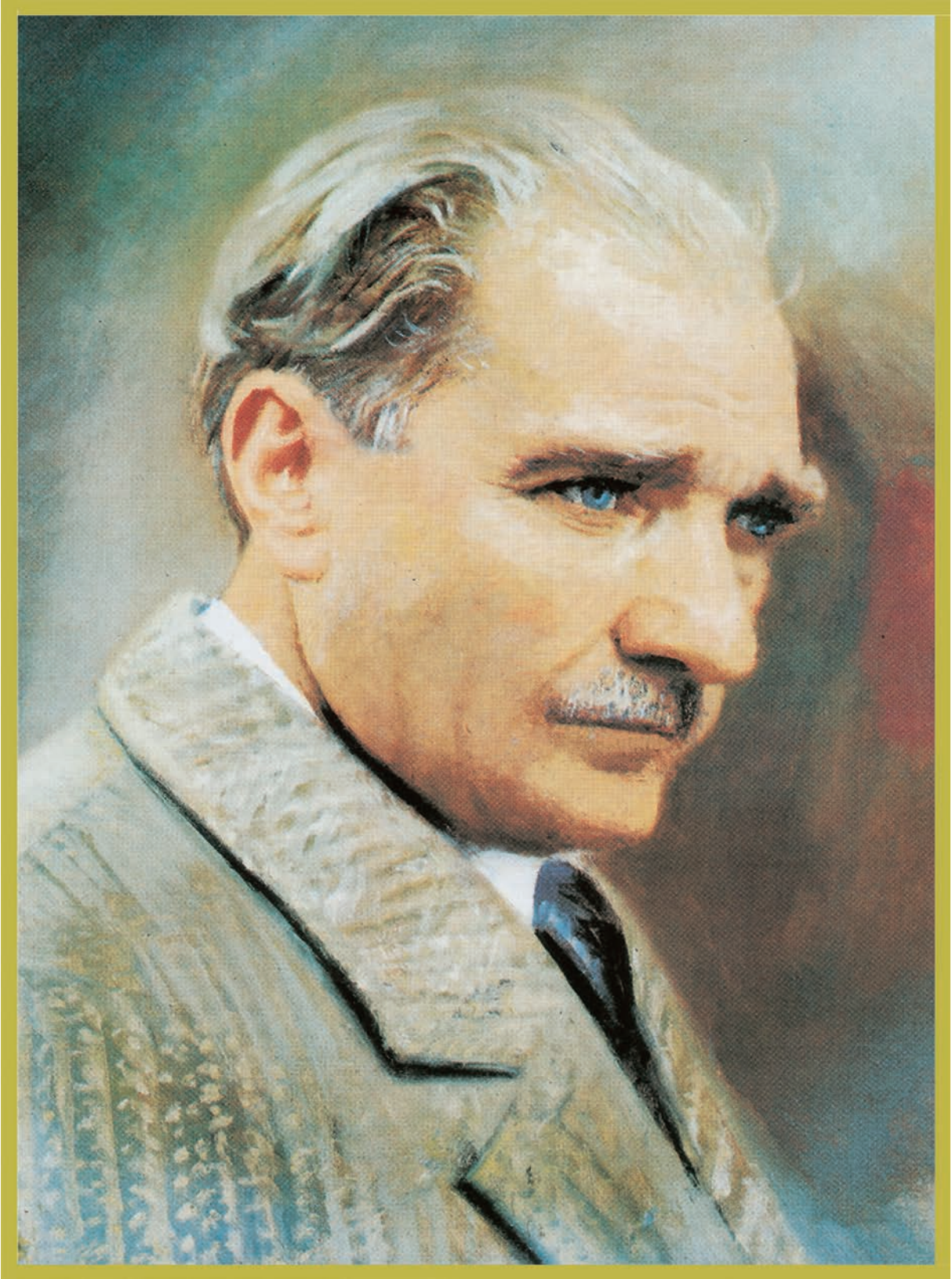
GENÇLİĞE HİTABE

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 namüsaî 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

Contents

Theme

1

STUDYING ABROAD

18

Theme

2

MY ENVIRONMENT

42

Theme

3

MOVIES

66

Theme

4

HUMAN IN NATURE

90

Theme

5

INSPIRATIONAL PEOPLE

114

Theme

6

BRIDGING CULTURES

138

Theme 7 WORLD HERITAGE 162

Theme 8 EMERGENCY AND HEALTH PROBLEMS 186

Theme 9 INVITATIONS AND CELEBRATIONS 210

Theme 10 TELEVISION AND SOCIAL MEDIA 234

WORKBOOK ANSWER KEY	258
BIBLIOGRAPHY	309
BIBLIOGRAPHY (WEBSITES)	310
VISUAL BIBLIOGRAPHY (STUDENT'S BOOK)	311
VISUAL BIBLIOGRAPHY (WORKBOOK)	318

THEME 1: STUDYING ABROAD		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Meeting new people and introducing oneself and family members</p> <p>2. Talking about possessions</p> <p>3. Asking for and giving directions</p> <p>-Hello/Hey/What's up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later!</p> <p>-Who is this in the picture? -This is my...</p> <p>-Is it your schedule? -No, it isn't. / Yes, it is.</p> <p>Meet my friend Tom. You're.....? -What do you do? / -What do you do for a living? -I'm a hairdresser.</p> <p>-Which languages can you speak? / Can you speak any English? -Excuse me! Is there a hospital around here? -Yes, first of all go straight ahead, take the second left... -How can I get to the library?</p>	<p>Listening E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities.</p> <p>Pronunciation E9.1.P1. Students will be able to recognize contracted forms of "am, is, are" and "have/has".</p> <p>Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.</p> <p>Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries.</p> <p>Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).</p>	<p>Games/Fun Road Signs Postcards and Greeting Cards Maps Note Taking Spoken Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment</p>

THEME 2: MY ENVIRONMENT		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about locations of things</p> <p>2. Asking about and describing neighborhood</p> <p>3. Making comparisons</p> <p>- What do you have in your room/kitchen/classroom/lounge/school?</p> <p>Is it a large or a small cellar?</p> <p>There aren't any sport facilities in our school.</p> <p>Do you live in a nice community?</p> <p>This store is cheaper than the previous one.</p> <p>Is there a nice mall in this neighborhood?</p> <p>The one in our neighborhood is the biggest in Ankara.</p>	<p>Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions.</p> <p>Pronunciation E9.2.P1. Students will be able to differentiate /h/ and /h:/ sounds. <i>Eg. sit /sɪt/ seat /si:t/</i></p> <p>Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3. Students will be able to ask and answer questions about location of things and places.</p> <p>Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc.</p> <p>Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.</p>	<p>Product Labels</p> <p>Brochures</p> <p>Discount Banners</p> <p>High-end Flea Market</p> <p>Songs</p> <p>Games</p> <p>Poster Advertisements</p> <p>Note taking</p> <p>Comparing</p> <p>Role play</p> <p>Information Gap</p> <p>Descriptive Text</p> <p>Tables/graphics</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 3: MOVIES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about likes/ dislikes, hobbies and free time activities</p> <p>2. Expressing opinions</p> <p>3. Making preferences</p> <p>4. Asking about and telling the time and the date</p> <p>5. Inviting and refusing/accepting an invitation</p> <p>I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday?</p> <p>-Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans.</p> <p>I think it was a great movie. I believe this is I suppose.... I guess the actress won the Oscar last year.... If you ask me.... Personally, I think...</p> <p>Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials</p>	<p>Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2. Students will be able to reorder a recorded conversation about making invitations/ offers.</p> <p>Pronunciation E9.3.P1. Students will be able to differentiate /t/ sound from /θ / sound. <i>Eg. ten /ten/ thin /θm/</i></p> <p>Speaking E9.3.S1. Students will be able to express their opinions about free time activities. E9.3.S2. Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation.</p> <p>Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2. Students will be able to find the main idea of a text about movies.</p> <p>Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.</p>	<p>Self-Prepared Video</p> <p>Competitions</p> <p>Podcasts</p> <p>Magazines</p> <p>Newspapers</p> <p>Movie Tracks</p> <p>Movies</p> <p>Internet Websites</p> <p>Graphics/Charts</p> <p>Jigsaw</p> <p>Puzzle</p> <p>Oral Retelling</p> <p>Narrative Text</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 4: HUMAN IN NATURE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities</p> <p>I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes. -Once a week.</p> <p>Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.</p>	<p>Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines.</p> <p>Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. <i>E.g. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/</i></p> <p>Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.</p> <p>Reading E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.</p> <p>Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.</p>	<p>Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

THEME 5: INSPIRATIONAL PEOPLE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking about and describing people's appearances and characters</p> <p>2. Comparing characteristics and appearances</p> <p>3. Expressing opinions (Agreeing, disagreeing, etc...)</p> <p>4. Talking about current activities</p> <p>Who inspires you most in Turkish history?</p> <p>What is s/he like? How old/tall/long...?</p> <p>What does...look like? How old/tall/long...?</p> <p>What color.....?</p> <p>She has got blonde/wavy hair / a purple headscarf.</p> <p>In the picture Claire's hair is shorter than Hanna's.</p> <p>Who is your favorite sportsman/ sportswoman?</p> <p>S/he is a born singer.</p> <p>He has got a natural talent for sports.</p> <p>-I think George is more emotional than Jay.</p> <p>-I disagree with you, I think vice versa.</p> <p>In my opinion....</p> <p>I totally disagree. / I'm afraid, I disagree....</p> <p>She is getting ready for the shot.</p> <p>Is the producer working on a new film?</p> <p>The famous football player is visiting charity organizations for the refugees now.</p>	<p>Listening E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text.</p> <p>Pronunciation E9.5.P1. Students will be able to practice /η / sound. <i>Eg. Bringing /brɪŋɪŋ/</i></p> <p>Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures.</p> <p>Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts.</p> <p>Writing E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions. E9.5.W2. Students will be able to write a text describing their inspirational character.</p>	<p>TV/Radio/ Podcasts</p> <p>Magazine/Newspaper</p> <p>Games/Fun</p> <p>Comics</p> <p>Songs</p> <p>Videos</p> <p>Poem</p> <p>Note Taking</p> <p>Fan Letters</p> <p>Character Diaries</p> <p>Role Play</p> <p>Survey on Appearances at School</p> <p>Guess Who</p> <p>Interview</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 6: BRIDGING CULTURES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking about and describing cities</p> <p>2. Identifying cultural differences</p> <p>3. Talking about travel and tourism</p> <p>4. Ordering food</p> <p>Turkish people in general are very hospitable to visitors from other countries.</p> <p>Indian food is spicy, but it's not the same in Australia.</p> <p>What do you think about the social life in the States?</p> <p>People immigrate to..., because there are many job opportunities.</p> <p>What is the weather like in...?</p> <p>It is rainy almost everyday in England.</p> <p>Do you have any suggestion for me?</p> <p>I suggest you visit the Berlin Museum when you take a trip to Germany.</p> <p>I strongly advise you to visit/eat...in ...</p> <p>What is the purpose of your visit?</p> <p>Please don't leave any bags unattended.</p> <p>Flight number TK1987 is now boarding/ has landed.</p> <p>-When is the next flight to London?</p> <p>-On Wednesday at 5:30.</p> <p>-What would you like to have?</p> <p>-I'd like to have/eat a steak and salad.</p> <p>-Would you like to drink something?</p> <p>-Lemonade, please!</p> <p>-What about you, madam?</p>	<p>Listening E9.6.L1. Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2. Students will be able to identify the most frequently used expressions to order food in a restaurant.</p> <p>Pronunciation E9.6.P1. Students will be able to differentiate /v/ and /w/ sounds. <i>Eg. Very /ven/ well /we//</i></p> <p>Speaking E9.6.S1. Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2. Students will be able to take part in conversations that can occur while travelling. E9.6.S3. Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited.</p> <p>Reading E9.6.R1. Students will be able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences.</p> <p>Writing E9.6.W1. Students will be able to write a short message to leave at the reception desk for their parents. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.</p>	<p>Announcements</p> <p>Newspaper</p> <p>Transportation Schedules</p> <p>Graphics/ Currency Charts</p> <p>Film</p> <p>Comics</p> <p>Maps</p> <p>Road Signs</p> <p>Expository Texts</p> <p>Note Taking</p> <p>Role Play</p> <p>Songs</p> <p>Surveying</p> <p>Guessing</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 7: WORLD HERITAGE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about past events</p> <p>2. Making inquiries</p> <p>3. Asking and answering questions in an interview</p> <p>Why did/was...? Who did/was...? What did/were...? Where did/were...? Did you...? Was she...? Can you tell me what happened?</p> <p>As far as I can remember, s/he was...</p> <p>When the Egyptians built the Great Pyramid of Giza...</p> <p>Before Greeks decided to build...</p> <p>Firstly, they carried... Secondly, they decided on...</p>	<p>Listening E9.7.L1. Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview.</p> <p>Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /weɪ/ and /wɒz/.</p> <p>Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before.</p> <p>Reading E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story.</p> <p>Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.</p>	<p>Making Timeline</p> <p>Films</p> <p>Literary Texts (poem, story, etc.)</p> <p>Story Boards</p> <p>Summary Writing</p> <p>Oral Retelling</p> <p>Jigsaw Puzzle</p> <p>Compare and Contrast/Narrative Texts</p> <p>Repeating</p> <p>Role Play</p> <p>Song/ Chants</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

THEME 8: EMERGENCY AND HEALTH PROBLEMS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Asking for and giving advice</p> <p>2. Giving and understanding simple instructions in case of emergency</p> <p>3. Talking about something that has happened recently</p> <p>4. Expressing obligations and prohibitions</p> <p>What should I do?</p> <p>In the event of an earthquake, you should take shelter under a table.</p> <p>When you get a cut in your hand, you should put a piece of cloth on it.</p> <p>What causes the flu?</p> <p>You'd better take a long rest when you catch the flu.</p> <p>You should see a doctor when you have a high fever.</p> <p>If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly...</p> <p>-What are your symptoms?</p> <p>-I've got a rash on my hand.</p> <p>-Have you eaten anything allergic recently?</p> <p>-Your temperature is normal.</p> <p>-Open your mouth, please.</p> <p>I must see a dentist.</p> <p>You mustn't smoke in this area.</p> <p>Workers have to wear their helmets while working in this workplace.</p>	<p>Listening E9.8.L1. Students will be able to identify the most frequently used expressions about health problems.</p> <p>Pronunciation E9.8.P1. Students will be able to notice sentence intonation. <i>Eg. Where is the nearest hospital? (falling intonation)</i> <i>Is that the new doctor? (rising intonation)</i></p> <p>Speaking E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need. E9.8.S2. Students will be able to ask for and give advice about health problems. E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life.</p> <p>Reading E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.</p> <p>Writing E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.</p>	<p>TV</p> <p>Radio</p> <p>Newspaper</p> <p>Patient Information Leaflets (PILs)</p> <p>Songs/Chants</p> <p>Expository Texts</p> <p>Oral Retelling</p> <p>Spoken Presentation</p> <p>Advice Columns</p> <p>Brochures</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME 9: INVITATIONS AND CELEBRATIONS		Suggested Materials and Tasks
Functions and Useful Language	Language Skills and Learning Outcomes	
<p>1. Asking for and giving suggestions</p> <p>2. Doing shopping</p> <p>3. Making requests</p> <p>4. Talking about future plans</p> <p>5. Making and answering phone calls</p> <p>My family is going to throw a birthday party for me tomorrow. Would you like to join us?</p> <p>Would you like to join us for iftar this evening? Are you good at cooking?</p> <p>Can you help me? Have you got any...that I could borrow? Have you got time to prepare some...?</p> <p>Would you mind making a shopping list for the party? Do you mind if I use your car?</p> <p>-Let's go to the cafe, what do you think? -Let's do that/ I like that idea. -I'd rather not because... -Let's keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I'll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? -Do you have any ...? / I'm looking for a.... -No, we don't sell them. -How will you pay? -I'll pay in cash/by credit card.</p>	<p>Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping in a recorded text.</p> <p>Pronunciation E9.9.P1.Students will be able to practice "yod coalescence" : (Could you...? Would you ...?).</p> <p>Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.</p> <p>Reading E9.9.R1. Students will be able to find the supporting ideas in a text.</p> <p>Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans.</p>	<p>Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables</p> <p>DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

THEME 10: TELEVISION AND SOCIAL MEDIA		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making predictions about the future</p> <p>2. Asking for and giving opinion (agreement, disagreement, etc...)</p> <p>3. Interrupting someone in a conversation</p> <p>4. Gaining time in a conversation</p> <p>- What do you think...?/ What is your idea ...?</p> <p>- I think/In my opinion/ To me, we won't use television in the near future, because...</p> <p>- I don't think so./ No chance!/ Never in a million years!</p> <p>That's for sure!/ Absolutely!/ I guess so!</p> <p>I'm not so sure about it.</p> <p>I couldn't agree more. / No way!</p> <p>I'd say exactly the opposite.</p> <p>No, I'm not so sure about that.</p> <p>That's not always the case.</p> <p>I think there is no point in sharing private photos in social media.</p> <p>You shouldn't rely on all the news available on the net.</p> <p>I prefer watching quiz shows to talent shows.</p> <p>No doubt about it.</p> <p>You have a point there.</p> <p>I was just going to say that.</p> <p>Do you have anything to say about this?</p> <p>Can I add something here? / If I might add something</p> <p>Sorry to interrupt you.</p> <p>Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.</p>	<p>Listening E9.10.L1. Students will be able to put the events in a TV broadcast in order.</p> <p>Pronunciation E9.10.P1. Students will be able to practice /d/ and /ð/ sounds. <i>Eg. Day /deɪ/ They / ðei /</i></p> <p>Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.</p> <p>Reading E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media.</p> <p>Writing E9.10.W1. Students will be able to write a comment on a topic via social media.</p>	<p>TV/Podcasts</p> <p>Magazine/Newspapers</p> <p>Brochures</p> <p>Print Media</p> <p>Comics</p> <p>Internet Websites</p> <p>Graphics/Charts</p> <p>Poems</p> <p>Jigsaw Puzzle</p> <p>Note Taking</p> <p>Summary Writing</p> <p>Spoken Presentation</p> <p>Simple Discussion</p> <p>Poster</p> <p>Advertisements</p> <p>Persuasive Essays</p> <p>Cause and Effect Essays</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> <p>ELP Self-Assessment</p>

THEME ONE

STUDYING ABROAD





STUDYING ABROAD

Functions and Useful Language

1. Meeting new people and introducing oneself and family members
2. Talking about possessions
3. Asking for and giving directions

Listening

- E9.1.L1.** Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.
- E9.1.L2.** Students will be able to detect specific information about jobs/countries/ nationalities.

Pronunciation

- E9.1.P1.** Students will be able to recognize contracted forms of “am, is, are” and “have/has”.

Speaking

- E9.1.S1.** Students will be able to introduce themselves and their family members.
- E9.1.S2.** Students will be able to ask and answer about their personal belongings.
- E9.1.S3.** Students will be able to ask for and give simple directions in simple phrases.

Reading

- E9.1.R1.** Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.
- E9.1.R2.** Students will be able to find specific information in a simple text about jobs/nationalities/ countries.

Writing

- E9.1.W1.** Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).

THEME 1

Warm Up Time



1. Write the suitable sentence(s) in the speech balloons.

How are you doing?

Linda, please meet Nicolas.

Hello! My name's Leila.

Nice to meet you.



Linda, please meet Nicolas.



Nice to meet you.



How are you doing?



Hello! My name's Leila.

STUDYING ABROAD

Listening Time

2. Answer: How often do you meet new people? Where do you usually meet new people?



3. Listen to the dialogue and complete the table.

	FUTURE JOB	COUNTRY	LANGUAGES	NATIONALITY
Anna	fashion designer	France	English-French	French
Clara	lawyer	Italy	English-Italian	Italian



2. Answer: How often do you meet new people? Where do you usually meet new people?

Before the listening activity, read the instruction to your students and ask the pre listening questions to a number of students. Listen to their answers and help if necessary.

3. Listen to the dialogue and complete the table.

Functions: 1, 2

Skills: E9.1.L2

Read the instruction to your students. Ask them to look at the photographs and the table. They are expected to fill in the table while they are listening to the dialogue. In the dialogue, two girls who have just met introduce themselves to each other and talk about their families, jobs and countries. After having your students listen to the dialogue enough times, check their answers and write the correct answers on the board. Then, you can ask these questions: Where are you from? What nationality are you? What is your nationality? Help them to answer as “I’m from Türkiye (England, Germany, etc.), I’m Turkish (English, German, etc.)”. Remind them how to use the pronouns “my, your, his, her, its, our, their”.

Answer Key

It is given on the Student’s Book page.

Tapescript (Track 1)

Anna : Hi, I’m Anna.

Clara : Hello. My name is Clara. Nice to meet you, Anna.

Anna : Pleased to meet you, Clara.

Clara : Where are you from, Anna?

Anna : I’m from France, and you?

Clara : I’m from Italy. Are you a tourist here, Anna?

Anna : No. I’m a student. I’ll be a fashion designer. What do you do?

Clara : I’m a student, too. I’ll be a lawyer. I came here to visit my brother. He is an engineer. His wife is from Spain, but I cannot speak Spanish.

Anna : Which languages can you speak?

Clara : I can speak English and Italian. I’ve got a family photo here. Look!

Anna : Who are they?

Clara : My parents, my grandparents, my sister and my brother.

Anna : They are lovely. What do your parents do?

Clara : They are diplomats. What about your family? Have you got any brothers or sisters?

Anna : My father is a dentist and my mother is a nurse. I’m an only child. I haven’t got any brothers or sisters, but I’ve got two little friends. They are my cats Zeus and Hera.

Clara : I’ve got a cat, too.

Ask your students more profession names they know. You can write some examples on the board and make them remember or learn more.

THEME 1



4. Listen again and answer the questions.

1. Where is Clara's sister-in-law from?
2. What does Anna's mother do?
3. Has Anna got any brothers or sisters?
4. Has Clara got a pet?

Speaking Time

5. Read the example and introduce yourself and your family members to your friends. Use the questions below as clues.

What is your name?

Where do you live?

How old are they?

What do your parents do?

Have you got a pet?

Have you got any brothers or sisters?

e.g.

My name is Ali Özkan. I'm from Türkiye and I live in İzmir. I'm 16 years old. I've got a sister. She is 13 years old. My parents are doctors. I've got a big family. My grandfather is dead. My grandmother is a retired teacher. She is 70 years old and she's got a dog and a cat. My grandmother, my uncle, aunt and cousins live in Rize.

Every Family Has A Story. Welcome To Ours.

Where are you from?

How old are you?

Which languages can you speak?

How old are your parents?

Do you have grandparents, aunts and uncles? What do they do?

12



Examples:

teacher, nurse, architect, doctor, mechanic, fireman, actor, actress, greengrocer, butcher, salesperson, pharmacist, lawyer, secretary, singer, etc.

You can also teach the following or different country and nationality names.

- | | |
|------------------|----------------------|
| France – French | Italy – Italian |
| Spain – Spanish | Egypt- Egyptian |
| China- Chinese | Canada – Canadian |
| Greece – Greek | Bulgaria – Bulgarian |
| Germany – German | Portugal – Portugese |

4. Listen again and answer the questions.

Some questions are given as the post listening activity. Have your students read the questions first, and then make them listen to the dialogue again. Remind them to take notes while listening. Ask your students the answers of the questions and write the correct answers on the board.

Answer Key

- 1. She is from Spain.
- 2. She is a nurse.
- 3. No, she hasn't.
- 4. Yes, she has got a pet / cat.

5. Read the example and introduce yourself and your family members to your friends. Use the questions below as clues.

Functions: 1, 2

Skills: E9.1.S1

The aim of this activity is to make students introduce themselves and their families. First, have them read the example and the sample sentences given on page 12 and let them prepare for their presentations. When they are ready, listen to as many students as possible.

 **Teacher's Notes**

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Reading Time



6. Answer: Would you like to work abroad? Why/Why not?



7. Read the dialogue and answer the question: When will Angela leave the country?

Angela: Hey, Diana! Long time no see!

Diana : Hi, Angela! What are you doing?

Angela: Well, I live in Greece. I got married and moved there.

Diana : Really? Is your husband Greek?

Angela: No, he is French. He is a diplomat.

Diana : What do you do there?

Angela: I'm an engineer. How do you earn your life?

Diana : I'm a taxi driver.

Angela: Are you married?

Diana : Yes. My husband is Indian. We go to India in winter because it is warm there.

Angela: That's nice. Oh, Diana, it was great to see you again.

Diana : It was nice seeing you, too. Listen, I have to go now. We should get together sometime, OK?

Angela: I'll go back to Greece in two weeks. Call me. My number is 642 12 12.

Diana : Thanks. Catch you later.

Angela: Bye.



8. Read the dialogue again and write true (T) or false (F).

1. Angela moved to Greece because she found a job there. (...F.)
2. Angela's husband is Greek. (...F.)
3. Angela and her husband live in Greece. (...T.)
4. Diana lives in India for some time every year. (...T.)
5. Angela and Diana usually get together. (...F.)
6. Angela's husband works as a diplomat. (...T.)
7. Diana's husband is a taxi driver. (...F.)

6. Answer: Would you like to work abroad? Why/Why not?

Ask the question to your students and listen to their answers and reasons.

7. Read the dialogue and answer the question: When will Angela leave the country?

Functions: 1

Skills: E9.1.R2

In the dialogue given in this reading activity, two friends who haven't seen each other for a long time are talking. Students are expected to read the dialogue and tell when Angela will leave the country. Have them read the dialogue and listen to their answers. Ask them to guess the meaning of the sentences "Long time no see!" and "How do you earn your life?" and help them to learn.

8. Read the dialogue again and write true (T) or false (F).

Skills: E9.1.R2

Have your students read the dialogue again and evaluate the sentences given as "true" or "false". Check their evaluations.

Answer Key

It is given on the Student's Book page.

A Note to the Teacher:

Make your students do the Workbook exercises 1, 2 and 3 in class or give them as homework.

9. Write an email to a penfriend and introduce yourself. Give information about your family and your possessions.


Functions: 1, 2

Skills: E9.1.W1

In this activity, your students will write an e-mail to a pen friend and introduce themselves. Tell them to give information about their family and their possessions. Read and correct what they have written.

10. Answer: Would you like to study abroad? Why / Why not?

Ask your students if they would like to study abroad and listen to their answers. Help them to state their reasons to study abroad or not.

 **Teacher's Notes**

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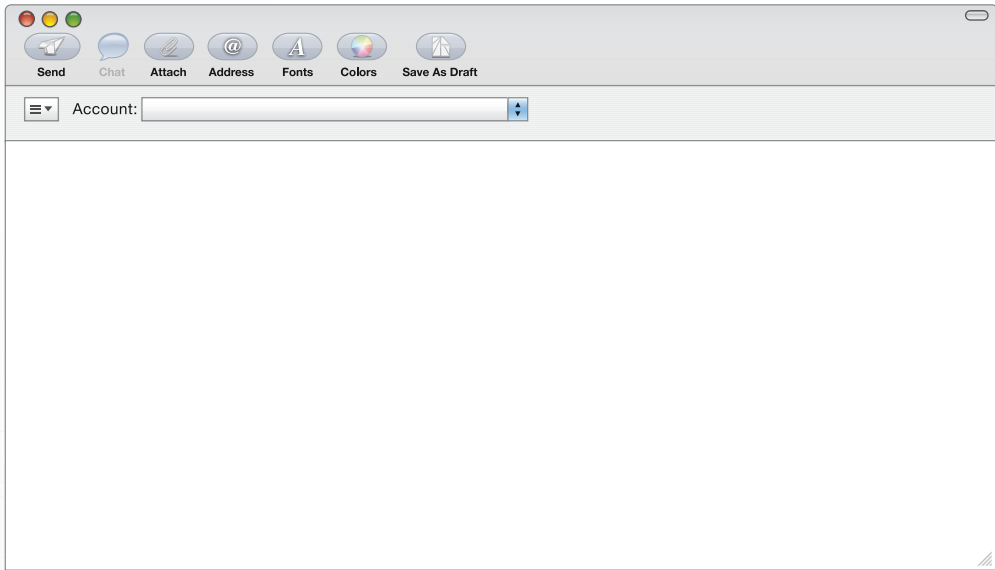
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THEME 1

Writing Time

9. Write an e-mail to a pen friend and introduce yourself. Give information about your family and your possessions.



Listening Time



10. Answer: Would you like to study abroad? Why /Why not?



11. Listen to the dialogue. Put a tick (✓) for each greeting or conversation sentence in the table on the next page.



11. Listen to the dialogue. Put a tick (✓) for each greeting or conversation sentence in the table on the next page.

Functions: 1, 3

Skills: E9.1.L1

Read the instruction to your students and check the meanings of the words “greeting” and “conversation”. Let them read the table first and tell they are expected to mark the sentences as “greetings” or “conversation sentences” while they are listening to the dialogue.

In the dialogue, they will listen to directions in addition to meeting / introducing phrases. After giving them enough time to listen to the conversation and complete the table, check their answers and write the following sentences on the board:

Go straight ahead (on).

Turn left/right.

Take the second left /right.

It's on the left/right.

Draw a simple map on the board, give the directions from somewhere to another and help your students to remember what they have learned before. Then, have them give directions.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 2)

Bob : Hey, Haruki! What's up?

Haruki : Good.

Bob : Haruki, this is Amy. She is my sister. Amy, this is Haruki, my new classmate.

Amy : Hi! Nice to meet you.

Haruki : Pleased to meet you, too. How are you?

Amy : Fine thanks, and you?

Haruki : I'm fine, thank you.

Amy : How old are you, Haruki? You look very young.

Haruki : I'm 19 years old. How old are you?

Bob : Amy is 19 and I'm 20 years old. Do you like studying in the USA?

Haruki : Yes, but I don't like the weather here.

Amy : What is the weather like in Japan?

Haruki : Not very hot. It is cooler there. Oh, Bob, how can I get to the student centre?

Bob : Go straight ahead and it is in the red building on your right.

Haruki : And is there a chemist's around there?

Bob : Yes, first of all get out of the campus. Then, turn right and go ahead. Take the second road on the left. It is on the right.

Haruki : Thank you very much indeed. Catch you later.

Amy : Goodbye, Haruki.

Bob : Bye. See you.

STUDYING ABROAD

	Greetings	Conversation sentences
Hey!	✓	
What's up?	✓	
How old are you?		✓
What's the weather like?		✓
Is there a chemist's around here?		✓
Pleased to meet you!	✓	



12. Listen again. Read the sentences and write true (T) or false (F).

- Haruki meets Amy for the first time. (..T..)
- Amy is new at school. (..F..)
- Haruki is from the USA. (..F..)
- Haruki doesn't like the weather in the USA. (..T..)
- Haruki doesn't know where the student centre is. (..T..)

Speaking Time



13. Read the sample sentences in the boxes and complete the dialogues on the next page. Then, practise similar dialogues with your friends.

- Jack, please meet Nicolas.
- Meet my ...
- Leila, this is Barbara.
Barbara, this is Leila.
- This is ...
- I am ...

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

- Not much.
- I'm good.
- Just fine.

- I'm a teacher/
gardener /
doctor, etc.

THEME 1

David: Hey, Steve! This is Jen, my neighbour. And this is my cousin, John.

Steve: Hi, Jen! Hi, John! Nice to meet you!

Jen: Hi! Nice to meet you, too!

David: How is it going Steve?

Steve: Just fine. How many cousins have you got, David?

David: I've got three cousins and we all live here, in London.

Steve: You're lucky. I've got no cousins.

Michael: Tom! Long time no see.

Tom: That's right, Michael. I haven't seen you for a long time. What's up?

Michael: Meet my wife. She is Turkish.

Selma: Hi! I am Selma.

Tom: Happy to meet you. What do you do Selma?

Selma: I am a student at Cambridge University.

Tom: Where do your family live?

Selma: They live in Türkiye.

Pronunciation Time

Track 3



14. Listen and circle the correct form you hear.

- Hi, how are you?
- I **am / 'm** good, thanks.
- This is my friend Carl. He **is / 's** a policeman.
- He **has / 's** got five sisters.
- What **is / 's** up?
- Not much.
- We **are / 're** from the same country.
- I **have / 've** got no brothers.
- How old is she?
- She **is / 's** seventeen.
- It **is / 's** nice to meet you.
- It **is / 's** not far. Go down this street.
- I **have / 've** got two brothers and one sister.

14. Listen and circle the correct form you hear.

Skills: E9.1.P1

Pronunciation activities aim at teaching students the correct pronunciation and intonation. In this activity, students are supposed to recognize the contracted forms of “am, is are” and “has, have”. Write some examples on the board and have them read. After telling them they will circle the correct form they hear, let them listen to the track. Check their answers and write the correct ones on the board.

Tapescript & Answer Key (Track 3)

1. - Hi, how are you?
- I'm good, thanks.
2. - This is my friend Carl. He is a policeman.
3. - He's got five sisters.
4. - What's up?
- Not much.
5. We are from the same country.
6. I've got no brothers.
7. - How old is she?
- She is seventeen.
8. It's nice to meet you.
9. It is not far. Go down this street.
10. I have got two brothers and one sister.

Answer Key

It is shown on the tapescript.



Teacher's Notes

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STUDYING ABROAD

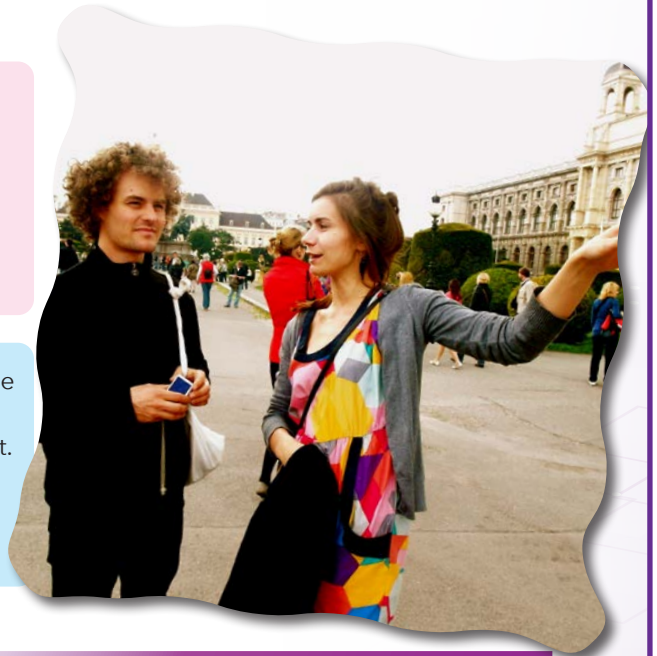
Speaking Time



15. Read the clues in the boxes. Work in pairs to ask for and give simple directions.

Excuse me! Is there a bank around here?
How can I get to the supermarket?
I'm looking for this address.
Where is the park?
Excuse me, do you know where the post office is?

Yes, first of all go ahead and take the second road on the left.
It's not far, go down this street and turn left.
Go ahead and you will find it.
It's this way.
Take this road.



Reading Time



16. Answer: When do we send postcards to our friends/relatives, etc.?



17. Read the postcard on the next page and answer: What does Amy do in Cambridge?



15. Read the clues in the boxes. Work in pairs to ask for and give simple directions.

Functions: 3

Skills: E9.1.S3

In this speaking activity, students are expected to give simple directions. First, have your students read the clues in the boxes and then, have them work in pairs to make up dialogues. Finally, let them perform their dialogues in front of the class.

A Note to the Teacher:

Make your students do the Workbook exercise 4 in class and check their answer.

16. Answer: When do we send postcards to our friends, relatives, etc.?

Ask your students the pre reading question and listen to their answers.

Suggested Answer Key

On special days.

17. Read the postcard on the next page and answer: What does Amy do in Cambridge?

Skills: E9.1.R1

Tell your students that they will read the postcard and find the answer to the question while they are reading. After giving them enough time to do the activity, listen to their answers. You can have your students read the postcard aloud.

Answer Key

She goes to the university.

 **Teacher's Notes**

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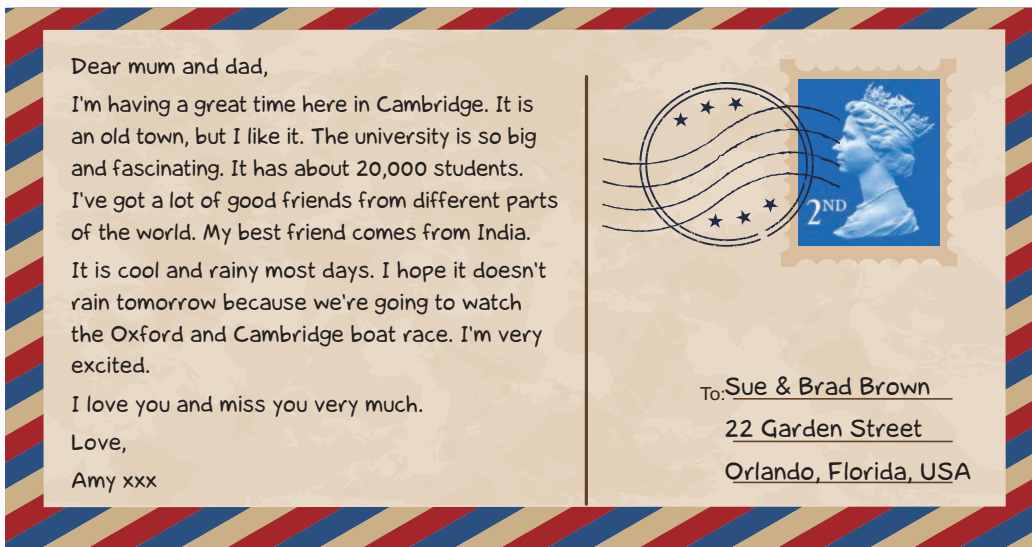
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THEME 1



 18. Answer the questions.

1. How do you start a postcard?

I start with "Dear + name".

2. What do you write about?

I write about the places, people, activities, weather, etc.

3. How do you finish your postcard?

I finish with "Love + my name + xxxx (kisses)".

Writing Time



19. Imagine you are a student abroad. Write a postcard to your parents.

STUDYING ABROAD

Listening Time



20. Answer: Do you like going shopping alone or with someone?



21. Listen to the dialogue and answer: Do Miki and Sakiko often meet?



22. Listen again and complete the missing parts.



1. Miki and Sakiko meet at a clothes shop.
2. Sakiko is learning English.
3. Miki is going to study music at the University of London.
4. Sakiko will go to college next year.
5. Miki and Sakiko choose the same jacket.

Speaking Time



23. Read the roles and the sample dialogue. Then, work in pairs. Ask and answer questions.

Student A

Your friend will go abroad. Ask questions to him/her about the personal belongings in his/her suitcase.

Student B

You will go abroad to take an English course and your suitcase is ready. Answer your friend's questions.

e.g.

A: Have you got any towels in your suitcase?

B: No, I haven't got any towels.

A: How many shirts have you got?

B: I've got five shirts.

A: Is there a sweater?

B: Yes, there is one.

20. Answer: Do you like going shopping alone or with someone?

Ask your students if they like shopping alone or with someone. Listen to different students' answers.

21. Listen to the dialogue and answer: Do Miki and Sakiko often meet?

Function: 2

The dialogue is between two friends who haven't met for a long time. Have your students read the instruction. Ask them to find the answer to the question while they are listening.

Answer Key

No, they don't.

Tapescript (Track 4)

Miki : Hi! Sakiko! I can't believe it is you! Long time no see!

Sakiko : Miki! Hi! We haven't seen each other for a long time. What are you doing here?

Miki : I just came to study music at the University of London, so I'm shopping for some clothes.

Sakiko : That's great!

Miki : How is it going?

Sakiko : Not bad. I'm still learning English. I hope I will go to college next year.

Miki : Look! What do you think of this jacket?

Sakiko : I've got the same jacket! I like it.

Miki : I have a lot of white and yellow jackets, so I'll have the blue one.

Sakiko : Look! There are some beautiful black trousers over there!

Miki : Let's have a look at them. I don't have any black trousers.

Sakiko : Miki, is that your bag?

Miki : Yes, it is.

Sakiko : Don't leave it on the counter.

Miki : Thank you. I always lose things.

22. Listen again and complete the missing parts.

Students are expected to complete the sentences given in this part. Let them listen to the dialogue again. When they are ready, have different students read a sentence aloud.

23. Read the roles and the sample dialogue. Then, work in pairs. Ask and answer questions.

Function: 2

Skills: E9.1.S2

This activity is aimed at getting the students to ask and answer about their personal belongings. Have them read the sample dialogue and the roles for Student A and Student B. Tell them to use "has/have got" and "there is/are" in their dialogues. After giving them enough time to prepare for the activity, listen to their dialogues.

THEME 1

Poem Time

24. Read the poem.

Friends For Life

We are friends.
I've got your back,
And you have mine.
I'll help you out
Anytime!
To see you hurt,
To see you cry,

Makes me weep
And want to die.
If you agree
To never fight,
It wouldn't matter
Who's wrong or right.
If a broken heart
Needs a mend,

I'll be right there
Till the end.
If your cheeks are wet
From drops of tears,
Don't worry!

by Angelica N. Brissett

Idiom Time

How do you do?

When you meet someone for the first time in a formal situation, you say "How do you do?".

e.g.




Dr. Smith : Professor Jones, I'm Dr. Smith. How do you do?

Professor Jones : Hello, Dr. Smith. How do you do? Thank you for your invitation.

Dr. Smith : Oh, it is a pleasure for us. We are anxious to know your projects.

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Meeting new people and introducing oneself and family			
Talking about possessions			
Asking for and giving directions			

A Note to the Teacher:

Have your students do the Workbook Exercise 5 in the class or give as homework.

24. Read the poem.

Read the poem aloud and have your students read it, too. Help them to understand the meaning of the poem.

Idiom Time


This book includes one or more idioms, proverbs or quotes in each theme. In this theme, students are reminded the idiom “How do you do?”. Let your students read the dialogue and practise it. Help them to use the idiom properly.

Self Assessment

In this part, students will assess themselves, considering how well they have learned the structures during the classes. They will mark the alternative which best suits them. Here are the alternatives:

- I haven't understood this yet.
- I need some help to do this.
- I understand and I can do this by myself.

Let your students read the alternatives, think about their improvement in the activities and mark. Check their assessments. If a function is not learned well, teach it again by giving more exercises.

 **Teacher's Notes**

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THEME TWO

MY ENVIRONMENT



Theme 2

MY ENVIRONMENT

Functions and Useful Language

1. Talking about locations of things
2. Asking about and describing neighborhood
3. Making comparisons

Listening

E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video.

E9.2.L2. Students will be able to locate the things as they listen to information about the instructions.

Pronunciation

E9.2.P1. Students will be able to differentiate /ɪ/ and /i:/ sounds.

Eg. *sit* /sɪt/ *seat* /si:t/

Speaking

E9.2.S1. Students will be able to ask about and describe their neighbourhood.

E9.2.S2. Students will be able to compare people, places and objects around them.

E9.2.S3. Students will be able to ask and answer questions about location of things and places.

Reading

E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/ city etc.

Writing

E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Türkiye.**E9.2.W2.**

Students will be able to describe different environments in simple sentences and phrases.

THEME 2

Warm Up Time



1. What do we call these shops in the photos? Write the correct names in the box. Then, answer: What can you buy from them? Write 3 things.

Baker's - Butcher's - Chemist's - Newsagent



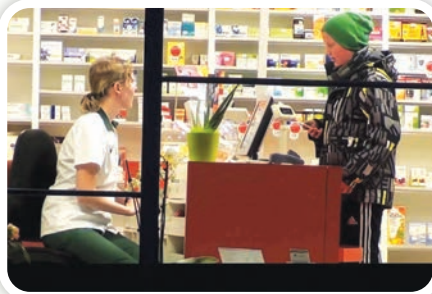
Newsagent

1. newspapers
2. magazines
3. postcards



Butcher's

1. meat
2. chicken
3. sausages



Chemist's

1. medicine
2. cosmetics /shampoos
3. toothbrushes



Baker's

1. bread
2. cookies
3. cakes /pies

Listening Time



2. Answer: Would you like to live in a city or a town? Why?



Video 1



3. Which places are there in Matthew's town? Watch or listen to the dialogue and tick (✓).



shopping mall	(...)	hospital	(✓)	newsagent	(✓)	cinema	(✓)
grocery store	(✓)	baker's	(✓)	butcher's	(✓)	restaurant	(✓)
café	(...)	supermarket	(...)	library	(...)	clothes shop	(✓)



2. Answer: Would you like to live in a city or a town? Why?

Ask your students the question and listen to their answers.

3. Which places are there in Matthew's town? Watch or listen to the dialogue and tick (✓).

Functions: 2, 3

Skills: E9.2.L1

In the dialogue in this activity, two friends talk about their environments, compare them and express their preferences. Ask your students to read the instruction and the table, and tell them that they will tick the places in Mathew's town while they are watching the video. Let them watch the video or listen to the CD. When the students are ready, check their answers. Draw their attention to the "prefer sentences" and "comparisons" in the dialogue. Ask "Which do you prefer?" questions and remind them how to compare things, giving examples.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 5 - Video 1)

Matthew : Where do you live, Alice?

Alice : Near Victory Square, Mathew. We live in the city centre. What about you?

Matthew : I live in a town because towns are less crowded than cities. I like quiet places. Is your environment busy?

Alice : Yes, it is the busiest part of the city. There are a lot of shops, cinemas, sports centres, parks, restaurants and cafés. The shopping mall in my neighbourhood is the biggest one in the city. Do you live in a nice community, Mathew?

Matthew : Yes, I do. We don't have many shops in my environment. They are also smaller than the shops in cities, but we can find everything we need there. We've got a small grocery store, a baker's, a butcher's, a clothes shop, a newsagent, a restaurant, a hospital and a cinema.

Alice : We usually go to the cinema at the weekend. What do you do?

Matthew : We love to be in the nature and go to the riverside. We have a picnic there.

Alice : Is the food expensive in your environment?

Matthew : No. It is cheaper. We always buy the freshest vegetables and fruit from the farmers around.

Alice : You are lucky. May I visit you one day?

Matthew : Yes, of course.

THEME 2



4. Listen again and answer the questions.

1. Who lives in the city centre, Alice or Matthew?
2. Who likes quiet places?
3. Is there a shopping mall in Matthew's town?
4. What does Alice do at the weekend?
5. What does Matthew do at the weekend?

Speaking Time



5. Work in pairs. Ask and answer questions, describe and compare your environments.

Sample questions and sentences:

Where do you live? Why do you live there?

Is there a ... in your neighbourhood? Are there a lot of shops /parks /cinemas in your neighbourhood?

I live in the countryside because life is easier there. The food is better than (it is in) cities.

You can buy the best homemade cakes around. Life is more beautiful in cities.

We watch the latest movies.

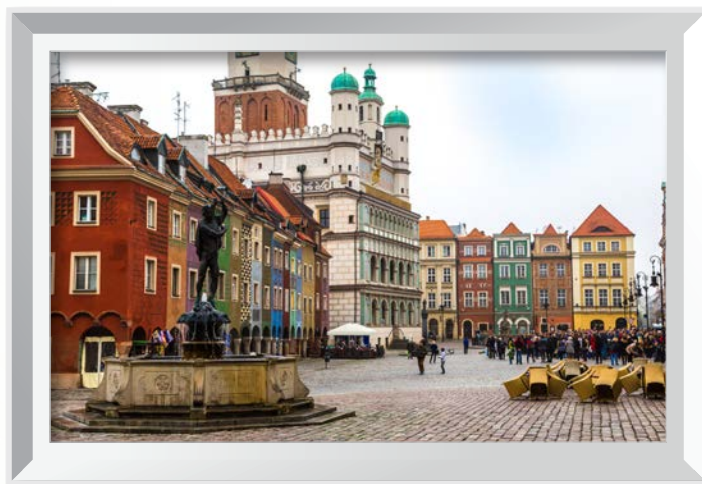
Reading Time



6. Answer: What kind of places are there in your street?



7. Read the text on the next page and answer: Is there traffic in the Castle Street?



4. Listen again and answer the questions.

Skills: E9.2.L1

Have your students read the questions first and listen to the dialogue again. When they are ready, listen to their answers.

Answer Key

1. Alice lives in the city centre.
2. Mathew likes quiet places.
3. No, there isn't.
4. She usually goes to the cinema at the weekend.
5. Mathew goes to the riverside and has a picnic there.

5. Work in pairs. Ask and answer questions, describe and compare your environments.

Functions: 2, 3

Skills: E9.2.S1

The aim of this activity is to make students describe and compare their environments. They are also expected to ask and answer questions. Have your students read the sample sentences and questions. Let them prepare for their dialogues in pairs. When they are ready, listen to their dialogues and help if necessary.

6. Answer: What kind of places are there in your street?

Ask the pre reading question and listen to your students' answers.

7. Read the text on the next page and answer: Is there traffic in the Castle Street?

Functions: 1, 3

Reading: E9.2.R1

In the reading text, a small town is described. Students are expected to read the text and answer the question "Is there traffic in the Castle Street?". Ask your students to read the text silently and find the answer to the question. If they have difficulty in answering the question, teach them the word "pedestrian" in simple sentences. After they give the answer, teach them the words "statue, coin, square", too. When they have understood the text very well, remind them how to use the prepositions "opposite, next to, behind, between, on the corner, in the middle of".

Answer Key

No, there isn't any traffic in the Castle Street. It is a pedestrian street.

MY ENVIRONMENT

Our town is older and more beautiful than the neighbouring towns. There is a square in the town centre. It's called Market Square because there is a market there every morning. Once a year there is a folk festival in Market Square, too.

The statue is the symbol of the square. It stands in the middle of a pond and people throw coins in that pond. It is the statue of the last mayor of the town. Everyone liked him very much because he treated townspeople fairly and equally. When you look at the apartment buildings in the square, you would like to live in one of them. They are famous for the best view in the town.

At the end of the square, there is a museum. There are old photographs of the town in it. All the shops and houses were smaller than they look now. There weren't any restaurants in the square then, but now there are some great restaurants. Opposite the restaurants, there is a theatre, a bookshop and a hairdresser's. The Opera House is on the corner of the square. Next to the Opera House, there is a hotel and behind them, there is a car park in the Castle Street. Castle Street is a pedestrian street with a lot of shops; music shops, clothes shops and shoe shops. When you turn right from Castle Street, you will see the park between the train station and the bus station.



8. Read the text again and answer these questions.

1. Why is the square called the Market Square?

_____.

2. How often do people attend a folk festival in Market Square?

_____.

3. Why is the statue the symbol of the square?

_____.

4. Why would people like to live in the apartment buildings in the square?

_____.

5. Were the houses and shops in the square smaller or bigger in the past?

_____.

6. Where is the car park?

_____.

Idiom Time

all over town: in, across or to many places in a city or town

e.g.

1. We drove all over town last night and couldn't see an open parking space.
2. News of her crime was all over town by the end of the day.

8. Read the text again and answer these questions.

Ask the questions and help your students to give the correct answers.

Answer Key

1. Because there is a market there.
2. There is a market there every morning.
3. Because the statue is in the middle of a pond and people throw coins in that pond. / Because it is the statue of the last mayor of the town and everyone liked him very much.
4. Because they are famous for the best view in the town.
5. They were smaller in the past.
6. It is in the Castle Street. / It is behind the hotel and the Opera House.

Idiom Time

Ask your students to read the sample sentences and guess the meaning of the idiom.

Ethics and Values Education (Justice)

Draw your students' attention to the leaders who treat their citizens fairly.

A Note to the Teacher:

Give the Workbook Exercise 1 as homework and check it later.

 **Teacher's Notes**

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THEME 2

Writing Time



9. Describe and compare your environment with another one in simple sentences.

e.g.

I like living in my town because it is a calm, neat place and people are friendly. There is a school, a mosque and a park in the town centre. You can find a big market, too. The nearest town is noisier and dirtier. There are a lot of shops, cars and people there. People don't know each other. It is more difficult to live there.

Listening Time



10. Answer: Would you like to move to a different house / neighbourhood / town? Why?

Track 6



11. Listen to the dialogue and answer: What are the neighbours like?



9. Describe and compare your environment with another one in simple sentences.

Functions: 3, 2

Skills: E9.2.W2

Students are expected to write a paragraph about their environment. They will describe and compare their environment with another one. Give them enough time to write their paragraphs. Remind your students that they should be careful about punctuation and capitalization. Read and make corrections in their paragraphs.

10. Answer: Would you like to move to a different house / neighbourhood / town? Why?

Before starting the activity, ask the question and listen to their answers.

11. Listen to the dialogue and answer: What are the neighbours like?

Functions: 1, 2, 3

In this activity, a house and its neighbourhood are described by questions and answers. Speakers make comparisons and talk about the location of some places. Your students are expected to find the answer to the question “What are the neighbours like?” while they are listening. Have them listen to the dialogue, giving enough time to complete the activity. Make an oral check.

Answer Key

The neighbours are friendlier and more helpful.

Tapescript (Track 6)

Daughter : Oh, Dad, I can't wait to see our new house! Tell me about it, Mum!

Mother : Okay. It is in a small town. There is a high school, a post office, a train station and a cinema.

Daughter : Is my school close to our house?

Father : Yes, it is just around the corner.

Daughter : Is there a nice mall in the neighbourhood?

Mother : I'm afraid not. There are only a few shops, but they are cheaper than the shops in London.

Father : Now, we are driving along the Main Street. Look! That is the post office and over there is the main station. From there, you can take the train to London.

Daughter : And where is my school?

Father : Just a moment, Anna. We must turn left and we are almost there. Look! There it is. That is your new school and there is a park next to your school.

Daughter : I think there aren't any sports facilities in my school.

Father : But the town gymnasium is opposite your school. Let's turn right and drive ahead

Mother : Here we are! This is our new house!

Daughter : Oh, it is more beautiful than our old house! How many rooms are there in it?

Mother : Three bedrooms, two living rooms, two bathrooms, a kitchen and a cellar.

Daughter : Is it a large or a small cellar?

Mother : It is a large one.

Daughter : What do we have in the kitchen?

Mother : We have a fridge, a built-in oven and microwave, a dishwasher and lots of cupboards.

Daughter : Are the bedrooms bigger?

Father : Yes, they are bigger than the old ones. There is a wardrobe opposite your bed and the bookcase is next to your bed.

Mother : The neighbours are friendlier and more helpful in this town, too. You can have better friends.

Daughter : Sounds great!

MY ENVIRONMENT



12. Listen again and write true (T) or false (F).

1. Anna and her family are moving to a new town. (...T..)
2. There is a big mall in the neighbourhood. (...F..)
3. The shops in London are more expensive. (...T..)
4. The house has a cellar. (...T..)
5. Anna's bedroom is small. (...F..)



13. Listen again and make a note of the words/phrases that tell location/direction.

- | | |
|------------------------|-----------------------------|
| a. _____ in _____ | b. <u>around the corner</u> |
| c. _____ next to _____ | d. _____ opposite _____ |
| e. <u>turn right</u> | f. _____ drive ahead _____ |
| g. <u>drive along</u> | h. _____ turn left _____ |

Speaking Time



14. What do you have in your room? Read the sample sentences and describe it to your friends.

e.g.

There are two beds in my room. There is a bedside table between the beds.
I've got a wardrobe next to the door.

12. Listen again and write true (T) or false (F).

Your students will read the sentences about the listening text and decide whether they are true or false. Make an oral check.

Answer Key

It is given on the Student's Book page.

13. Listen again and make a note of the words/phrases that tell location/direction.

Your students are supposed to write the words/phrases that tell location/direction while they are listening to the text. After giving enough time to listen to it, have your students read the words they have made a note of. You can write the correct words on the board.

Answer Key

It is given on the Student's Book page.

A Note to the Teacher:

Tell your students to do the Workbook Exercises 2 and 3 as homework. Later, check the answers.

14. What do you have in your room? Read the sample sentences and describe it to your friends.

Functions: 1

In this speaking activity, your students will describe their rooms and tell the locations of the things. Have them read the sample sentences and talk about their rooms.

 **Teacher's Notes**

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THEME 2

Reading Time



15. Answer: Are there any parks or gardens in your neighbourhood?



16. Read the first and the last sentence of every paragraph in the e-mail and answer: What is the e-mail about?

Account: [dropdown]

Dear Richy,

I'm writing this mail _____ in _____ my hotel room. It overlooks a calm lake. The fabulous hotel is on a grassy green hillside and the view from my window is fantastic. When I come here, I relax and get a lot of sunshine . There are a lot of guests in the hotel. We all enjoy the blue sky and the bright sun.

There are beautiful parks and gardens around the hotel. Some guests have day-trips in the countryside.

The weather was very nice for the past 5 days, but this morning it is raining very hard and a strong wind is a big problem for the small boats on the lake. So, unfortunately I have to spend a lot of time indoors and of course, I wouldn't like to do it. The hotel has an indoor swimming pool and a gym. I think I'll join the fitness classes there this afternoon. I hope it stops raining soon.

I'm looking forward to hearing about your holiday. Are you enjoying yourself? Is the scenery beautiful around / from your hotel? Well, see you in a few weeks.

Love,
Paula

17. Fill in the blanks in the e-mail with suitable prepositions as in the example.

18. Read the text again and write answers to these questions in your notebook.

1. Is the hotel at the seaside?
2. Why does Paula go to this hotel?
3. Why will Paula join the fitness classes in the gym?
4. What is Richy doing?

15. Answer: Are there any parks or gardens in your neighbourhood?

Ask your students the question and listen to their answers.

16. Read the first and the last sentence of every paragraph in the e-mail and answer: What is the e-mail about?

Functions: 1, 2

Skills: E9.2.R1

Students are expected to read the e-mail and find the topic of it. Tell them to read the first and the last sentence of each paragraph to get a quick idea about it. Then, let your students tell the topic of the e-mail.

Answer Key

It's about Paula's holiday.

17. Fill in the blanks in the e-mail with suitable prepositions as in the example.

This activity aims to make your students use prepositions properly. Let them read the e-mail and write a suitable preposition in the blanks. Later, you can make a student write the correct prepositions on the board.

Answer Key


It is given on the Student's Book page.

18. Read the text again and write answers to these questions in your notebook.

Ask your students to read the questions and find the answers to them. Then, make an oral check.

Answer Key

1. No, it isn't.
2. Because she relaxes and gets a lot of sunshine there.
3. Because it is raining and she has to spend time indoors.
4. Richy is having a holiday.

 **Teacher's Notes**

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Speaking Time



19. Work in pairs. Talk to your friend and compare people, places and objects in or around your house.

e.g.

My next door neighbour is more social than me, so she takes me to different places.

There is a new clothes store in my street. It is cheaper than the previous one.

I've got a new laptop. It is lighter and more powerful than my old laptop.

The electronic store on the corner is the biggest in the city.

Pronunciation Time



20. Listen and repeat the words in Part A and notice the /i/ and /i:/ sounds. Read Part B yourself and write the sounds in paranthesis. Then, listen to Part B and check your pronunciation.

Part A

beat seat cheap feet green eat steal heal /i:/
bit sit chip fit grin it still hill /ɪ/

Part B

dip (ɪ) fill (ɪ) heap (i:) live (ɪ) these (i:) list (ɪ)
deep (i:) feel (i:) hip (ɪ) leave (i:) this (ɪ) least (i:)

Writing Time



21. Fill in the chart on the next page comparing the cities in Türkiye or in different countries.

e.g.

Cities	İstanbul	Ankara	Mersin
General	İstanbul is the most beautiful city in Türkiye.	Ankara is more important than all the other cities.	Mersin is more modern than Ağrı.
Weather	İstanbul is warmer than Ankara.	Ankara is the coldest of the three cities.	Mersin has got the best weather.
Population	İstanbul is the most crowded city in Türkiye.	Ankara is more crowded than Mersin.	Mersin is less crowded than Ankara.
Grocery	The food is the most expensive in İstanbul.	Ankara is more expensive than Mersin.	Mersin has the freshest and the cheapest food.

19. Work in pairs. Talk to your friend and compare people, places and objects in or around your house.

Function: 3

Skills: E9.2.S2

Your students will talk to their friends and compare people, objects and places around their house. Have them read the sample sentences and give some time to prepare what they would like to say. Then, encourage them to say their sentences.

20. Listen and repeat the words in Part A and notice the /i/ and /i:/ sounds. Read Part B yourself and write the sounds in paranthesis. Then, listen to Part B and check your pronunciation.

Skills: E9.2.P1

The aim of this activity is to make students recognize the sounds /i/ and /i:/ and isolate them from the other sounds. In Part A, both sounds are given in different word pairs. Make your students listen to Part A for a few times and notice the sounds /i/ and /i:/. In Part B, your students will listen to some words and write the sound they hear in parenthesis. The sound will be either /i/ or /i:/. Let them listen to Part B as long as they need and do the activity by themselves.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 7)

Part A

beat seat cheap feet green eat steal heal /i:/
bit sit chip fit grin it still hill /i/

Part B

dip (ɪ) fill (ɪ) heap (i:) live (ɪ) these (i:) list (ɪ)
deep (i:) feel (i:) hip (ɪ) leave (i:) this (ɪ) least (i:)

21. Fill in the chart on the next page comparing the cities in Türkiye or in different countries.

Functions: 3

Skills: E9.2.W1.

Make your students read the sample table and tell them they will make a similar table comparing the cities in Türkiye or in different countries. Sample cities are compared by food prices, population, weather and general characteristics. Give them enough time to complete the activity and listen to their sentences.

Teacher's Notes

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THEME 2

Cities			
General			
Weather			
Population			
Grocery			

Listening Time



22. Answer: What do you do if you don't know an address?



23. Listen to the information about directions in the dialogues. Find the bookshop, café and the cinema on the chart.



22. Answer: What do you do if you don't know an address?

Ask the question to your students and listen to their answers.

Suggested Answer Key

I ask someone for help.

23. Listen to the information about directions in the dialogues. Find the bookshop, café and the cinema on the chart.

Functions: 1

Skills: E9.1.L2

First, make your students look at the chart carefully. Then, read the instruction and tell your students that they will find the bookshop, café and the cinema on the map by following the directions given in the recording. Have them listen to the recording for a few times. When they complete the activity, check the locations of the bookshop, café and the cinema in their books.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 8)

1. A : Excuse me? Is there a bookshop in this neighbourhood?


B : Well, there is one in King's Road. Go ahead. Cross Green Street. Go up the street. It is on the corner of King's Road. It is opposite the underground station and near the supermarket.

2. A : Can you help me? How can I get to the Blue Café?

B : Go ahead. Turn right into King's Road. It is between the underground station and Italian restaurant.

3. A : Can you tell me the way to the cinema?

B : Yes, of course. First of all, go ahead. Then, turn left into King's Road. It is next to the theatre.

 **Teacher's Notes**

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Speaking Time



24. Work in pairs. Look at the chart in part 23 again. Ask and answer to locate the statue and the fountain and ask for the directions to the post office, theatre and the bus station. Use the clues.



e.g. A: How can I get to the Italian Restaurant?
 B: Go ahead. Cross Green Street.
 Turn right into King's Road. It is on the right
 opposite the bus station.

Can you please tell me how I **can get to** Oxford Street?

Where is the **nearest** supermarket?

How can I go to the local market?

I'm trying to **get to** Downing Street.

Go straight on till you see the hospital, then turn left.

Turn right at the end of the road and my house is number 67.

Take the third road on the right and you will see the post office on the right.

Take the second road on the left and you will see the hospital straight ahead.

The hospital is **opposite** the railway station.

The shop is **near** the hospital.

The house is **next to** the local cricket ground.

The shop is **between** the chemist and the cinema.

At the end of the road you will see a roundabout.

THEME 2

Song Time



25. Listen and sing the song.

You've Got a Friend In Me from "Toy Story"

You've got a friend in me,
You've got a friend in me.

When the road looks rough ahead
And you're miles and miles from your nice warm bed,
You just remember what your old pal said:

Boy, you've got a friend in me,
Yeah, you've got a friend in me.

You've got a friend in me,
You've got a friend in me.

You've got troubles and I've got 'em too,
There isn't anything I wouldn't do for you.
We stick together and see it through

'Cause you've got a friend in me.
You've got a friend in me.

Idiom Time




go downtown: to go to the central part of the city

e.g.

Let's have dinner at home first. Then, we can go downtown.

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Talking about locations of things			
Asking about and describing neighbourhood			
Making comparisons			

25. Listen and sing the song. (Track 9)

Make your students listen to the song and sing along. Ask them what “You’ve got a friend in me.” means. You should also ask them to translate the song.

Ethics and Values Education (Love, friendship, communication in the mother language)


Make your students notice the values of friendship and love in the song. By translating the song, they will improve their capability in the mother language.

Idiom Time

Have your students read the idiom, the explanation and the sample sentences. Motivate them to use the idiom while they are talking.

Self Assessment

Ask your students to assess their learning for this theme and mark the column which best fits his/her position. Check their assessments and give extra help to the students who cannot learn quickly.

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THEME THREE

MOVIES



Theme 3

MOVIES

Functions and Useful Language

1. Talking about likes/ dislikes, hobbies and free time activities
2. Expressing opinions
3. Making preferences
4. Asking about and telling the time and the date
5. Inviting and refusing/accepting an invitation

Listening

- E9.3.L1.** Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video.
- E9.3.L2.** Students will be able to reorder a recorded conversation about making invitations/ offers.

Pronunciation

- E9.3.P1.** Students will be able to differentiate /t/ sound from / θ / sound.
Eg. *ten /ten/ thin / θɪn/*

Speaking

- E9.3.S1.** Students will be able to express their opinions about free time activities.
- E9.3.S2.** Students will be able to ask about and tell the time and the date.
- E9.3.S3.** Students will be able to talk about their preferences of hobbies and free time activities.
- E9.3.S4.** Students will be able to act out a dialogue about accepting and refusing an invitation.

Reading

- E9.3.R1.** Students will be able to scan film reviews on blogs to decide which movie to see.
- E9.3.R2.** Students will be able to find the main idea of a text about movies.

Writing

- E9.3.W1.** Students will be able to write their opinions on a blog.
- E9.3.W2.** Students will be able to write short text messages to invite their friends for a movie.

THEME 3

Warm Up Time



1. In which type of films can you see these characters? Write under the photos.

adventure

thriller

romantic

drama

historical

animation

science fiction



science fiction



adventure



thriller



animation



historical



drama



romantic

Preparatory Work

Tell your students to look at the cover of the theme and read the name. Ask them what “Movies” mean. You can arouse curiosity about the theme by asking the question “What is your favourite movie?”.

1. In which type of films can you see these characters? Write under the photos.

Types of films are given below the instruction. Ask your students to read the film types and look at the film frames. They are supposed to match them. When they complete the activity, make an oral check.

Answer Key

It is given on the Student's Book page.

2. Answer: How often do you watch films?

Before starting the listening activity, ask the question and listen to your students' answers.

3. Listen to the dialogue and complete the table.

Functions: 1, 2, 3, 4, 5

Skills: E9.3.L1

This activity is designed to make the students remember some structures they have learned before. In the dialogue, two friends talk about their hobbies, likes/dislikes, preferences, express opinions, invite/refuse/accept an invitation and ask about and tell the time and the date.

Have your students read the instruction and look at the table first, and then, play the track. Students are expected to fill in the table while listening. Let them listen to the track a few times. When they complete the activity, make an oral check.

Ask your students how to invite /refuse / accept an invitation. After that, you can write the following phrases/sentences on the board.

Would you like to ...?

How about ...?

Are you in the mood for ...?

I'd love to do that!

That sounds great!

I'm afraid, I can't...

I'd love to, but ...

Answer Key

It is given on the Student's Book page.

Listening Time



2. Answer: How often do you watch films?



3. Listen to the dialogue and complete the table .

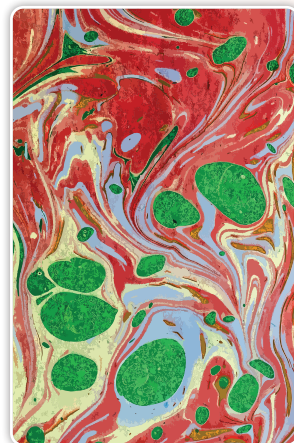


	Joseph	Lauren
Likes	adventure films, sports	watching good films, reading a book, sports
Dislikes	arts	watching TV, being late
Free Time Activities	watching a film, hiking	marbling, hiking
Preferences	science fiction to dramas	romantic comedies



4. Listen again and answer the questions.

1. What does Joseph do in his free time?
2. What does Lauren prefer watching?
3. Why doesn't Lauren like watching TV?
4. What sports does Lauren do?
5. Who hikes every Sunday?
6. Who has got the Star Wars premiere tickets?



Tapescript (Track 10)

Joseph : Watching a film is my favourite free time activity. I like adventure films very much. Skyfall is my favourite. What do you do in your free time?

Lauren : I enjoy reading a book. I love watching good films, but I don't like watching TV because, I think, most programmes are boring. I prefer watching romantic comedies rather than adventure films. Marbling is my favourite art. Do you like arts?

Joseph : Oh, no! It is not my thing. Do you like doing sports?

Lauren : Yes. I do pilates twice a week and I like going for a walk every weekend.

Joseph : Listen. We hike around the city every Sunday. Would you like to come next Sunday?

Lauren : Oh, I'd love to do that! What time shall we meet?

Joseph : I'll meet you at 8 in the morning at the bus stop.

Lauren : OK. Oh, Joseph, by the way, I've got two tickets for the premiere of Star Wars. How about coming with me?

Joseph : That sounds great! I believe this is a very good chance for me. I prefer watching science fiction to dramas. When is it?

Lauren : Next Friday, on the 3rd of December at 8 p.m.

Joseph : I'm afraid, I can't come. I'm busy that day. Are you in the mood for a movie tonight?

Lauren : Well, I'd love to, but I have other plans. Can you tell me the time?

Joseph : It is a quarter past 5. Why?

Lauren : Oh, I'm late. I hate being late. See you later. Bye.

Joseph : Bye, Lauren.

4. Listen again and answer the questions.

Have your students read the questions in this part and tell them they will find the answers to these questions while listening. Make them listen to the track twice and make an oral check.

Answer Key

1. He watches films.
2. She prefers watching romantic comedies.
3. Because she thinks most programmes are boring.
4. She does pilates and goes for a walk.
5. Joseph.
6. Lauren.

THEME 3



5. Listen to the dialogue again. Read the situations in the first table. Choose suitable sentences for each of them in the second table and write.

1. You want to invite your friend somewhere.	a, d, g
2. You accept an invitation.	c, i
3. You refuse an invitation.	e, j
4. You want to say your opinions.	b, f, h

a. Would you like to come ...?	
b. I believe ...	
c. That sounds great!	
d. Are you in the mood for a ... tonight?	
e. I'd love to, but I have other plans.	
f. I think ...	
g. How about coming with me?	
h. I guess ...	
i. I'd love to do that.	
j. I'm afraid I can't ...	

Speaking Time



6. Work in pairs. Look at the posters below and make dialogues to go to a movie. Use the sentences in part 5 to invite, accept or refuse the invitation. Ask and tell the time and the date.



5. Listen to the dialogue again. Read the situations in the first table. Choose suitable sentences for each of them in the second table and write.

Students are expected to pick out the phrases /sentences / questions which can be used for the situations on the first table. Ask your students to read the situations on the first table and the beginnings of sentences or questions on the second table. Give enough time to complete the activity. Then, ask them to read the sentences which can be used for each situation.

Answer Key

It is given on the Student's Book page.

6. Work in pairs. Look at the posters below and make dialogues to go to a movie. Use the sentences in part 5 to invite, accept or refuse the invitation. Ask and tell the time and the date.


Functions: 4, 5

Skills: E9.3.S2 - E9.3.S4

In this speaking activity, your students will practise inviting, refusing or accepting, asking and telling the time and the date. They will choose one of the three occasions given below the instruction and talk with their partners. Enough time should be given for the activity and the students should be encouraged to act out their dialogues.

A Note to the Teacher:

Ask your students to do the Workbook exercise 1 and 2 at home and check their answers later.

 **Teacher's Notes**

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Reading Time



7. Answer: Do you prefer to watch films at home or at the cinema? Why?



8. Read the film reviews on a blog and answer: Which film's story doesn't come from a novel?

The Chronicles of Narnia: The Voyage of the Dawn Treader

Director: Michael Apted

Stars: Ben Barnes, Skandar Keynes, Georgie Henley, Will Poulter

The Chronicles of Narnia is a series of fantasy films. It is about the adventures of children in the world of Narnia and a wise and powerful lion, Aslan. Aslan can speak and is the true king of Narnia.

Lucy and Edmund Pevensie return to Narnia with their cousin Eustace and there, they meet up with Prince Caspian. They have a trip across the sea on the royal ship, The Dawn Treader.

The film is based on a novel written by C. S. Lewis.

The film is full of interesting experiences. I enjoyed watching it. I guess teenagers will like it, too.

Point: 7 out of 10.

(113 minutes)

Harry Potter and the Philosopher's Stone

Director: Chris Columbus

Stars: Daniel Radcliffe, Rupert Grint, Richard Harris, Maggie Smith

In the plot, Harry Potter, a young wizard, discovers his magical skills in his first year at the Hogwarts School of Witchcraft and Wizardry. When Harry is one year old, the most evil wizard kills Harry's parents, and then he tries to kill Harry. He tries to curse him, too, but the curse doesn't work on Harry. Harry has to find out the mystery... It is the first novel in the *Harry Potter* series and J. K. Rowling's novel.

I like this film more than the others because it is the beginning of the series. The subject is very exciting and the characters are so lovely. I think everyone should watch it.

Point: 9 out of 10.

(152 minutes)

Skyfall

Director: Sam Mendes

Stars: Daniel Craig, Javier Bardem, Judi Dench, Naomie Harris, Ralph Fiennes

Bond is in Istanbul. He runs after a stolen computer. It contains the secret information of NATO agents. He looks for the disk in marketplaces, on the roofs and in a train. The disk is lost, and 007 is lost, too. But later, he is in London and in some of the world's most exotic corners: Shanghai, Macau, Glencoe...

I like James Bond films, but I believe this one is the worst. The story is slow and the actors are not really successful. Only the pictures from Istanbul are fantastic.

Point: 4 out of 10

(142 minutes)

7. Answer: Do you prefer to watch films at home or at the cinema? Why?

Have your students answer the question in the instruction and help them to express their reasons.

8. Read the film reviews on a blog and answer: Which film’s story doesn't come from a novel?

Skills: E9.3.R1

Read the instruction for this activity. Then, ask them to read the reviews of the films and find the film which doesn’t come from a novel. They don’t need to understand the texts in detail in this stage.

Answer Key

Skyfall’s story doesn’t come from a novel.



Teacher’s Notes

A large rectangular area containing 25 horizontal dotted lines for taking notes.

THEME 3



9. Complete these sentences about part 8.

1. Skyfall is a James Bond film.
2. Harry Potter is a student at the Hogwarts School of Witchcraft and Wizardry.
3. The Chronicles of Narnia is the shortest film.

Speaking Time



10. Read part 8 again. Talk to your friends and say which film you would prefer watching and why.

Writing Time



11. Write your opinions about a film on a blog.

e.g.

TITANIC

Type of film: Romantic Film

Director: James Cameron

Stars: Leonardo DiCaprio,
Kate Winslet, Billy Zane,
Gloria Stuart

It is a Hollywood blockbuster about a big ship and an iceberg. A rich girl and a poor boy meet on the ship and the film is about them. I think it is an exciting and a beautiful film. And I believe it is the best romantic film.

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Speaking Time



12. Talk to your friends about your likes/dislikes, free time activities and hobbies expressing your opinions and preference.

e.g. I like reading books or watching movies in my free time. Watching TV is not my thing. I think it wastes our time.

Music is my hobby. I sing and play the guitar.

I prefer being in nature. I believe it is relaxing so, we must do everything to protect our environment.

I prefer watching romantic comedies rather than war films.

9. Complete the sentences about part 8.

Students are expected to complete the sentences given in this activity. Make your students read the sentences first, and then tell them to read the film reviews again and complete the missing parts. Let them read the sentences orally.

Answer Key

It is given on the Student's Book page.

10. Read part 8 again. Talk to your friends and say which film you would prefer watching and why.

Function: 3

Students will talk about their film preferences considering the three films. Encourage each student to share his/her ideas about the films.

A Note to the Teacher:

Have your students do the Workbook exercise 3 in class. Make an oral check.

11. Write your opinions about a film on a blog.

Function: 2

Skills: E9.3.W1


Your students are supposed to write their opinions about a film on a blog as it is in part 8. Give them enough time to complete the activity and check what they have written.

12. Talk to your friends about your likes/dislikes, free time activities and hobbies expressing your opinions and preference.

Functions: 1, 2, 3

Skills: E9.3.S1 – E9.3.S3

Your students will talk about their likes/dislikes, free time activities and hobbies. They will also express their opinions and preferences. Give them enough time to prepare for their speech and encourage all the students to take part in the activity.

 **Teacher's Notes**

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Listening Time



13. Answer: Who do you usually go to the cinema with?



14. Listen to the dialogue and reorder the conversation.



(1) Hello Joy! There's a good film on at the Star Cinema. Let's see it tonight.

(5) Nightmare on Elm Street.

(7) Comedy films are not very me. Why don't we watch Ice Age 7, then?

(3) OK. How about seeing it tomorrow afternoon?

(8) I'd love to watch it with you. When?

(11) See you.

(6) A horror film! Personally, I prefer to watch a comedy film or an animation.

(2) I'm sorry, I can't, Thomas, because I have guitar lessons.

(4) Well, what is the name of the film?

(9) It'll be out on July 13th.

(10) No problem. We can wait. See you, Thomas.

13. Answer: Who do you usually go to the cinema with?

Ask the question to your students and listen to their answers.

14. Listen to the dialogue and reorder the conversation.

Functions: 2, 3, 4, 5

Skills: E9.3.L2

In this listening activity, the students will listen to a dialogue. The sentences used in the dialogue are given in the student's book, but they are mixed up. Students are expected to reorder the sentences in the conversation while listening. Have your students listen to the dialogue a few times. When they mark the correct order, make two students read the dialogue. Give volunteer students a chance to act out the dialogue.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 11)

Thomas : Hello Joy! There's a good film on at the Star Cinema. Let's see it tonight.

Joy : I'm sorry, I can't, Thomas, because I have guitar lessons.

Thomas : OK. How about seeing it tomorrow afternoon?

Joy : Well, what is the name of the film?

Thomas : Nightmare on Elm Street.

Joy : A horror film! Personally, I prefer to watch a comedy film or an animation.

Thomas : Comedy films are not very me. Why don't we watch Ice Age 7, then?

Joy : I'd love to watch it with you. When?

Thomas : It'll be out on July 13th.

Joy : No problem. We can wait. See you, Thomas.

Thomas : See you.



Teacher's Notes

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THEME 3



15. Listen again and act out a dialogue about making invitations, refusing and accepting it. You can use the clues below.

Are you in the mood for a ...?

... are not very me.

How about...?

Why don't we ...?

Sorry, but I have to ...

I'm sorry, I can't. Because ...

Would you like to ...?

That's not a good ...

Let's ...

I'd love to...

Pronunciation Time



16. Listen and repeat the words and sentences in part A. Notice / t / and / θ / sounds. Read and circle the words with / θ / sound in part B and then check your pronunciation.

Part A

Thanks.
Thanks for coming.
tank
There is a water tank over there.
think
Just think about it.
third
I got the third highest score.
Breath
He was out of breath.
tooth
I've got a bad toothache.
bath
I need a bath.

Part B

thin
maths
toe
thing
tears
thick
meat
nest
true
both

Note!

To pronounce "th" /θ/ sound, place the tip of your tongue between your teeth but just blow air through your mouth without vibrating your vocal cords.

Words that have the /θ/ sound are: thank, think, therapy, moth, path, etc.

15. Listen again and act out a dialogue about making invitations, refusing and accepting it. You can use the clues below.

Function: 5

Skills: E9.3.S4

In this activity, students will make up their own dialogues to invite/refuse/accept a friend. Make your students read the clues given in their book and help them to understand their meanings. After giving your students enough time to prepare for the activity, let them act out their dialogues.

16. Listen and repeat the words and sentences in part A. Notice / t / and / Ø / sounds. Read and circle the words with /Ø/ sound in part B and then check your pronunciation.

Skills: E9.3.P1

This activity aims at teaching students the correct pronunciation of / t / and / Ø / sounds. Read the explanation in the “Note!” and teach your students how to pronounce these sounds. Make your students listen and repeat the words and the sentences in part A. Remind them that they should notice the pronunciation. In the second part of the activity, students are expected to read and circle the words which have / Ø / sound. Give them enough time to circle the words and then, make them listen to Part B and check the correct words. Finally, write the words with / Ø / sound on the board.

Answer Key

It is given on the tapescript.

Tapescript (Track 12)

Part A

Thanks.

Thanks for coming.

tank

There is a water tank over there.

think

Just think about it.

third

I got the third highest score.

breath

He was out of breath.

tooth

I've got a bad toothache.

bath

I need a bath.

Part B

Thin

maths

Toe

thing

tears

thick

meat

nest

true

both

Reading Time



17. Answer: What's your favourite foreign film?



18. Read the text and mark the main idea of the film.

- a. Reading poetry makes life more interesting.
- b. People should live life to the fullest and do what they want.
- c. Teaching methods are very important in learning.

The movie *Dead Poets Society* tells the story of an English teacher, John Keating. He starts teaching at a high school at Welton Academy. It is an elite and a conservative school. Keating surprises his students by his teaching methods, but the head master doesn't like his methods. Keating teaches them the Latin expression "Carpe Diem" which means "Seize the day.". He advises them to live life to the fullest, but not to get themselves into trouble by behaving badly. He also inspires them through his teaching of poetry, shows ways to look at life in a different way and helps them to be individuals.

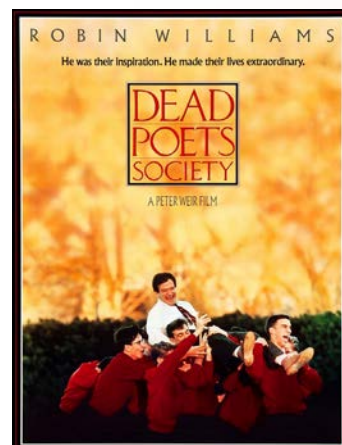
When the students learn that Keating was a member of "Dead Poets Society" when he was at Welton, they restart the club, meet in a cave and read poetry and their own compositions. So, the students begin to learn their potentials. Neil, one of the students, likes acting very much and takes part in a play. When his father learns this, he decides to send him to a military school. Neil commits suicide. The head master investigates the death and forces the students to blame Keating. All of them sign a letter and Keating is fired.

While the head master is teaching English to the students, Keating comes to the classroom to collect his personal things. A student shouts that Keating is not guilty and he says: "O Captain! My Captain!". All the others do the same. Keating is so happy. He thanks the boys and leaves the classroom.



19. Read the text again and write true (T) or false (F).

- 1. Keating is a film character. (..T..)
- 2. Welton Academy is a modern school. (..F..)
- 3. Students should behave well while they are doing what they want. (..T..)
- 4. Keating was a student at Welton Academy. (..T..)
- 5. Neil's father wants his son to act in a play. (..F..)



17. Answer: What is your favourite foreign film?

Ask the question to your students and listen to their answers.

18. Read the text and mark the main idea of the film.

Skills: E9.3.R2

Your students are supposed to read the film review and find the main idea of it. Ask your students to read the choices for the main idea below the instruction first, and then to read the film review. Give them enough time to complete the activity and check the answer orally.

Answer Key

b

Ethics and Values Education (Honesty)

Make your students notice that the students in the film tell the truth eventually although they have blamed Keating beforehand.

19. Read the text again and write true (T) or false (F).

Ask your students to read the text again and evaluate the sentences as “true” or “false”. Make an oral check.

Answer Key

It is given on the Student’s Book page.

 **Teacher's Notes**

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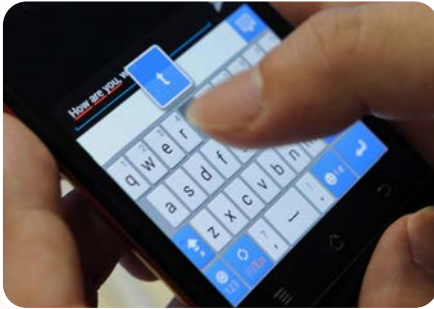
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THEME 3



20. Write a text message to your friend to invite him/her for a movie or an activity.

e.g.



Hi, Ronald. Do you fancy joining me to go to the Midtown Cinema this afternoon? "The Martian" is on at 3.15.

Listening Time



21. Answer: Where can you read the film reviews?



22. What kind of DVDs has Meg got? Listen to the dialogue and tick.

action/adventure	<input checked="" type="checkbox"/>	romantic comedy	<input checked="" type="checkbox"/>	animation	(...)
love story	<input checked="" type="checkbox"/>	historical	(...)	musical	(...)
horror	<input checked="" type="checkbox"/>	comedy	(...)	war	<input checked="" type="checkbox"/>
western	(...)	science fiction	(...)	thriller	(...)



20. Write a text message to your friend to invite him/her for a movie or an activity.

Skills: E9.3.W2

Your students will write a text message to invite a friend for a movie or an activity. Make them read the sample message and give enough time to do the activity. After they complete writing, check their messages orally.

21. Answer: Where can you read the film reviews?

Ask the question in the instruction and listen to their answers.

22. What kind of DVDs has Meg got? Listen to the dialogue and tick.

Functions: 1, 2, 4, 5

Students are expected to find the answer to the question “What kind of DVDs has Meg got?” while listening. DVD types are given on the table below the instruction. Tell your students they will tick the DVD types on the table and let them listen to the dialogue for a few times. When they complete the activity, make an oral check.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 13)

Larry : Oh, you are watching a cooking program. I hate watching cooking programs because I think they are a waste of time.

Meg : Well, I'm bored and there aren't any good programs.

Larry : Why don't we get a cup of coffee at the café on the corner?

Meg : No, thank you. I don't like their coffee. I can make you coffee here.

Larry : Cool!

Meg : How about watching a DVD?

Larry : Oh, what a good idea! What shall we watch?

Meg : Let me see. I've got romantic comedy films, action films, a love story and a horror film. Would you like to watch a war film?

Larry : I suppose it is a bad idea because there is a lot of violence in them. If you ask me, we should watch Titanic. I enjoy watching it again and again. The scenario is really good.

Meg : Oh, I think it is a fantastic idea! I watched it only once.

Larry : I guess the film won 11 awards.

Meg : Really? Did the actors win the Oscar awards?

Larry : No, but it won the Best Picture and Best Director awards.

Meg : Who is the director?

Larry : James Cameron. He wrote, directed and produced it.

Meg : Do you know the cast of Titanic?

Larry : Let's read the DVD cover. It stars Leonardo DiCaprio and Kate Winslet. They are the leading actors. Gloria Stuart, Billy Zane and some others also play in it.

Meg : Leonardo DiCaprio is really cool! You put the DVD into my computer and I'll make coffee.


Larry : Do you have the time?

Meg : It is about 4 o'clock.

Larry : Be quick! I must buy a birthday present for my sister before I go home.

Meg : When is her birthday?

Larry : It is tomorrow, 4th of July.

 23. Listen again and match the words with their definitions. There is one extra choice.

1. director

2. actor

3. scenario

4. cast

5. award

a. They are the actors and actresses in a play or a movie.

b. This gives the details about the story of the movie, characters and the places.


c. You see this person in films or plays.

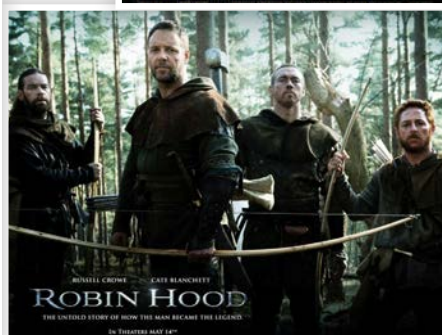
d. Very successful films, actors or directors get this.

e. This person gives instructions to actors in a film.

f. This person coordinates the writing, directing and financing of the film.

Speaking Time

 24. Work in pairs. Look at the film posters below and talk about them. Give your opinions. Use the words, sentences and questions on the next page.



23. Listen again and match the words with their definitions. There is one extra choice.

Your students are expected to guess the meaning of the words given in this activity. Make your students read the words and the meanings, telling them they will match the words with their meanings. Then, let your students listen to the dialogue in part 22 again and give them enough time to do the matching. Make an oral check.

Answer Key

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

24. Work in pairs. Look at the film posters below and talk about them. Give your opinions. Use the words, sentences and questions on the next page.

Functions: 1, 2, 3, 4

Your students will work in pairs and talk about the film posters given in this part. They are expected to give their opinions about them. Tell them to look at the posters and read the clues on page 44 before they prepare for their dialogue. When they are ready, encourage them to act out their dialogues.

A Note to the Teacher:

The Workbook exercise 4 and 5 should be given as homework and checked later.

 **Teacher's Notes**

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THEME 3

What type of films do you like?

What type of film is Ice Age, etc.?

Do you like ...?

When is it on?

actors

cast

I like /hate ...

director

stars

award

I think / suppose / believe / guess

prefer

Idiom Time




Blockbuster: *A movie that is popular and makes a lot of money.*

“That blockbuster made about 40 million dollars.

Titanic is one of the most successful blockbusters that has ever been made.”

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself
Talking about likes/dislikes, hobbies and free time activities			
Expressing opinions			
Making preferences			
Asking about and telling the time and the date			
Inviting and refusing/accepting an invitation			

Idiom time

The meaning of the idiom and some example sentences are given. Help your students to understand the idiom.

Self Assessment

After your students have assessed their own learning, reteach the parts which cannot be learned properly.

 **Teacher's Notes**

A large rectangular area with a red border and rounded corners, containing 25 horizontal dotted lines for writing notes.

THEME FOUR

HUMAN IN NATURE



Theme 4

HUMAN IN NATURE

Functions and Useful Language

1. Describing daily routines
2. Talking about abilities
3. Talking about frequencies of activities

Listening

- E9.4.L1.** Students will be able to identify the subject of a text with the help of familiar words.
- E9.4.L2.** Students will be able to identify time expressions of daily routines.

Pronunciation

- E9.4.P1.** Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds.
- Eg. *runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/*

Speaking

- E9.4.S1.** Students will be able to talk about their abilities.
- E9.4.S2.** Students will be able to talk about their daily activities and the frequencies of those activities.

Reading

- E9.4.R1.** Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.
- E9.4.R2.** Students will be able to scan reading passages about people to find out different/unusual abilities.

Writing

- E9.4.W1.** Students will be able to write about their friend's daily life and the frequencies of their activities.
- E9.4.W2.** Students will be able to write a short paragraph about love for nature.

THEME 4

Warm Up Time



1. Match the words with the photos.

valley

jungle

hill

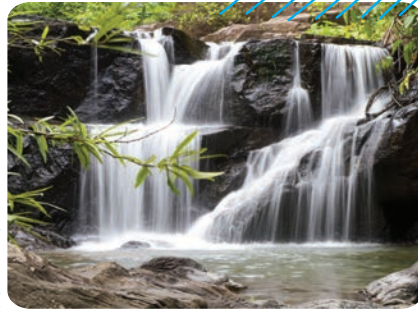
waterfall

stream

grass



jungle



waterfall



stream



hill



grass



valley

Preparatory Work

Ask your students to read the name of the theme and look at the cover of the theme. Ask questions such as “Do you like being in nature? What do you do when you are in nature? Do you listen to the sound of nature?” and get them interested in the theme.

1. Match the words with the photos.

Some nature related terms and the photographs that show them are given in this part. Students are expected to match the terms with the photos and write in the blanks. If your students are not familiar with some of the words, teach them first and let them do the matching activity. Make an oral check and ask them to give the Turkish words for these nature terms.

Answer Key

It is given on the Student's Book page.



Teacher's Notes

A large rectangular area with a light beige background and a thin brown border. It contains 20 horizontal dotted lines for writing notes.

Listening Time



2. Answer: What do you do during your summer holiday?



3. Listen to the dialogue and answer: What will Betty ask her parents to do?



4. Listen to the dialogue again and answer these questions.

1. What kind of holiday do Kevin and his family have?

2. How often does Kevin go on holiday?

3. Where does Betty stay during their holiday?

4. What does Kevin do on holiday?

5. How often do they buy bottled water?

6. What do they usually do in the evening?

7. What kind of problems do they have when they go camping?

2. Answer: What do you do during your summer holiday?

Ask the question to your students and listen to their answers.

3. Listen to the dialogue and answer: What will Betty ask her parents to do?

Functions: 1, 2, 3

Skills: E9.4.L1

In this activity, Betty and Kevin talk about their holidays and students are expected to find the answer to the question “What will Betty ask her parents to do?” while listening to the dialogue. Play the track for a few times and ask for their answers.

The aim of this activity is to remind your students of “can/can’t” and “frequency adverbs” and how to talk about daily routines. Make your students notice the sentences which have “can/cannot” and “frequency adverbs”.

Answer Key

Betty will ask her family to go camping next summer.

Tapescript (Track 14)

Betty : How often do you go on holiday, Kevin?

Kevin: Once a year. We go camping.

Betty : That is interesting. We always stay in a hotel during our holiday. What do you do there?

Kevin: I wake up at seven a.m. every morning when we go camping. I walk and swim before breakfast. After the breakfast, I can hike and observe the nature. I like watching birds and taking their photographs.

Betty : What do your parents do?

Kevin: My mother can paint beautiful nature scenery so she is interested in different places, plants, trees and flowers. She studies and picks some plants, too.

Betty : Can you eat those plants?

Kevin: We can eat some of them, Betty. My father sometimes catches fish. He makes a fire and cooks fish on it.

Betty : Oh, I like the idea of fire. Do you sit around the fire and sing songs at night?

Kevin: Yes, we usually sing songs. My mother often tells stories and jokes before we go to our tents to sleep.

Betty : I think it is fun to stay in a tent. We never stay in a tent during our summer holidays.

Kevin: Well, it is not always fun. If we forget to bring matches, we cannot make a fire. There are lots of mosquitoes. We need some insect repellents. Fresh water is also a problem.

Betty : How long can you survive without water?

Kevin: I am not sure, but I think one or two days. We go to the nearest town twice a week to buy bottled water.

Betty : What about electricity?

Kevin: There is no electricity. We cannot see anything in the tent without our torches, but the stars and the moon shine outside.

Betty : I'll ask my parents to go camping next summer.

4. Listen to the dialogue again and answer these questions.

Skills: E9.4.L1

Let your students listen to the dialogue again to find the answers to the questions given in this part. After having an oral check, ask your students some questions beginning with “How often ...?” and help them to give answers, using “once, twice, three times, every day, etc.”.


THEME 4

 5. What can / cannot they do? Listen again and complete the sentences.

1. Kevin can hike and observe the nature.
2. Kevin's mother can paint beautiful nature scenery.
3. They cannot eat all the plants.
4. Kevin's father can catch fish.
5. They cannot see anything in the tent without torches.



Speaking Time

 6. Work in pairs. Ask and answer about your daily activities and how often you do them.

e.g.

A - I always get up early, have breakfast and come to school in time. I never watch TV on weekdays.

B - What do you usually do at the weekend?

A - I sometimes go trekking.

B - How often do you go trekking?

A - Once a week. What do you do every day?

B - After I do my homework, I play table tennis with my brother every day. We have a match at school twice a week, etc.

Writing Time

 7. Write about your friend's daily activities and how often he/she does them.

Blank writing area with horizontal lines for text.

Answer Key

1. They have a camping holiday.
2. Kevin goes on holiday once a year.
3. She stays in a hotel during their holiday.
4. He walks, swims, observes the nature and takes photographs.
5. They buy bottled water twice a week.
6. They usually sing songs and Kevin's mother tells stories and jokes in the evening.
7. They have mosquito and fresh water problem. (Making fire is also a problem if they forget to bring matches.)

5. What can / cannot they do? Listen again and complete the sentences.

Your students will read the sentences and fill in the blanks with "can" or "cannot". Let them listen to the track again and make an oral check.

Answer Key

It is given on the Student's Book page.

6. Work in pairs. Ask and answer about your daily activities and how often you do them.

Functions: 1,3

Skills: E9.4.S2

Your students will work in pairs and talk about their daily routines. They will also ask and answer questions about the frequency of them.

Make your students read the sample dialogue. After allowing them enough time to prepare, listen to their dialogues. Some pairs should be given a chance to act out their dialogues.

7. Write about your friend's daily activities and how often he/she does them.

Functions: 1, 3

Skills: E9.4.W1

After the speaking activity your students have carried out in part 6, they are supposed to write their friends' daily activities and the frequency of them. Check their sentences and correct where necessary.

Idiom Time

Get your students to read the idiom and the mini dialogue. Ask them if they have guessed the meaning or not. After making the meaning clear, you can also have them translate the idiom.

A Note to the Teacher:

The Student's book exercise 1 should be given as homework and checked orally later.

Idiom Time

(get, go, etc.) back to nature: return to simple kind of life in the country, away from cities and technology

e.g.

- Did you enjoy your camping trip?
- Well, not really. Getting back to nature isn't really my thing. I prefer to stay in a luxury hotel.

Pronunciation Time



8. Listen and repeat the pronunciation of /s/ at the end of verbs in third person in part A. Read the verbs in part B yourself and write the sound. Then, listen and check your pronunciation.

Note!

- /s/ meets, asks, starts
- /z/ moves, goes, tells
- /ɪz/ practises, touches, fixes

PART A

/ s / sound	/ z / sound	/ ɪ z / sound
likes	drives	freezes
hates	ends	amazes
stops	rides	kisses
sleeps	falls	passes
writes	runs	teaches
cooks	sings	changes
walks	dreams	wishes

PART B

receives /...z.../	keeps /...s.../	measures /...z.../
watches /...ɪz.../	plays /...z.../	drinks /...s.../
calls /...z.../	works /...s.../	finishes /...ɪz.../
catches /...ɪz.../	speaks /...s.../	closes /...ɪz.../

8. Listen and repeat the pronunciation of /s/ at the end of verbs in third person in part A. Read the verbs in part B yourself and write the sound. Then, listen and check your pronunciation.

Skills: E9.4.P1

The activity is related to the the pronunciation of /s/ at the end of verbs in third person. Read the explanation in the “Note!” and help your students to pronounce the verbs correctly. Tell them to listen and repeat the verbs in part A and play the track for a few times. When you think they are able to pronounce the sound correctly, make them read the verbs in part B themselves and write the sound as /z/, /s/ or / ɪz/ between the slashes. When they have completed it, allow them to listen to part B. In this way, they will hear the correct sounds and check themselves. You should write the correct sounds on the board as well.

Answer Key

It is given on the tapescript.

Tapescript (Track 15)

Part A

/ s / sound

likes
hates
stops
sleeps
writes
cooks
walks

/ z / sound

drives
ends
rides
falls
runs
sings
dreams

/ ɪ z / sound


freezes
amazes
kisses
passes
teaches
changes
wishes

Part B

receives / z /
watches / ɪ z /
calls / z /
catches / ɪ z /

keeps / s /
plays / z /
works / s /
speaks / s /

measures / z /
drinks / s /
finishes / ɪ z /
closes / ɪ z /

 **Teacher's Notes**

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THEME 4

Reading Time



9. Answer: Are abilities important for success? Why / Why not?



10. Read the text quickly and answer these questions.

a) What does Natasha Demkina claim?

_____.

b) What can Master Zhou do?

_____.

c) What can Wim Hof do?

_____.



Are people born with different abilities?

Yes, all people are born with different abilities. But, about 99% of them never come to know the best of their abilities. Some people are born with high IQ. But IQ alone can't be a measure of success in life. Some people study hard, pass exams or practise a lot and then, they get what they really want to do in life. Well known scientists, sportspeople, artists or movie stars always work hard.

Everyone can't become great because they don't have the same chances in their lives. Some of them discover their abilities and improve their luck. Stephen Hawking is a prime example of somebody who was born with disability. He chose to work in the field of Physics and became very very successful. Mather Stover-Ling, an eleven-year-old boy, cannot use his legs. Chanelle Houston's spine was broken in a car accident and Dr. Jonathan Lessin suffers from Parkinson's. All three of these individuals can do indoor rock climbing.

Some people have unusual abilities. Natasha Demkina, a Russian girl, is called "Girl with X-ray eyes". She claims that she can see through people's skin and their organs to diagnose. Master Zhou is a Thai Chi and Kung Fu master and a Qigong healer. He can heat things with his bare hands. He can dry clay in his hand and bring water to boil. He uses his heating ability to cure tumors, body pain, and some other illnesses. Wim Hof has the world record for the longest time in an ice bath. He can run marathons over snow barefoot and climb the top of Kilimanjaro in shorts.

You may ask how this is possible. The answer is simple... It's their determination.

9. Answer: Are abilities important for success? Why / Why not?

Ask the pre reading question and encourage your students to share their ideas with their friends.

Suggested Answer Key

Abilities are not important for success because if we try hard we can improve our abilities and be successful.

10. Read the text quickly and answer these questions:

- a. What does Natasha Demkina claim?
- b. What can Master Zhou do?
- c. What can Wim Hof do?

Function: 2

Skills: E9.4.R2

Your students are expected to read the text quickly (scan) and find the answers to the questions below the instruction. The questions are about some people and their unusual abilities. Teach the word “claim”.


Read the title of the text first and then, ask that question to the students and listen to their answers. After giving your students enough time to do the activity, make an oral check. When the questions are answered, read the text paragraph by paragraph and paraphrase them. Teach the words “disabled, disability, suffer” and ask them the Turkish words for “X-ray, diagnose, organ”.

Answer Key

- a. Natasha Demkina claims that she can see through people’s skin and their organs.
- b. Master Zhou can heat things with his bare hands.
- c. Wim Hof can stay in an ice bath and run marathons over snow barefoot and climb the top of Kilimanjaro in shorts.

Ethics and Values Education (Patience, communication in the mother language)

Make your students feel that they can achieve everything in life by being patient and decisive. Ask the Turkish meaning of the words which your students can guess easily.

 **Teacher's Notes**

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HUMAN IN NATURE

? 11. Read the text again and write true (T) or false (F).

1. IQ is the most important thing for success.

F

2. When you work hard, you can be successful.

T

3. Everyone has different abilities.

T

4. Natasha Demkina says that she can tell people's illnesses.

T

5. Master Zhou teaches people Kung Fu to cure their illnesses.

F

6. Wim Hof broke the world record when he ran marathon over snow.

F

? 12. Answer: What is the main idea of the text?

If you have determination, you can succeed in every subject

Idiom Time

See through something or someone:

1. to see deep into something or someone

e.g.

With X-rays, they can see through your body.

Can you see through the window?

2. to understand the nature of someone or something

e.g.

You made this plan to make money for you, not to help people. I can see through it. I'm not a fool!

Writing Time

✍ 13. Find out and write about a person with different / unusual abilities.

e.g.

Rathakrishnan Velu from Malaysia can pull weights of over 200 tonnes with his teeth. When he channels all his power to his teeth, he can do it. He learned it from an Indian man when he was 14.



11. Read the text again and write true (T) or false (F).

Skill: E9.4.R2

Ask your students to read the sentences given in this part and evaluate them as “true” or “false”. Make an oral check when they complete the activity.

Answer Key

It is given on the Student’s Book page.

12. Answer: What is the main idea of the text?

Ask your students the main idea of the text and help them to say some sentences.

Suggested Answer Key

It is given on the Student’s Book page.

Idiom Time

Two different meanings of the idiom “see through” are given. Make your students read the explanations, sample sentences and ask them to guess the meanings of them. After the meaning is clear, you can have them refer to the text again and read the sentence in which “see through” is used.


13. Find out and write about a person with different / unusual abilities.

Function: 2

Your students are expected to find out and write about a person with different/unusual abilities. Make them read the sample paragraph. Let them write their paragraphs at home and later, check what they have written. Your students should be allowed to read their paragraphs to their friends.

A Note to the Teacher:

Give your students the Workbook exercises 2,3 and 4 as homework and check them later.

 **Teacher’s Notes**

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THEME 4

Listening Time



14. Answer: What does a zoo keeper do?



15. Listen to the text and answer: What days does the zookeeper work?



16. Listen again and complete the sentences.



1. Sheila, the zoo keeper, works from 7 in the morning to 4 in the afternoon.
2. Keepers check on the animals at 7:30.
3. They feed the animals at 9 o'clock.
4. They play with the animals at noon.
5. Sheila does gardening in the afternoon / on Monday afternoon.
6. Sheila's family come together at dinner time (every evening).

14. Answer: What does a zoo keeper do?

Ask the question to your students and listen to their answers.

Suggested Answer Key

He/She takes care of the animals at the zoo.

15. Listen to the text and answer: What days does the zookeeper work?

Functions: 1, 2, 3

Skill: E9.4.L2

Your students will find what days the zookeeper works while they are listening. Let them listen to the track for a few times. They don't have to understand every detail in the dialogue. When they are ready, ask them their answer.

Tapescript (Track 16)

My name's Sheila and I'm a zookeeper. I work six days a week. We have a daily work from 7 a.m. to 4 p.m. There are 20 zookeepers in this zoo and we are very busy during the day because we have to keep the animals happy and healthy.

Keepers arrive early in the morning. Each keeper is responsible for different animals. At 7:30, we first check on the animals. And then, we clean up. We clean up the left-over food and animals' droppings. We also give clean water and hay to sleep in if it is cold. At 9 o'clock we give food to the animals. We feed them once a day. A tiger can eat about 7-8 kilos of meat. A lion can eat as much as 40 kilos of meat in a single day. African elephants can eat about 300 kg in a single day. Can you imagine that?

At noon, we play with our animals and try to become friends. I'm not afraid of my leopards. They can cuddle me because they need love, too. Our vet gives a check up to the animals twice a week. We always care about their health.

I don't go to the zoo on Mondays. I get up early and run a couple of miles to clear my body and head. I do gardening in the afternoon. I grow organic vegetables in my garden, so my family can eat healthy food. My husband can cook delicious meals, but I can't. I can only make wonderful salads and desserts. When we come together at dinner time every evening, we talk about our day. My children love my animal stories.

Answer Key

She works from Tuesday to Sunday. She doesn't work on Mondays.

Ethics and Values Education (Love)

Make your students realise that they should give love to animals and emphasize the importance of family unity.

16. Listen again and complete the sentences.

Skill: E9.4.L2

Students are expected to identify time expressions of daily routines while listening. Make them listen to the track again and tell them to complete the sentences with time expressions. Make an oral check. You should get different students to take part in the activity.

Answer Key

It is given on the Student's Book page.



17. Answer these questions.

1. How often do they feed the animals?
_____.
2. How much meat can a tiger eat in a single day?
_____.
3. How often does a vet give a check up to the animals?
_____.
4. What does Sheila do on Mondays?
_____.
5. What can't Sheila do?
_____.

Speaking Time



18. Talk about your abilities.

Reading Time



19. Answer: Does climate change increase natural events? What do you think?



20. Read the paragraph, the newspaper extracts and the word definitions. Then, find the words that match the definitions.

- a. size, volume : magnitude
- b. cause, activate: trigger
- c. a place to stay away from bad weather or danger: shelter
- d. a person harmed, killed or injured in a crime, accident or disaster: victim

What can we do to prevent natural disasters?

A natural disaster is a natural process and we cannot stop it by making certain preparations, but we can reduce the magnitude of the loss of life and the damage to property. First of all, we should reduce global warming because global warming is increasing the risk of extreme weather events. Extreme weather events cause droughts, flooding, avalanches, heatwaves, etc. It can even trigger earthquakes and hurricanes. Human beings also destroy the natural environment while they are building cities. If we use natural sources wisely and plant trees to prevent landslides, we will protect the environment.

Natural disasters occur almost daily. Here are two examples of natural disaster news:

17. Answer these questions.

In order to make your students understand the text better, ask the questions about it and listen to your students' answers.

Answer Key

1. They feed the animals once a day.
2. A tiger can eat about 7-8 kilos of meat in a single day.
3. A vet gives a check up to the animals twice a week.
4. She gets up early and runs a couple of miles to clear her body and head. She does gardening in the afternoon.
5. She can't cook delicious meals.

18. Talk about your abilities.

Function: 2

Skill: E9.4.S1

Your students will tell what they can do and what they cannot do. They should be given enough time to prepare for the activity and a chance to speak.

19. Answer: Does climate change increase natural events? What do you think?

Ask your students to answer the question and encourage them to share their ideas.

20. Read the paragraph, the newspaper extracts and the word definitions. Then, find the words that match the definitions.

Skills: E9.4.R1

In this part, your students will read a paragraph about the effects of natural disasters. They are supposed to read the newspaper extracts and find the words that match the definitions given below the instruction. Have your students read the definitions first, and then, ask them to read the text and find the words. Enough time to carry out the activity should be given. Make an oral check. You can ask them to translate the words.

Answer Key

It is given on the Student's Book page.

Ethics and Values Education (Responsibility, learning to learn, basic science and technology competence)

Talk to your students and draw their attention to the issue that global warming disrupts the natural balance. You should also add that it is very important to protect the environment and natural resources and that people mustn't harm the nature by excessive urbanization. Everyone has a responsibility for this subject. Students make use of their prior learning to guess the meaning of the new words and make a habit of it.

THEME 4

At least 225 dead after powerful earthquake hits central Mexico

The magnitude 7.1 quake struck shortly after 1 p.m. local time yesterday, caused violent shaking and it flattened buildings and crushed cars and people in the capital, Mexico City, and surrounding areas.

As the sun rose this morning, rescuers with cutting tools and sniffer dogs continued to scramble to reach survivors inside the ruins of offices, schools and apartment blocks. Power cuts left much

of the capital in darkness. Many people spent the night outdoors, fearful of aftershocks. Volunteers helped the victims of the natural disaster.



Hurricane Harvey: the worst rainstorm in U.S history



When hurricane Harvey hit Texas on Friday and record amounts of rain fell, more than 30,000 people left their homes and they became homeless. Tens of thousands of people stayed overnight in shelters at the weekend. Some lucky people can stay at their homes, but there is no electric power.

Clean water is also a big problem, increasing the risk of infectious diseases.

? 21. Answer the questions.

1. What causes extreme weather events?
2. What can human beings do to prevent natural disasters?
3. What did the earthquake do to Mexico City?
4. Why did more than 30,000 people become homeless?
5. What kind of problems do victims have after a disaster?

21. Answer the questions.

Skills: E9.4.R1

In this activity, students are supposed to find some specific information in the text. Get your students to read the questions given in this part and then, read the text again and find the answers to the questions. Make an oral check.

Answer Key

1. Global warming causes extreme weather events.
2. Human beings can reduce global warming, use natural sources wisely and plant trees to prevent natural disasters.
3. It flattened buildings and crashed cars and people in Mexico City.
4. Because hurricane Harvey hit Texas.
5. They become homeless and there is no electricity or clean water.



Teacher's Notes

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HUMAN IN NATURE



22. Write a short paragraph about love for nature.

e.g.

When you are in nature, you enjoy the peacefulness of your environment. Nature displays diversity and equality in it. There are fat trees and thin ones, short ones and tall ones. Among yellow flowers, you can see a pink one. In nature, we don't say "How wrong! That flower is different; that tree is fat!". Instead, we say: "How beautiful!" We can learn lessons from Mother Nature. Mother Nature is fair for every creature.



Handwriting practice area with five horizontal lines.

Speaking Time



23. Work in pairs. Ask and answer "Can you ...?" questions.

e.g.

1. Can you do 50 push-ups?
2. Can you snap your fingers?
3. Can you say "Hello!" in Spanish?
4. Can you tell a joke?
5. Can you say the alphabet backwards?



22. Write a short paragraph about love for nature.

Skill: E9.4.W2

Your students will write a paragraph about love for nature. Make them read the sample paragraph and the caption on the photo. Teach the words “diversity” and “display”. You can help them to understand the paragraph by asking questions. Give them enough time to complete the activity and check their sentences.

e.g.

“Is nature peaceful?”

Are all trees and animals same in nature?

What can we learn from Mother Nature?”


Ethics and Values Education (Justice)

Tell your students that Mother Nature has a fair system and treats all creatures equally. So, people should do everything to protect the justice and the equality in the society.

23. Work in pairs. Ask and answer “Can you ...?” questions.

Function: 2

The students will work in pairs and ask each other “Can you ...?” questions. Have them read the sample questions and guess the meaning of the new words. Listen to your students while they are talking. Help them to use different verbs.

 **Teacher's Notes**

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THEME 4

Proverb Time



The best time to
plant a tree was
20 years ago.
The second best
time is now.

~Chinese Proverb



Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself
Describing daily routines			
Talking about abilities			
Talking about frequencies of activities			

Proverb Time

Get your students to read the proverb and ask them what they have understood. (It is never too late to plant a tree. Today is also the best time. We should hurry up and plant a tree, etc.)

Ethics and Values Education (Basic science and technology competence)

You must have your students question the wild life and be conscious of their responsibilities.

A Note to the Teacher:

Make your students do the Workbook exercise 5 in class and make an oral check.

Self Assessment

Read the functions to your students and tell them to mark the column which best suits to their learning. Pay attention to the students who need extra help while learning.

Ethics and Values Education (Learning to learn)

You should warn your students that they should assess their learning and study styles from time to time. It will help them to improve more.



Teacher's Notes

A large rectangular area with a light beige background and a thin brown border, containing 20 horizontal dotted lines for writing notes.

UNIT FIVE

INSPIRATIONAL PEOPLE





Theme 5

INSPIRATIONAL PEOPLE

Functions and Useful Language

1. Asking about and describing people's appearances and characters
2. Comparing characteristics and appearances
3. Expressing opinions (Agreeing, disagreeing, etc...)
4. Talking about current activities

Listening

E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text.

Pronunciation

E9.5.P1. Students will be able to practice /ɪ / sound.

Eg. *Bringing* /brɪŋɪŋ/

Speaking

E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions.

E9.5.S2. Students will be able to describe current actions in pictures.

Reading

E9.5.R1. Students will be able to scan a text for specific information.

E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts.

Writing

E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions.

E9.5.W2. Students will be able to write a text describing their inspirational character.

THEME 5

Warm Up Time



1. Do you know these people? Write their names and talk about them.



1. Aziz Sançar



2. Sümeyye Boyacı



3. Güler Sabancı



4. İbrahim Çolak



5. Osman Bey



6. Yasemin Dalkılıç

Preparatory Work

Get your students to read the name of the theme and to look at the photos. You can ask some questions about the cover photos.

e.g.

“What do these people do? Do they help each other? How?”

Teach the words “Inspire / inspirational” by giving example sentences.

(Inspirational people make you feel that you can do something. / If there are inspirational people around you, you want to do the things they do. / ... inspired me and I want to be a ... / Who inspires you, etc.)

1. Do you know these people? Write their names and talk about them.

In this part, the photos of some inspirational people are given. Ask your students to look at the photos and write the people’s names in the blanks given below the photos. Then, you should want them to tell what they know about these people.

Answer Key

1. Aziz Sancar: Turkish professor. He won the Nobel Prize for Chemistry .
2. Sümeyye Boyacı: Turkish female Paralympic swimmer. She won a gold medal at the 2018 World Para Swimming European Championships.
3. Güler Sabancı: Business woman. She is the chairperson of her family company.
4. İbrahim Çolak is a Turkish artistic gymnast. He won the gold medal in the 2019 World Artistic Gymnastics Championships. It is the first gold and first medal for Türkiye in world championships.
5. Osman Bey: He is the founder of Ottoman Empire.
6. Yasemin Dalkılıç: She is a Turkish female free diver. She holds a lot of records in different categories of free diving.

Ethics and Values Education (Patriotism)

The people mentioned in this part are/were hardworking and their service to our country is/was very important. Draw your students’s attention to this point.

2. Answer: Who inspires you most in Turkish history?

Ask your students who inspires them most in Turkish history and listen to their answers.

3. Listen to the dialogue and answer: Who works for a foundation?

Functions: 1, 2, 3, 4

In this part, two well-known people are described and compared in terms of appearance and personality. Your students will express their opinions and will also be reminded of the usage of “The Present Continuous Tense”.

Before making them listen to the dialogue, teach them the word “charity” by giving example sentences. Then, tell them to listen to the dialogue and find the answer to the question given in the instruction. Let them listen to the track until they are sure about the answer.

Listening Time



2. Answer: Who inspires you most in Turkish history?



3. Listen to the dialogue and answer: Who works for a foundation?



4. Write the physical characteristics of Cenk Tosun and Nuri Şahin.

Cenk Tosun

young, good looking, blue eyes,

1.83 m

Nuri Şahin

handsome, black hair and beard,

nicely dressed

Answer Key

Nuri Şahin and Lionel Messi work for charity organizations.

Tapescript (Track 17)

Mathew : What are you reading?

Ayşe : Sports news. It says Cenk Tosun is moving to the countryside today. I think countryside is better than cities.

Mathew : I totally disagree with you. Who is Cenk Tosun?

Ayşe : Oh, he is a very good football player. In my opinion, he is one of the best players.

Mathew : Oh, really? Is there a photo of him there?

Ayşe : No, not here.

Mathew : What does he look like?

Ayşe : He is young and a very good-looking man with blue eyes.

Mathew : When was he born?

Ayşe : He was born in 1991.

Mathew : How tall is he?

Ayşe : He is 1.83 m.

Mathew : What is he like? Is he cold?

Ayşe : No, I don't suppose so. He looks modest and kind-hearted. Who is your favourite sportsman?

Mathew : Another Turkish footballer: Nuri Şahin. He has got a natural talent for sports.

Ayşe : I know him. He has got black hair and a beard. He is shorter and thinner than Cenk Tosun, but he is a handsome man. He is also nicely dressed.

Mathew : I agree with you. He is generous. He works for a foundation. He went to Ethiopia to open water wells.

Ayşe : Some football players are really helpful. That famous Argentine football player is visiting charity organizations for the refugees now. I can't remember his name.

Mathew : Oh, that is Lionel Messi. I think he is more emotional than most sportsmen.

Ayşe : Is he shorter and quicker than Nuri Şahin?

Mathew : Yes, he is. A big man in a small body!

4. Write the physical characteristics of Cenk Tosun and Nuri Şahin.

Write "What is he/she like? What does he /she look like? How old is he/she? What colour ...?" on the board and ask these questions for the characteristics of a class student so that they can remember the structures and the words they have learned before. Then, make them listen to the dialogue for a few times and write the physical characteristics of Cenk Tosun and Nuri Şahin in the frames.

Answer Key

It is given on the Student's Book page.

THEME 5



5. Listen again and complete the sentences.

- Ayşe thinks countryside is better than cities.
- Ayşe doesn't suppose Cenk Tosun is cold.
- Mathew agrees that Nuri Şahin is handsome.



6. Answer these questions.

- How old is Cenk Tosun?
- What does Cenk Tosun do?
- What is Nuri Şahin like as a person?
- What is Lionel Messi doing?
- Who is shorter and quicker than Nuri Şahin?

Speaking Time



7. Work in pairs. Ask about, describe and compare characteristics of different well-known people by expressing opinions. Read the sample dialogue on the next page and use the clues.

friendly

helpful

smart

sociable

honest

generous

strange

funny

crazy

hard-working

lazy

modest

Who is your favourite inspiring person/celebrity/movie star/footballer/singer, etc.?

He/she is a famous/well known ...

How old/tall is he/she?

What does he/she look like?

What is he/she like?

Why do you like him/her?

How much does he/she weigh?

I think /suppose/believe ...

In my opinion ...

What colour ...?

He/she has got ...

5. Listen again and complete the sentences.

Write the sentences “ I think / suppose / believe ...”, “I agree / disagree with you. / I totally disagree.” and “In my opinion ...” on the board. Make your students learn how to use these sentences by giving sample sentences. Then, let your students listen to the track again and complete the sentences in this part. Make an oral check.

Answer Key

It is given on the Student’s Book page.

6. Answer these questions.

Your students are expected to answer the questions in this part. Check their answers orally.

Answer Key


1. He is ... years old. (He was born in 1991.)
2. He is a football player.
3. He is generous.
4. He is visiting charity organizations for the refugees.
5. Lionel Messi is shorter and quicker than Nuri Şahin.

7. Work in pairs. Ask about, describe and compare characteristics of different well-known people by expressing opinions. Read the sample dialogue and use the clues.

Functions: 1, 2, 3

Skill: E9.5.S1

Students are expected to talk about different well-known people. They will describe and compare their physical and personal characteristics and express their opinions. Have your students read the clues and the sample dialogue. Two students can act out the sample dialogue. Give enough time to prepare for the activity and let them talk. Make sure most of the students have a chance to talk.

 **Teacher’s Notes**

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INSPIRATIONAL PEOPLE

e.g.

- Who is your inspiring person?
- It is Aziz Sançar. He won the 2015 Nobel Prize in chemistry with two other scientists. They worked on the DNA molecules.
- I believe he is very intelligent. What does he look like?
- He is a thin, dark man. He looks healthy.
- What is he like?
- Oh, he is very modest and patriotic. Who is your favourite celebrity?
- Emre Aydın. He is a handsome young singer. He is not very tall. He has got hazel eyes. I like him because he is cool. He doesn't go out much.
- I don't agree with you. I think he is friendly and cheerful. He is more sociable and energetic than most singers. His film is interesting, too. Is he working on a new film?
- Yes, he is.

Reading Time



8. Answer: Are there any well-known people you don't like? Why don't you like them?



9. Read the information and the texts about two singers and find: Who do the characteristics in the table on the next page belong to?



Birth name: Bengü Erden

Born: April 2, 1979

Genre(s): pop

Occupation(s): singer

Instruments: vocals



Birth name: Edis Görgülü

Born: November 28, 1990

Genre(s): pop

Occupation: singer, song, write, actor

Instruments: vocals, guitar, piano

8. Answer: Are there any well-known people you don't like? Why don't you like them?

Help your students to answer the question in the instruction.

9. Read the information and the texts about two singers and find: Who do the characteristics in the table on the next page belong to?

Functions: 1, 2, 3

Skill: E9.5.R1 – E9.5.R2

Your students are expected to read the texts in which two singers are compared with their physical and personal characteristics and mark the table on page 62.

Have your students read the information about the singers on page 61 first. Remind them that they should use their dictionaries for the unknown words. After that, your students will read the opinions of Zeynep, Merve and Benjamin about the singers and will mark their characteristics on the table. Give them enough time to complete the activity and make an oral check.

You can get your students to read out the texts to check their pronunciation.

Answer Key

It is given on the Student's Book page.



Teacher's Notes

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THEME 5

	Bengü Erden	Edis Görgülü
hardworking	✓	
kind - hearted		✓
generous	✓	✓
entertaining		✓
calm		✓

Bengü vs. Edis



Zeynep

Most people agree that Bengü is the best singer in Türkiye. Edis is very popular, but I believe Bengü is much better than him. First, she is a very **good looking**, slim, young lady. Second, she sings from the heart and dances very well. She is utterly **unique**. Her songs and dances are different from the others. She is hard-working. She has got more singles and more videos than him, too. Finally, she is helpful, forgiving and **generous**. She gives charity concerts and visits patients. That's why, in my opinion, she is the best singer in the country.

I totally disagree with you. I think Edis is much better than Bengü. He is so talented. He writes his songs and his songs are original. I love almost all of his songs. He also wins on personality. He is calm, helpful and kind-hearted. I think he is not **arrogant** because he makes friends with everyone. He is **generous**, too. He donates to charities.



Merve



Teacher's Notes

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INSPIRATIONAL PEOPLE



Benjamin

Okay listen! For me, Edis is the winner! Let me tell you why: First of all, he speaks English and French very well. I agree that he is not **arrogant**. He shows real love to all his fans. I find his songs **unique**. They are different. He is also **good-looking**, cool and entertaining. These characteristics make him the most popular singer.



10. Read the texts again and match the definitions with the words in bold.

1. A person who likes to "give" to help others: generous
2. A person who thinks that she/he is superior to the others: arrogant
3. Handsome or beautiful: good-looking
4. The only one or the single example: unique



11. Answer the questions.

1. Why does Zeynep think Bengü is hard-working?
2. Why does Merve think Edis is talented?
3. Why does Benjamin think Edis is the most popular singer?

Idiom Time

Celeb: a celebrity

“Wow!!! There are celebs all over the place. I must take their photographs.”

man of his word / woman of her word:

A man / woman who tells the truth and keeps promises

“If Gary said he'll be there at 6:00, you can count on him. He's a man of his word.”

10. Read the texts again and match the definitions with the words in bold.

Skill: E9.5.R2

Ask your students to read the texts again and try to guess the meaning of the words written in bold in the texts. Then, they will match them with their definitions.

Answer Key

It is given on the Student's Book page.

11. Answer the questions.


Your students are expected to answer the questions in this part. Make an oral check.

Answer Key

1. Because she has got more singles and more videos than Edis.
2. Because he is a song writer and his songs are original.
3. Because he knows English and French. He is good-looking, cool and entertaining. He also shows real love to all his fans.

Idiom Time

Read the idioms and their meanings. Make your students read the sample sentences and help them to understand the idioms. Encourage them to use the idioms when it is possible.

 **Teacher's Notes**

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Writing Time



12. Write a text comparing characteristics of people by giving your opinions.

e.g.

My inspirational people are Zeynep Bayçınar and Eda Solmaz. They are from Muradiye in Van. They both have got dark skin and dark long hair. Eda is older than Zeynep, but Zeynep is taller than Eda. I think Eda is thinner than Zeynep.

They took up running when they were little girls. They were the best runners in their town and they are in Turkish National Athletics team now. These girls must be more hard working and talented than the other athletes because they have got a lot of medals and they became champions.



Eda Solmaz - Zeynep Bayçınar

INSPIRATIONAL PEOPLE

Listening Time



13. Answer: Which well-known person would you like to meet in person? Why?



14. Listen to the dialogue about David and Bob. Identify the descriptions of their appearances and write their names under the photos.



1. Bob



2. David



15. Listen to the dialogue again and add more characteristics of these people. Then, compare them giving your opinions.

David
Born: 1984
Height: 180 cm
Weight: 95 kg
friendly, polite, generous,
helpful, modest

Bob
Born: 1980
Height: 185 cm
Weight: 75 kg
cheerful, hard working,
intelligent, not generous

14. Listen to the dialogue about David and Bob. Identify the descriptions of their appearances and write their names under the photos.

Functions: 1, 2, 3, 4

Skill: E9.5.L1

In the listening text, David and Bob are compared and described in terms of their physical and personal characteristics. Their photographs are given in the Student's Book. Students are expected to listen to the dialogue and write the correct name in the blanks below the photos according to the information they have heard in the listening text. Get them to listen to the text for a few times and check the names.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 18)

Caroline : Our cousin David is getting ready for a film shot. He is my idol. He is so successful as an actor and singer. He is friendly and polite, too.

Alex : Yeah, I agree with you, but my favourite cousin is Bob. He is more cheerful than David. He has got beautiful green eyes and chesnut brown hair. He is a born businessman, too. David is not so handsome. He has got short, straight black hair. I think he is overweight. How much does he weigh?

Caroline : I don't know. I'm afraid I disagree with you. He is not overweight. Yes, Bob is thinner and more good-looking than David, but, in my opinion, Bob is not a very successful businessman.

Alex : Why? He is so intelligent and hardworking.

Caroline : Well, yes. He makes a lot of money, but he spends it for luxurious things. I don't think he helps any charity organizations.

Alex : You are right. He is not generous.

Caroline : I believe a successful person spends his time and money for a good cause and creates awareness for some problems.

Alex : What is David like?

Caroline : David is helpful. He lives modestly and helps the poor in the world. He is organising charity work for the education of children in some African countries now. I think he is a good role model.

Alex : I am happy to hear that.

15. Listen to the dialogue again and add more characteristics of these people. Then, compare them giving your opinions.

Functions: 2, 3

Some information about Bob and David is given in this part. Your students will listen to the text again and add more words describing their character. They will also compare these people and tell their opinions about them orally. You should give a chance to talk to as many students as possible.

Answer Key

It is given on the Student's Book page.

THEME 5

Speaking Time



16. Look at the photos, describe the people and the actions. Use the clues.

e.g.

Three young women are sitting on the grass. They've got beautiful coloured head scarves. They are looking at a mobile phone and laughing. I think they are looking at a photograph.



pick up rubbish

feed swans

run İstanbul Marathone -
July 15 Martyrs' Bridge

have festival

get on a bus - help to bring
the luggage to the bus

16. Look at the photos, describe the people and the actions. Use the clues.

Functions: 4

Skills: E9.5.S2

Your students are expected to look at the photos and describe the people and the actions happening in the photos. Make them read the sample sentences and the clues and then, give your students enough time to prepare for the activity and listen to their descriptions.

A Note to the Teacher:

Have your students do the exercise 3 in the Workbook in class. Make an oral check.



Teacher's Notes

A large rectangular area with a light blue border and rounded corners, containing 20 horizontal dotted lines for writing notes.

Pronunciation Time



17. Listen and repeat the words ending with "ing" in Part A. Then, read Part B yourself and check your pronunciation.

PART A

putting	helping
calling	bringing
rowing	healing

We are singing a new song.
I like walking in the rain.
The water is boiling over.

PART B

I hate watching football.
They are leaving the place now.
Are you coming with me?
Autumn leaves are falling down.
Why is fishing so fun?

Writing Time



18. Write a text describing your inspirational character.

e.g.

My inspirational character is Büşra Ün. She is a Turkish Paralympic wheelchair tennis player. She was born in İzmir in 1994. At the age of six-and-half-months, her parents noticed that she had no feeling in her legs because of a tumor. She had surgeries, but she couldn't stand or walk.

First, she played table tennis. Then, she began to play wheelchair tennis. She is the first Turkish female tennis player to compete in Paralympics.

She won a lot of cups and medals and I'm sure she will continue to bring gold medals to our country.



17. Listen and repeat the words ending with “ing” in Part A. Then, read Part B yourself and check your pronunciation.

Skills: E9.5.P1

The aim of this activity is to teach your students how to pronounce –ing correctly. Make your students listen and repeat the words and sentences in part A. Then, ask your students to read the sentences in part B themselves. Finally, let them listen to Part B. They will check their own pronunciation and correct themselves if necessary.

Tapescript (Track 19)

Part A

putting helping
calling bringing
rowing healing

We are singing a new song.
I like walking in the rain.
The water is boiling over.

Part B

I hate watching football matches.
They are leaving the place now.
Are you coming with me?
Autumn leaves are falling down.
Why is fishing so fun?

Ethics and Values Education (Learning to learn)

In this part and in the other pronunciation parts, your students will have a chance to assess their learning.

18. Write a text describing your inspirational character.

Skills: E9.5.W2

In this writing activity, students are expected to write about a person who inspires them. Make them read the sample paragraph and tell them to write a similar paragraph. After correcting their paragraphs, have them read each other’s paragraphs.

Ethics and Values Education (Taking initiative and entrepreneurship)

Make your students notice and realize the important points in the success story of Büşra Ün. They are self-questioning or assessing the weaknesses or strengths, determination, discipline in individual work or team work. Help your students to have a sense of initiative and entrepreneurship.

THEME 5

Speaking Time



19. Work in pairs. Find photographs of three people from your country. Describe and compare their appearances and characters. You can choose words from the list below.

e.g.

In the picture, Zeynep's hair is shorter than Fatma's. Fatma is thinner than Zeynep. Zeynep is more cheerful in the photos.

Appearance

attractive, good-looking, handsome, ugly, unattractive, well-dressed, casually dressed, clean, dirty, untidy

Height

not very tall, medium height, average height

Weight and Build

slim, medium-build, strong, athletic

Hair

dark, fair, blond, grey, white, straight, curly, wavy

Age

young, old, middle-aged, about forty, twenty years old

Character

easy-going, sociable, unsociable, strong, honest, energetic, careful, careless, shy, selfish, aggressive, modest, generous, boring

Mind

clever, intelligent, foolish, stupid

Proverb Time




Teachers open the door. You enter by yourself.

Chinese Proverb

(Teachers teach and inspire you, but you must work hard for success.)

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Asking about and describing people's appearances and characters			
Comparing characteristics and appearances			
Expressing opinions (Agreeing, disagreeing, etc ...)			
Talking about current activities			

19. Work in pairs. Find photographs of three people from your country. Describe and compare their appearances and characters. You can choose words from the list below.

Functions: 1, 2

Skills: E9.5.S1

Your students will work in pairs and talk about three people from your country. They are expected to describe and compare those people's appearances and characters. Some common words used for description are given in this part. Have your students read the sample sentences and the words and give them enough time to prepare for the activity. When they are ready, listen to their talk.

A Note to the Teacher:

Make your students do the Workbook exercises 4 and 5 in class and check them orally.

Proverb Time


Get your students to read the proverb and its explanation which they will understand easily. Ask their opinions about it and tell them to use "I agree / I disagree ...".

Ethics and Values Education (Patience)

You should retell your students that hard work will eventually help them to be successful.

Self Assessment

Read the functions and remind your students of the sentences or structures related to these functions. Tell them to assess their learning and mark the column which best fits to their position. Reteach the parts which are not learned properly.

 **Teacher's Notes**

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THEME SIX

BRIDGING CULTURES





BRIDGING CULTURES

Functions and Useful Language

1. Asking about and describing cities
2. Identifying cultural differences
3. Talking about travel and tourism
4. Ordering food

Listening

- E9.6.L1.** Students will be able to detect specific information in public announcements at the airport / train station etc.
- E9.6.L2.** Students will be able to identify the most frequently used expressions to order food in a restaurant.

Pronunciation

- E9.6.P1.** Students will be able to differentiate /v/ and /w/ sounds.
Eg. *Very /veri/ well /wel/*

Speaking

- E9.6.S1.** Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.
- E9.6.S2.** Students will be able to take part in conversations that can occur while travelling.
- E9.6.S3.** Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket.
- E9.6.S4.** Students will be able to talk about some basic cultural differences of places they have visited.

Reading

- E9.6.R1.** Students will be able to scan short texts describing some famous cities in the world for specific information.
- E9.6.R2.** Students will be able to get the main points of the informative texts related to intercultural differences.

Writing

- E9.6.W1.** Students will be able to write a short message to leave at the reception desk for their parents.
- E9.6.W2.** Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

THEME 6


Warm Up Time



1. What steps must you take at the airport when you have a flight? Look at the photos, guess and number the photos in order.

A  (3)

B  (2)

C  (1)

D  (4)

Preparatory Work

Make your students to look at the theme cover and read the name of theme. Ask the question “How can we bridge cultures?” and help them to give answers.

Suggested Answer Key

When we travel, we can bridge cultures. / We can bridge cultures by travelling.

- 1. What steps must you take at the airport when you have a flight? Look at the photos, guess and number the photos in order.**

Have your students read the instructions and look at the photos. Tell them that they are expected to number the photos according to the steps passengers must take when they have a flight. Check the order in your students' books.

Answer Key

It is given on the Student's Book page.

- 2. Answer: How do people in your family usually buy a ticket? Online, by telephone or from an agency?**

Ask the question to your students and listen to their answers.

- 3. Listen to the dialogue and answer: How will Gary Wine pay for his flight tickets?**

Function: 3

Read the instruction to your students and make them listen to the track. Ask them to find the answer to the question while listening. Let them listen to it for a few times. Make an oral check.

Later, you can ask such questions as the following:

“What is the subject of the dialogue?

What does Gary want to do?

How do Gary Wine and reservation clerk talk?, etc.”

Answer Key

He will pay at the check-in desk.

Listening Time



2. Answer: How do people in your family usually buy a ticket? Online, by telephone or from an agency?

Track 20



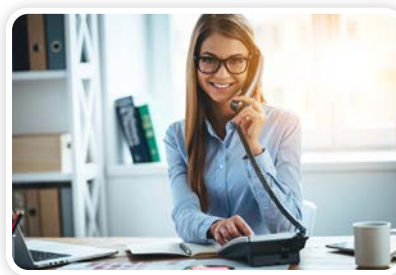
3. Listen to the dialogue and answer: How will Gary Wine pay for his flight tickets?

Track 20



4. Listen again and answer these questions.

1. Where will Gary Wine go?
2. How many tickets does he want?
3. What time is his flight?
4. How much do the tickets cost?
5. What time will he be in Venice?



Practice Time



5. Complete the dialogue.

A : I'd like to book a flight to Tokyo, please _____.

B : When do you want to travel?

A : On the 15th of May _____.

B : Would you like a return ticket?

A : Yes, I'm coming back on the 30th _____.

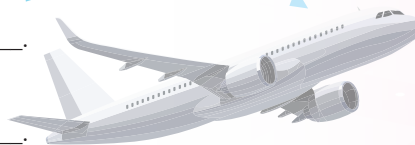
B : How many seats would you like?

A : Just one _____.

B : It costs \$500. How would you like to pay?

A : By credit card _____.

HAPPY



FLIGHT

Idiom Time

"Travel broadens the mind.": When you travel, you learn things about the people and places you see.

e.g.

Everyone should go abroad. Travel broadens the mind.

Tapescript (Track 20)

Reservation clerk: Blueways Airlines, good morning. May I help you?
Gary Wine : Yes, do you have any flights to Venice ?
Reservation clerk: Yes, we do. When would you like to fly?
Gary Wine : On 6th of September.
Reservation clerk: One moment, please... Yes. There is a flight at 4:30 p.m. and one at 6:00 p.m.
Gary Wine : That's fine. Can you tell me how much two one-way flights cost?
Reservation clerk: Economy, business class or first class ticket?
Gary Wine : Economy, please.
Reservation clerk: That would be £120.
Gary Wine : OK. Could I make a reservation?
Reservation clerk: Certainly. Which flight would you like?
Gary Wine : The 4:30 p.m., please.
Reservation clerk: Can I have your name please?
Gary Wine : My name is Gary Wine. That's G-A-R-Y-W-I-N-E.
Reservation clerk: How would you like to pay Mr Wine?
Gary Wine : Can I pay at the check-in desk when I pick up my ticket?
Reservation clerk: Yes, sure. Now, you have been booked Mr Wine. The flight leaves at 4:30 p.m. and your arrival in Venice will be at 7 p.m. The flight number is NWA 476.
Gary Wine : OK. Thank you.

4. Listen again and answer these questions.

Tell your students to read the questions first in order to be able to answer the questions and then, let them listen to the track as long as they need.

Answer Key

1. He will go to Venice.
2. He wants two tickets.
3. It is at 4:30 p.m.
4. They cost £120.
5. He will be in Venice at 7 p.m.

5. Complete the dialogue.

Have your students read the mini dialogue and complete the blanks. You can let them listen to the dialogue if necessary.

Suggested answer Key

It is given on the Student's Book page.

Idiom Time

Make your students read the idiom, the explanation and the sample sentences. They will easily understand the explanation. Then, you can give the Turkish meaning of the word "broaden".

THEME 6

Speaking Time



6. Work in pairs. Practise a dialogue to buy a flight / bus / train ticket. Use the clues.

When ...?

What time ...?

leave /arrive

One-way flight

How would you like to fly?

When is the next flight to London?

How much ...?

make a reservation

Economy, business class or first class?

Pronunciation Time



7. Listen and repeat the words in Part A. Then, listen to the words in part B and circle the words you hear.

PART A

vary	various	voice	village
video	vampire	drive	several
verb	arrive	vote	vivid
when	while	weather	worm
word	woman	which	week
were	few	worry	warm

PART B

1. vet	wet
2. love	low
3. shave	show
4. very	wary
5. vest	west

6. Work in pairs. Practise a dialogue to buy a flight / bus / train ticket. Use the clues.

Function: 3

Skill: E9.6.S3

Students are expected to work in pairs and make up a dialogue to buy a flight / bus / train ticket. Remind them to read the clues, ask and answer the time, date and place, too. Give enough time to prepare for the activity and listen to their dialogues.

7. Listen and repeat the words in Part A. Then, listen to the words in part B and circle the words you hear.

Skills: E9.6.P1

This activity aims at teaching the pronunciation of “v” and “w” sounds. Write some examples, read them and draw your students’ attention to the pronunciation. Make them listen and repeat the words in Part A. Before making them listen to part B, tell them that they will hear only one of the two words given in each item and they will circle it. Let them listen to Part B and do the activity. Then, write the correct words on the board and make them read.

Answer Key

The words circled in Part B are the words your students hear.

Tapescript (Track 21)



Part A

vary	various	voice	village
video	vampire	drive	several
verb	arrive	vote	vivid
when	while	weather	worm
word	woman	which	week
were	few	worry	warm

Part B

- | | |
|----------|------|
| 1. vet | wet |
| 2. love | low |
| 3. shave | show |
| 4. very | wary |
| 5. vest | west |

Reading Time

-  8. Answer: Can you easily start a conversation with a stranger?
-  9. Read the first part of a conversation and underline the sentences identifying the cultural differences.

Announcement: *Flight TK136 has been delayed. Please contact your airline for further information.*

Sophie: Oh, no! Not again! My flight has been delayed for two hours! Excuse me, do you have the time?

Matthew: It is a quarter to four. I've got the same problem. My flight has been delayed, too.

Sophie: Really? Where are you going?

Matthew: I'm going to London. You?

Sophie: I'm going to İstanbul. My name is Sophie.

Matthew: I'm Matthew. Nice to meet you.

Sophie: Pleased to meet you, too. What is the purpose of your trip to London?

Matthew: I'll visit my uncle. He works there.

Sophie: I see. Are you British?

Matthew: No, I am not. I'm Greek. My uncle is an immigrant. Nowadays a lot of people immigrate to England because there are a lot of job opportunities there.

Sophie: You are right, but life is difficult in a foreign country.

Matthew: I know. People in some countries don't want foreigners or immigrants, so they treat them badly. It is also difficult to make friends with them especially in Britain because they are cold. British people stand far apart from each other when they are talking and they will rarely touch. On British public transport, they prefer silence rather than conversation because they think it is rude to have open conversations in public area. However, Americans would easily start conversations when you look at them. What are Turkish people like?

Sophie: Turkish people in general are very friendly and hospitable to visitors from other countries. They are lively and cheerful. I moved to İstanbul two years ago and I'm very happy there.

Matthew: What are you doing there?

.....



8. Answer: Can you easily start a conversation with a stranger?

Read the question, ask it to different students and help them to give answers.

9. Read the first part of a conversation and underline the sentences identifying the cultural differences.

Functions: 2, 3

Skill: E9.6.R2

Read the instruction to your students. Ask your students to read the dialogue and underline the sentences which tell the cultural differences while reading. After checking your students' answers, tell them to work in pairs and read the dialogue aloud. Teach the meaning of the sentence "My flight has been cancelled."

Answer Key

It is given on the Student's Book page.

Ethics and Values Education (Helpfulness, social and citizenship competencies)

Remind your students that hospitality is the most prominent characteristic of the Turkish society. Make them notice the cultural diversity in the text.


10. Listen to the second part of the conversation and take notes about the specialities of İstanbul.

Functions: 1, 3

The second part of the dialogue is a listening activity. Your students are supposed to listen to the dialogue and take notes about the specialities of İstanbul while they are listening. Let them listen to the dialogue as long as they need and check what they have written.

Answer Key

It is given on the Student's Book page.

 **Teacher's Notes**

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THEME 6



10. Listen to the second part of the conversation and take notes about the specialities of İstanbul.

a lot of places to go, a lot of things to do, rich culture, great art and entertainment facilities, terrible traffic



11. Read and listen to the dialogue again and complete these sentences.

1. Sophie's and Matthew's flight(s) has/have been delayed.
2. Matthew's uncle is an immigrant.
3. British people wouldn't start a conversation easily.
4. Turkish people are friendly / hospitable / cheerful / lively.
5. Sophie suggests Matthew should visit the Eiffel Tower / the Louvre / the Notre Dame in Paris.
6. Matthew's flight has been cancelled.

Speaking Time



12. Work in pairs. Read the roles and talk to each other. Use the clues in the boxes.

YOU:

You are at the airport to go to Berlin. You live there.

Your flight has been delayed. Start a conversation with a stranger. Ask and answer questions.

What is Berlin /Venice like?
What is social life like in Berlin/Venice?
What is the weather like in Berlin /Venice?

German people: punctual, cold, hard-working, disciplined
They love to plan things.
They try to keep everything clean and tidy.

YOUR FRIEND:

You are at the airport to go to Venice. You live there.

Your flight has been delayed. Talk to a stranger. Ask and answer questions.

My flight has been delayed/cancelled.
My flight is now boarding.

Italian people: cheerful, happy, active, musical
They love talking in a loud voice or shouting.
They use their arms and body while they are talking.

Tapescript (Track 22)

- Sophie : I work at a private school as a French teacher.
- Matthew : That's nice. What do you think about social life in Türkiye? What is İstanbul like?
- Sophie : People are very friendly and there are a lot of places to go and a lot of things to do in İstanbul. İstanbul has a very rich culture. Art and entertainment facilities are great though it is really hard to go from one place to another because of terrible traffic.
- Matthew : What is the weather like?
- Sophie : It is usually hot and sunny in İstanbul in summer, but it is rainy almost everyday in England.
- Matthew : Don't worry. I've got my umbrella. I'd like to go to Paris after London. Do you have any suggestions for me?
- Sophie : I suggest you visit the Eiffel Tower, the Louvre, the Notre Dame when you take a trip to Paris. And I strongly advise you to eat "crème brulee". French food is delicious; however, it's not the same in England. I think English food is different.
- Announcement : TK 1987 flight to London has been cancelled due to bad weather.
- Matthew : That is my flight! Oh my God! Bad luck!
- Sophie : Let's eat something.
- Matthew : Yes, let's. ... Oh, Sophie! Don't leave your bags unattended!
- Sophie : Oh, I almost forgot. Thank you, Matthew.

Ethics and Values Education (Cultural awareness)

Your students will be aware of the cultural and linguistic diversity when they read the sentences about Paris and London.

11. Read and listen to the dialogue again and complete these sentences.

Make your students read and listen to the dialogue again and ask them to complete the sentences. When the activity is completed, make an oral check.

Answer Key

It is given on the Student's Book page.

12. Work in pairs. Read the roles and talk to each other. Use the clues in the boxes.

Functions: 1, 2

Skill: E9.6.S2.

In the speaking activity, students are expected to work in pairs and talk according to the roles given. Make them read the clues and give enough time to prepare for their dialogues. Then, listen to their dialogues.

Ethics and Values Education (Social and citizenship competencies)

Your students will learn the general characteristics of Germans and Italians in the activity, which will help them to respect the cultural diversity.

A Note to the Teacher:

Make your students do the Workbook exercise 1 in class and check it.

Writing Time



13. Read the example and write a short message to leave for your parents at the reception desk.

e.g.

“ Mum & Dad,
I'm having a walk along the beach . I'll be back at lunch time.
Tom ”

Listening Time



14. What do you usually have at a restaurant?



15. Listen to the dialogue and answer: How much is the lunch?



13. Read the example and write a short message to leave for your parents at the reception desk.

Skill: E9.6.W1

Your students are expected to write a note for their parents to leave at the reception desk. Have your students read the sample note. Give them enough time to write the note and let them read their notes aloud to their friends.

14. Answer: What do you usually have at a restaurant?

Ask the question to your students and listen to their answers.

15. Listen to the dialogue and answer: How much is the lunch?

Function: 4

Skill: E9.6.L2

Your students will listen to a dialogue between a waiter and two customers at a restaurant. Before they listen to the dialogue, remind them the question “Would you like ...?”. Teach the words “starter, main course” on the menu on page 76. Then, make them listen to the dialogue and tell them they are expected to find how much Ken and Marjorie will pay for their lunch. Allow them enough time to complete the activity.

Answer Key

It is \$16.75.

Tapescript (Track 23)

Waiter : Hello, Can I help you?

Ken : Yes, we'd like to have some lunch.

Waiter : Would you like a starter?

Ken : Yes, I'd like a bowl of chicken soup, please.

Waiter : And what about you, madam?

Marjorie : A green salad, please.

Waiter : And what would you like to have for your main course?

Ken : I'd like to eat a steak.

Marjorie : Mushroom pizza for me, please.

Waiter : Would you like to drink something?

Ken : Lemonade, please.

Waiter : What about you madam?

Marjorie : Water, please.

....

Waiter : Can I bring you anything else?

Ken : No, thank you. Just the bill, please.

Waiter : Certainly.

Ken : I don't have my glasses. How much is the lunch?

Waiter : That's \$16.75.

Ken : Here you are. Thank you very much.

Waiter : You're welcome. Have a good day.

Ken : Thank you. The same to you.

THEME 6



16. Who says these sentences at a restaurant? Listen again and mark.

	Waiter	Customer
Can I help you?	✓	
I'd like to have lunch.		✓
I'd like to have some soup.		✓
What about you madam?	✓	
How much is the lunch?		✓
Can I bring you anything else?	✓	
The bill, please.		✓
Would you like to drink something?	✓	
Would you like a starter?	✓	

Speaking Time



17. Work in pairs. Use the menu below and the clues on the next page to order food in a restaurant.

THE BOAT RESTAURANT

STARTERS	<table border="0" style="width: 100%;"> <tr> <td>Tomato soup</td> <td style="text-align: right;">£2.00</td> </tr> <tr> <td>French onion soup</td> <td style="text-align: right;">£2.50</td> </tr> <tr> <td>Tomato salad</td> <td style="text-align: right;">£2.90</td> </tr> <tr> <td>Chicken salad</td> <td style="text-align: right;">£3.30</td> </tr> </table> <p style="font-size: 0.8em; margin-top: 5px;">All starters are served with bread and butter</p>	Tomato soup	£2.00	French onion soup	£2.50	Tomato salad	£2.90	Chicken salad	£3.30	SNACKS	<table border="0" style="width: 100%;"> <tr> <td style="font-size: 0.8em;">Lunchtime only</td> <td style="padding-left: 20px;">Cheeseburger</td> </tr> <tr> <td></td> <td style="text-align: right;">£3.20</td> </tr> <tr> <td>Vegetable omelette</td> <td style="padding-left: 20px;">Chocolate cake</td> </tr> <tr> <td style="text-align: right;">£3.25</td> <td style="text-align: right;">£2.25</td> </tr> </table>	Lunchtime only	Cheeseburger		£3.20	Vegetable omelette	Chocolate cake	£3.25	£2.25								
Tomato soup	£2.00																										
French onion soup	£2.50																										
Tomato salad	£2.90																										
Chicken salad	£3.30																										
Lunchtime only	Cheeseburger																										
	£3.20																										
Vegetable omelette	Chocolate cake																										
£3.25	£2.25																										
MAIN COURSES	<table border="0" style="width: 100%;"> <tr> <td>German sausage and chips</td> <td style="text-align: right;">£6.50</td> </tr> <tr> <td>Grilled fish and potatoes</td> <td style="text-align: right;">£6.25</td> </tr> <tr> <td>Italian cheese & tomato pizza</td> <td style="text-align: right;">£4.85</td> </tr> <tr> <td>Thai chicken and rice</td> <td style="text-align: right;">£5.95</td> </tr> <tr> <td>Vegetable pasta</td> <td style="text-align: right;">£4.85</td> </tr> <tr> <td>Roast chicken and potatoes</td> <td style="text-align: right;">£5.95</td> </tr> </table>	German sausage and chips	£6.50	Grilled fish and potatoes	£6.25	Italian cheese & tomato pizza	£4.85	Thai chicken and rice	£5.95	Vegetable pasta	£4.85	Roast chicken and potatoes	£5.95	DESSERTS	<table border="0" style="width: 100%;"> <tr> <td>Fruit salad and cream</td> <td style="text-align: right;">£2.25</td> </tr> <tr> <td>Ice cream</td> <td style="text-align: right;">£2.00</td> </tr> <tr> <td style="font-size: 0.8em;">(choose from chocolate, coffee, or lemon)</td> <td></td> </tr> <tr> <td>Lemon cake</td> <td style="text-align: right;">£2.25</td> </tr> <tr> <td>Chocolate cake</td> <td style="text-align: right;">£2.25</td> </tr> <tr> <td>Cheese and biscuits</td> <td style="text-align: right;">£2.50</td> </tr> </table>	Fruit salad and cream	£2.25	Ice cream	£2.00	(choose from chocolate, coffee, or lemon)		Lemon cake	£2.25	Chocolate cake	£2.25	Cheese and biscuits	£2.50
German sausage and chips	£6.50																										
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Ice cream	£2.00																										
(choose from chocolate, coffee, or lemon)																											
Lemon cake	£2.25																										
Chocolate cake	£2.25																										
Cheese and biscuits	£2.50																										
DRINKS	<table border="0" style="width: 100%;"> <tr> <td>Mineral water</td> <td style="text-align: right;">£1.00</td> </tr> <tr> <td>Fresh orange juice</td> <td style="text-align: right;">£1.25</td> </tr> <tr> <td>Soft drinks</td> <td style="text-align: right;">£1.30</td> </tr> <tr> <td>English tea</td> <td style="text-align: right;">£0.90</td> </tr> <tr> <td>Irish cream coffee</td> <td style="text-align: right;">£0.90</td> </tr> </table>	Mineral water	£1.00	Fresh orange juice	£1.25	Soft drinks	£1.30	English tea	£0.90	Irish cream coffee	£0.90	All snacks are served with salad and chips	<table border="0" style="width: 100%;"> <tr> <td>Cheese & tomato sandwich</td> <td style="padding-left: 20px;">Burger</td> </tr> <tr> <td style="text-align: right;">£3.25</td> <td style="text-align: right;">£2.90</td> </tr> <tr> <td>Chicken sandwich</td> <td style="padding-left: 20px;">Cheese omelette</td> </tr> <tr> <td style="text-align: right;">£3.50</td> <td style="text-align: right;">£3.50</td> </tr> </table>	Cheese & tomato sandwich	Burger	£3.25	£2.90	Chicken sandwich	Cheese omelette	£3.50	£3.50						
Mineral water	£1.00																										
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Cheese & tomato sandwich	Burger																										
£3.25	£2.90																										
Chicken sandwich	Cheese omelette																										
£3.50	£3.50																										

Lunch served 12:30-2:30 p.m. / **Dinner** served 6:00-9:00 p.m.

76

16. Who says these sentences at a restaurant? Listen again and mark.

Skills: E9.6.L2

In this activity a table is given. On the table, the most common sentences/questions that can be used in a restaurant are given. Your students will mark the waiter's and the customer's sentences/questions. Let them listen to the dialogue again and check their markings.

Answer Key

It is given on the Student's Book page.

17. Work in pairs. Use the menu below and the clues on the next page to order food in a restaurant.

Function: 4

Skill: E9.6.S1


In this speaking activity, students are supposed to order food in a restaurant. Make your students examine the menu and look up the words they don't know in their dictionary. Tell them to read the clues on page 77, too. They will work in pairs and talk pretending that they are a waiter and a customer. Remind them they can refer to part 16. They should do the activity, changing roles. Some couples should be allowed to act out their dialogues.

Ethics and Values Education (Taking initiative and entrepreneurship, competency of mathematics)

In this part, your students will add food prices to find out how much they will pay for the bill, express the amount in English and gain competency of mathematics. Encourage your students to take initiative and present their dialogues.

A Note to the Teacher:

The Workbook exercises 2 and 3 should be given as homework.

 **Teacher's Notes**

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BRIDGING CULTURES

Could we see the menu, please?

Is this dish halal?

We're not ready to order now.

Could we have the bill, please?

Could I/we have ...?
I would like to eat/have ...
Could you bring me another ..., please?

What would you like to have?



18. Answer: Which city is your favourite in Türkiye / in the world?



19. Read about the cities and write what to see in Venice, Paris and New York.

PARIS

There are many interesting sights in Paris. One of the most well known sights in Paris is the Eiffel Tower. From the top of this magnificent structure, it is possible to see all across the lovely city. The Louvre, the most popular museum in France, contains historical paintings, sculptures and priceless works of art like the Mona Lisa. Another interesting tourist attraction, Notre Dame, is a gorgeous cathedral known for its bell tower. The palace of Versailles has beautiful gardens to enjoy. Mont Mart is a large shopping area. You can find clothing stores, bakeries, souvenir shops, restaurants and more there.



Good food and restaurants are easy to find in Paris. A very popular starter is "escargot". This is a snail dish. "Coq au vin" is a popular main dish. It is a chicken dish. "Crème brulée" is a very delicious dessert. It is like chocolate pudding and brown sugar. France has the best pastries in the world! You'll feel at home in Paris because French people are ready to make friends with you. They share friendship, love and excitement.

18. Answer: Which city is your favourite in Türkiye/ in the world?

Ask the pre reading question to your students. Allow different students to answer the question.

19. Read about the cities and write what to see in Venice, Paris and New York.

Functions: 1, 2, 3

Skills: E9.6.R1

Ask your students to read the texts about Venice, Paris and New York and write the places to see there. Give them enough time to complete the activity and make an oral check.

Answer Key

Paris	Venice	New York
the Eiffel Tower	the Grand Canal	Central Park
the Louvre	San Marco Square	Times Square
Notre Dame		Statue of Liberty
Palace of Versailles		The Museum of Modern Arts
Mont Mart		Fifth Avenue
		Chinatown



Teacher's Notes

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THEME 6

VENICE

Venice, the most beautiful city in Europe, is located in north-eastern Italy. It has about 118 islands in the Adriatic Sea, so the city of Venice is romantic, unique and beautiful. Its canals are a huge attraction for travellers. Get around in a gondola, take a trip down the Grand Canal and go to San Marco Square. If you are a music lover, experience Vivaldi in Venice. You should eat seafood, risotto, polenta and have espresso before you leave Venice.



NEW YORK

New York is the most crowded city in the USA. It is the cultural and financial capital of the world. Central Park is the favourite of tourists and the New Yorkers. Times Square is absolutely gorgeous at night. You should also see the Statue of Liberty and the Museum of Modern Art. Fifth Avenue is a must. Stores are fabulous. Chinatown smells delicious and the graffiti makes the neighborhood look nicer. You shouldn't leave New York without eating pizza, bagels, hotdogs, doughnuts or cupcakes. There are too many people in the city of New York. Tourists are everywhere and the traffic is horrible though yellow cabs make the city colourful. It can get rather cool there and the pollution is disgusting, but there are many sights to see and places you can go to eat. The people are usually helpful because they come from all over the world and they must help one another.



Paris	Venice	New York

Ethics and Values Education (Cultural awareness, helpfulness, friendship)

Your students will be aware of the cultural and linguistic diversity by learning the specialities of different cities. Pointing out that New Yorkers are helpful, emphasize the importance of being helpful to all foreigners.

 **Teacher's Notes**

A large rectangular area with a pink border and rounded corners, containing horizontal dotted lines for writing notes.

BRIDGING CULTURES



20. Write true (T) or false (F).

1. If you want to be in a romantic city, you should go to Paris.

F

2. Escargot is a popular French cuisine.

T

3. You can do shopping in Fifth Avenue.

T

4. Most tourists go to Venice to eat risotto.

F

5. If you have a problem in New York, no one will help you.

F

Writing Time



21. Which city would you like to visit? Write a short paragraph about it and state your reasons.

Speaking Time



22. Talk with your friends about some basic cultural differences of places you have visited.

e.g. 1.

I went to Şanlıurfa last year. It is a place for culture and customs. The people of Şanlıurfa love eating meat a lot. However, in İzmir, people prefer eating vegetables and they have various types of salads.

e.g. 2.

Indian food is spicy, but it is not the same in Australia. The Australians use vegetables in their sauces.

20. Write true (T) or false (F).

Skill: E9.6.R1

Students are expected to evaluate the sentences as “true” or “false”. Give them enough time to complete the activity and make an oral check.

Answer Key

It is given on the Student’s Book page.

21. Which city would you like to visit? Why do you want to go there? Write about it.

Function: 1, 3

Skill: E9.6.W2

Your students will write a paragraph about a city they would like to visit. They should also include their reasons to go there. After giving enough time, you can check their paragraphs. Some volunteer students can read aloud what they have written.

22. Talk with your friends about some basic cultural differences of places you have visited.


Function: 2

Skill: E9.6.S4

Your students are expected to talk about the basic cultural specialities of some cities they have already visited. Make them read the sample sentences. Give enough time to prepare for the activity and listen to their presentation.

A Note to the Teacher:

Give the Workbook exercise 4 and 5 as homework and check them later.

 **Teacher’s Notes**

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THEME 6

Listening Time



23. Answer: How much can you understand the announcements, telephone calls, songs or films in English?



24. Read the three types of airline announcements below. Then, listen to the announcements and write their order.

- A. Final boarding announcement (1)
 B. Pre-boarding announcement (3)
 C. Boarding announcement (2)



25. Listen again and answer the questions.

1. What is the flight number?
2. Where will the passengers fly to?
3. What is the gate number?


Quote Time

“What is normal for me and for my culture is not universal.”

Annemarie Perez

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Asking about and describing cities			
Identifying cultural differences			
Talking about travel and tourism			
Ordering food			

23. Answer: How much can you understand the announcements, telephone calls, songs or films in English?

Ask the pre listening question and listen to the answers.

24. Read the three types of airline announcements below. Then, listen to the announcements and write their order.

Functions: 3

Skills: E9.6.L1

Read the instruction to your students. Teach them the word “announcement”. Make them read the types of airline announcements. Tell them that they will listen to each part and mark the order in which these announcements are read on the track. Let them listen to the part as long as they need. Check the order orally.

Answer Key

It is given on the Student’s Book page.

Tapescript (Track 24)

1. This is the final boarding call for passengers Erin and Fred Collins booked on flight 372A to London. Please proceed to gate 11 immediately. The final checks are being completed and the captain will order for the doors of the aircraft to close in approximately five minutes time. I repeat. This is the final boarding call for Erin and Fred Collins. Thank you.

2. Flight 372 A to London is now boarding. Would all passengers proceed to gate 11 please?

3. Good afternoon passengers. This is the pre-boarding announcement for flight 372A to London. We are now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

25. Listen again and answer the questions.

Skills: E9.6.L1

Make your students listen to the track again and ask the questions. Listen to their answers.

Answer Key

1. It is 372A.

2. They will fly to London.

3. It is 11.

Quote time

Have your students read the quote and help them to understand it. Make them notice that diversity among cultures is quite normal.

Self Assessment

Read the functions to your students and tell them to assess their learning and mark the column which best fits their position.

THEME SEVEN

WORLD HERITAGE





WORLD HERITAGE

Functions and Useful Language

1. Talking about past events
2. Making inquiries
3. Asking and answering questions in an interview

Listening

E9.7.L1. Students will be able to organize information on world heritage in a recorded text/video.

E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview.

Pronunciation

E9.7.P1. Students will be able to sound natural producing

“-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɪz/.

Speaking

E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events.

E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before.

Reading

E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.

E9.7.R2. Students will be able to reorder the events in a short story.

Writing

E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.

THEME 7

Warm Up Time



1. Which of these places are on the World Heritage List? Guess and mark.



Library of Celsus-Ephesus



Selimiye Mosque



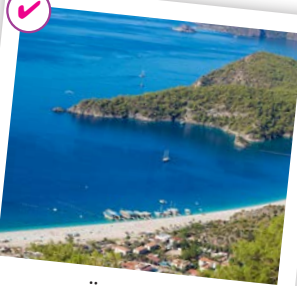
Old Town of Mardin



Pamukkale-Hieropolis



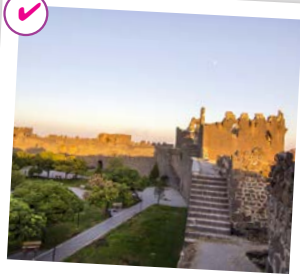
Ayder Plateau



Ölüdeniz



Safranbolu



Diyarbakır Fortress

Preparatory Work

Have your students read the name of the theme and explain it with simple sentences. Then, get them to look at the photos and ask the question “Why do you think they are on the World Heritage List?”. Help them to give answers. (They are very old / beautiful / amazing. They are the best historic examples. They have special designs, etc.)

1. Which of these places are on the World Heritage List? Guess and mark.

In this part, some of Türkiye’s cultural property are given. Ask your students to look at the photos carefully and read their names. Then, they are expected to mark the places which are inscribed on the UNESCO World Heritage List. If they don’t know, they can have a guess.

Answer Key


It is given on the Student’s Book page.

2. Answer: What does an archaeologist do?

Ask the pre reading question to your students and help them to give answers.

Answer Key

An archaeologist studies the cultures, archaeological remains and languages in different parts of the world.

 **Teacher’s Notes**

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Listening Time



2. Answer: What does an archaeologist do?



3. Listen to the interview and answer: What does "excavate" mean?

- a. to remove and uncover something by digging
- b. restore



4. Write true (T) or false (F).

1. Ms Jones wanted to be an archaeologist when she was a child. **F**

2. She studied archaeology after she got a job. **T**

3. She went to Göbeklitepe as a tourist. **F**

4. The temple at Göbeklitepe was 12000 years old. **T**



3. Listen to the interview and answer: What does “excavate” mean?

Functions: 1, 2, 3

In the listening activity, your students will listen to an interview with an archaeologist. Ask your students to listen to the interview, guess the meaning of the word “excavate” and mark the correct choice. Let your students listen to the dialogue as long as they need and make an oral check for the correct answer.

Answer Key

a

Tapescript (Track 25)

Sophie : Hello Ms Jones, what is it like to be an archeologist?

Ms Jones : It is great! You sometimes find a real treasure.

Journalist : How did you become an archaeologist?

Ms Jones : When I was a child, as far as I can remember, I only loved digging the garden. When I went to school, I learned how to draw. I drew nature and objects. And because of this, I got a job in archaeology.

Journalist : How was it possible?

Ms Jones : Archeologists dug and excavated things from the underground and I drew their pictures.

Journalist : Did you enjoy it?

Ms Jones : Very much. When I drew the pictures, I wanted to learn their story. I studied archaeology and I became an archaeologist.

Journalist : Where did you excavate?

Ms Jones : I dug the ancient sites in many countries and excavated a lot of things.

Journalist : Did you go to Türkiye?

Ms Jones : Yes, I went to Şanlıurfa. Göbeklitepe is there. Göbeklitepe was the oldest temple of the world. I helped Prof. Klaus Schmidt to excavate. People built that temple 12 thousand years ago. Can you believe it?

Journalist : How old! 12 000 years ago! Ms Jones, what was your most interesting experience?

Ms Jones : About 10 years ago, we excavated in a town in Egypt. We worked on a house. Everything was in good shape. There was a 700-year old mat in front of the house and there was a key under the mat.

Journalist : Wow! Very interesting. Thank you very much Ms Jones.

Ms Jones : I thank you. It was a pleasure.

4. Write true (T) or false (F).

Have your students listen to the dialogue again. They are expected to evaluate the sentences given in this part and mark as true (T) or false (F). Make an oral check.

Answer Key

It is given on the Student’s Book page.

THEME 7

Speaking Time



5. Work in pairs. Read the roles, the information about the pyramids and the sample dialogue. Then, ask and answer questions.

YOU:

You are interviewing a travel writer. Ask questions with "Why / Where / Who / When / Did / Was".

Ask about the pyramids.

Ask his/her most interesting experience.

YOUR FRIEND:

You are a travel writer. Answer the questions and tell your experiences.

You visited many ancient sites / places in the world. You also visited The Great Pyramids of Giza.

- e.g. - When did you start to write about travelling?
- I first wrote my memories when I went to Egypt. That was 10 years ago.
- Did you go to Africa?
- Yes, I did. I think I won't go there again.
- Why? Can you tell me what happened?
- A lion attacked me. I can clearly remember its eyes and mouth... It was really a terrible experience...

The Pyramids of Giza:

Location: Cairo, Egypt

Built: About 2600 BC

The Egyptians built these three pyramids about 4600 years ago as burial places for ancient kings. The Great Pyramid is almost 140 meters high. The Greek historian Herodotus wrote: When the Egyptians built the Great Pyramid, more than 100 000 men worked for more than 30 years. Before the Egyptians decided to build pyramids, they buried their dead directly in the ground or mummified them.



5. **Work in pairs. Read the roles, the information about the pyramid and the sample dialogue. Then, ask and answer questions.**


Function: 1, 2, 3

Skill: E9.7.S1

Ask your students to read the roles. One of them will be the interviewer and ask questions to a travel writer. Some information about the pyramids to be used by the students is also given. After having your students read the sample dialogue, give them enough time to prepare for the activity. Listen to as many students' dialogues as possible.

A Note to the Teacher:

Make your students do the Workbook exercise 1 in class and make an oral check. Exercise 2 should be given as homework. Later, check their answers.

 **Teacher's Notes**

A large rectangular area with a light orange border and rounded corners, containing 25 horizontal dotted lines for writing notes.

Reading Time



6. Answer: What kind of places should we preserve for future generations?



7. Read the text about the world heritage and answer: What is the purpose of the World Heritage Convention?

Heritage is our legacy from the past. We live it today and we pass it on to future generations. Our cultural and natural heritage sites are very important for life. Some places or buildings have special importance for everyone because they are the best examples of the world's cultural or natural heritage.

UNESCO adopted the World Heritage Convention in 1972. When the countries sign this convention, they promise to protect their natural and cultural heritage. They can nominate sites within their country and get financial, technical or emergency assistance from other countries to preserve their cultural properties.

Türkiye has 18 properties on the UNESCO World Heritage list. There are 60 more nominated sites. When the sites are on the list, people all over the world are aware of cultural heritage and try to do everything to protect them. What can you do for them?

List of World Heritage Sites in Türkiye

Cultural (16)

- Göbeklitepe (2018)
- Aphrodisias (2017)
- Archaeological Site of Ani (2016)
- Archaeological Site of Troy (1998)
- Bursa and Cumalıkızık: the Birth of the Ottoman Empire (2014)
- City of Safranbolu (1994)
- Diyarbakır Fortress and Hevsel Gardens Cultural Landscape (2015)
- Ephesus (2015)
- Great Mosque and Hospital of Divriği (1985)
- Hattusha: the Hittite Capital (1986)
- Historic Areas of Istanbul (1985)
- Mount Nemrut (1987)
- Neolithic Site of Çatalhöyük (2012)
- Pergamon and its Multi-Layered Cultural Landscape (2014)
- Selimiye Mosque and its Social Complex (2011)
- Xanthos-Letoon (1988)

Mixed (2)

- Göreme National Park and the Rock Sites of Cappadocia (1985)
- Hierapolis-Pamukkale (1988)



6. Answer: What kind of places should we preserve for future generations?

Ask the pre reading question to your students and listen to their answers.

Suggested Answer Key

We should preserve ancient sites, national parks, wild places, etc.

7. Read the text about the world heritage and answer: What is the purpose of the World Heritage Convention?

Skill: E9.7.R1


In this part, some information about the World Heritage Convention is given. Tell your students to read the text, try to understand it and find the answer to the question while reading. After listening to their answer, you can help them to do a more detailed reading. Teach them the words “legacy, convention, nominate”. Have them read the List of World Heritage Sites in Türkiye and ask questions about these places.

Answer Key

When the countries sign the World Heritage Convention, they promise to protect their natural and cultural heritage.

Ethics and Values Education (Patriotism, cultural awareness)

Your students are made to be aware of the cultural and natural heritage sites in Türkiye. Ask them the question “What can you do for these sites?” and increase their sensitivity.

 **Teacher's Notes**

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THEME 7



8. Ask and answer questions about the text.

- e.g.
1. What do we pass on to future generations?
 2. What do countries do when they sign the World Heritage Convention?

Writing Time



9. Write some sentences about a historical place you visited in the past. Search about it on the Internet.

e.g. I went to Çatalhöyük last year. It is an interesting ancient site. It is close to Konya. They built Çatalhöyük around 7500 BC. 7000 - 10000 people lived there. There were houses, but there were no public buildings. And there were no streets in Çatalhöyük. There weren't any footpaths or streets between the houses. They moved around on the roofs of the houses. There were holes in the ceilings and they climbed up timber ladders to reach the doors. There were no windows either. I saw a lot of pottery items and tools in the museum. It was really fascinating.



Idiom Time

be history : to be dead, to be a thing of the past

e.g.

1. I just got bad news from the auto repair shop. My car is history.
2. A: I thought you didn't get along with Jerry.
B: Oh, that's history! We're good friends now.

8. Ask and answer questions about the text.

Skill: E9.7.R1

Your students are expected to ask and answer questions about the text. Make them read the sample questions and listen to their questions and answers.

Answer Key

1. We pass on cultural and natural heritage to future generations.
2. They promise to protect their natural and cultural heritage.

“More examples:

What is important for life? (Our natural and cultural sites are very important for life.)

Why are some places or buildings important? (Because they are the best examples of the world's cultural or natural heritage.)

When did UNESCO adopt the World Heritage Convention? (UNESCO adopted the World Heritage Convention in 1972.)

When do countries nominate sites? (They nominate sites when they sign the World Heritage Convention.)

How many properties does Türkiye have on the UNESCO World Heritage list? (Türkiye has 18 properties on the UNESCO World Heritage List.)

9. Write some sentences about a historical place you visited in the past. Search about it on the Internet.

Function: 1

Skill: E9.7.W1

Your students are supposed to write some sentences about a historical place they visited in the past. Tell them to read the sample text about Çatalhöyük and search the Internet for the place they are going to write about. Give them enough time to complete the activity and make an oral check.

Ethics and Values Education (Digital Competence)

Encourage your students to make Internet searches for the information they need.

Idiom Time

Have your students read the idiom, the explanation and the example sentences to make the meaning clear. You should use the idioms whenever possible and set an example for them.

A Note to the Teacher:

Give the Workbook exercise 3 and 4 as homework and check them later.

Listening Time

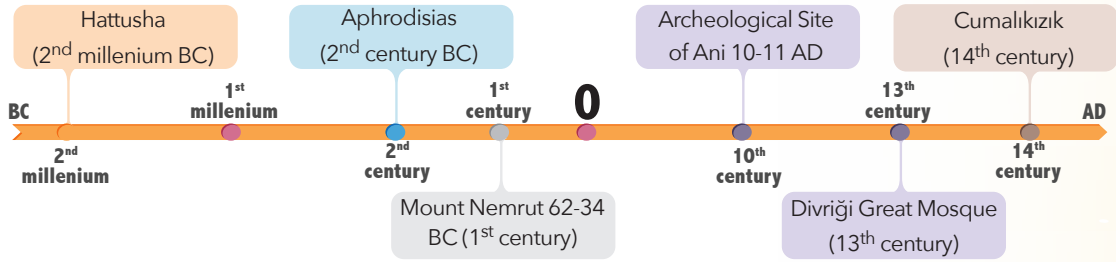


10. Answer: Which archaeological site would you like to see in Türkiye? Why?



11. Listen to the text or watch the video. Write the names of the World Heritage Sites in the box on the timeline.

Video 2



Note!

Century: a period of one hundred years

Millennium: a period of one thousand years

BC: Before Christ

AD: Anno Domini

Archeological Site of Ani
Cumalıkızık
Divriği Great Mosque
Mount Nemrut
Aphrodisias
Hattusha

Vocabulary Tips

sculpture: The art of making statues
ornament: a thing that makes something look more attractive
unique: being the only one of its kind



UNESCO sites in Türkiye

10. Answer: Which archaeological site would you like to see in Türkiye? Why?

Ask the question to your students and listen to their answer. You should also tell them to state their reasons.

11. Listen to the text or watch the video. Write the names of the World Heritage Sites in the box on the timeline.

Function: 1

Skill: E9.7.L1

Your students will listen to or watch a text about some of Türkiye's properties on the World Heritage List. First, have them read the "Note!" and make sure they understand the meaning of the words "BC, AD, millenium, century". Ask them to read the "Vocabulary Tips" so that they can learn some unknown words which will be used in the video. After reading the words and their definitions, your students will guess the meanings of these words. Then, get them to read the names of the places given in the box. You can ask the Turkish names for these places. When they watch the video, they will see these places and have some information about them. Finally, let them look at the timeline. They are supposed to write the missing information (names or dates) in the blank boxes while they are watching the video.

Allow them to watch the video or listen to the text for a few times. When all the students complete the activity, check their timeline for the correct names and dates.

Tapescript (Track 26 - Video 2)

Türkiye's 18 properties on the World Heritage list are all unique examples of ancient civilizations, cultural traditions or natural beauties.

One of them is Aphrodisias. Aphrodisias was a small Greek city. The city dates from the 2nd century BC. It was famous for its schools for sculpture and philosophy.

Türkiye's another World Heritage property is Cumalıkızık. Its history goes back to the early 14th century. Cumalıkızık holds 270 historical houses and also khans, kulliyes, mosques, religious schools, public baths and a kitchen for the poor.

Hattusha, the capital of the Hittite Empire, is unique for its city organization and buildings. The city enjoyed an important influence in Anatolia and northern Syria in the 2nd millennium B.C. The Lions' Gate and the Royal Gate have rich ornamentation and Yazılıkaya has fantastic rock art.

The archaeological Site of Ani has interesting house, military and religious structures because Muslims and Christians lived together in this area for centuries. The city was very strong in the 10th and 11th centuries AD.

Divriği Great Mosque and Hospital is a beautifully decorated mosque and hospital complex. Emir Ahmet Shah founded it in 1228–1229. The mosque has a strange detail: 3 dimensional ornaments on the gates of the mosque cast a big shadow of a man praying. It changes position as the sun moves.

There are a number of large statues on top of Mount Nemrut. The experts think that the the King of Commagene built a tomb there in the 62 BC. A large number of people climb up 2150 m to see the statues of Commagene, two lions, two eagles and some Greek Armenian gods.

Ethics and Values Education (Cultural awareness, competency of mathematics)

Your students will have to hear and write the numbers while doing this activity. They will also feel the importance of our national heritage by watching this video.



THEME 7

? 12. Where are the world Heritage Sites in part 11? Find out and tell the names of the cities.

? 13. Listen or watch again and write true (T) or false (F).

1. It is possible to see a lot of statues in Aphrodisias. T
2. Cumalıkızık has a unique natural beauty. F
3. Hattusha was an important city around the year 2000 BC. T
4. Divriği Great Mosque has incredible shadow plays on its gate as the sun moves. T
5. You can visit the tomb on top of Mount Nemrut. F
6. Archaeological Site of Ani has only traditional Turkish art. F

Speaking Time

  14. Search about an ancient civilization on the Internet and give a short simple presentation about it.

e.g.

Mesopotamian civilization is the first of the civilizations on the planet. Ancient Mesopotamia dates from around 3550 BC-1750 BC. Mesopotamia means “the land between the rivers”. The city states of Sumer were on the plains of Tigris and Euphrates Rivers, in the regions of modern day Iraq now. The Sumerians began to build their walled cities beginning around 3500 BC. The ziggurat temples were one of their most important achievements. The land around the rivers were rich and the sunshine was good for growing crops. As a result, they had too much barley, dates and other crops. They sold them to the neighbouring countries. Sumerians invented the wheel and the sailboat around 3500 BC. And they also used plow in the fields. They were very good at mathematics. They invented number system based on 60.



12. Where are the world Heritage Sites in part 11? Find out and tell the names of the cities.

Ask your students to search the Internet and find out the cities in which these places are situated.

Answer Key

Aphrodisias – Aydın

Cumalıkızık – Bursa

Hattusha – Çorum

Divriği Great Mosque – Sivas

Mount Nemrud – Adıyaman

Historical Site of Ani – Kars

13. Listen or watch again and write true (T) or false (F).

Your students are expected to write true or false for the sentences given in this part. Let them listen or watch again and do the activity. Make an oral check. If the sentences are false, ask the true sentences.

Answer Key

It is given on the Student's Book page.

14. Search about an ancient civilization on the Internet and give a short simple presentation about it.

Functions: 1, 2

Skill: E9.7.S2

Your students are expected to search about an ancient civilization on the Internet and give a short simple presentation about it. Help them read and understand the sample text. They should be given a few days to choose a subject and prepare for the presentation. State that they can use photographs, etc. and make a presentation in a digital environment. Give most of the students a chance to present their subject. During the presentation, make the other students ask questions, too.

Ethics and Values Education (Self-control, taking initiative and entrepreneurship, digital competence)

Your students will gain self-control and digital competence and learn to take initiative and entrepreneurship by making a presentation.



Teacher's Notes

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Reading Time



15. Answer: What kind of stories do you like? Drama, adventure, comedy, fiction, moral, mythological, etc.?



16. Read the first and the third parts of the text about Xanthos-Letoon. The sentences in the second part are mixed up. Read and reorder the events in the second part to make up a meaningful story.

Part I

Xanthos /Ksantos/ was the capital city of the Lycian Federation. It is very old. Finds date back to the 8th century BC, but it is possible that the site existed during the Bronze Age or during the first centuries of the Iron Age.

Letoon was the sacred center of Lycia, located about 10 km to the south of Xanthos. Today Xanthos-Letoon is one of the most remarkable archaeological sites in Türkiye. For this reason, it has been registered in the UNESCO World Heritage Sites list. Xanthos has a very tragic story:

Part II

- (1) *The Xanthosians were at war against the Persians.*
- (4) *Firstly, they put all women, children, treasure and slaves on the acropolis.*
- (7) *All Xanthosian men jumped off the hill into the water and killed themselves.*
- (3) *Before Persians made their final attack, the Xanthosians moved back into the city because they knew they would lose the fight.*
- (5) *Secondly, they set Acropolis on fire because they didn't want Persians to get their most precious things.*
- (6) *Finally, they climbed up the hill nearby and went to the highest place.*
- (2) *The Persians were very strong and wanted to invade Xanthos' territory, so they attacked many times.*
- (8) *Thus, everyone in Xanthos died. Only 80 families who were absent during the fight stayed alive.*

Part III

Later, city regenerated, but the story repeated itself in 42 BC when Brutus attacked the city during the Roman civil wars. The Lycians' suicide shocked Brutus and he said: "If you save a Xanthosian soldier, I'll give you a reward". They could rescue only 150 citizens.

15. Answer: What kind of stories do you like? Drama, adventure, comedy, fiction, moral, mythological, etc.?

Ask the question to your students and listen to their answers.

16. Read the first and the third parts of the text about Xanthos-Letoon. The sentences in the second part are mixed up. Read and reorder the events in the second part to make up a meaningful story.

Function: 1

Skill: E9.7.R2

Your students will have knowledge about Xanthos-Letoon, a Turkish site on the World Heritage List, and a story about it when they read the text. First, make them read the first part and give the necessary help if the paragraph cannot be understood properly. Then, the third part must be read. Teach the word “suicide”. Finally, the second part will be read. Before they read the part, tell them that the sentences in the second part are mixed up and must be put in order. The first and the eighth sentences are given as clues. Let your students find the correct order and read the story.

 **Teacher's Notes**

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THEME 7

? 17. Write the answers to these questions in your notebook.

1. How far was Letoon from Xanthos?
2. What was the importance of Letoon and Xanthos for Lycia?
3. Why did Xanthosian men burn their women and children before they committed suicide?
4. Did Brutus win the fight against the Xanthosians?



Pronunciation Time



18. Listen and repeat the examples for -ed ending verbs in part A. Then, read the verbs in part B yourself and check your pronunciation.

Part A

/id/

wanted = want/id/
 needed = need/id/
 decided = decide/id/
 started = start/id/

/t/

laughed = laugh/t/
 walked = walk/t/
 kissed = kiss/t/
 finished = finish/t/

/d/

cleaned = clean/d/
 saved = save/d/
 enjoyed = enjoy/d/
 married = marry/d/

Part B

Verbs	/ id /	/ t /	/ d /
showed			✓
hated	✓		
worked		✓	
helped		✓	
travelled			✓
talked		✓	



19. Listen and repeat the sentences in part A. Notice the pronunciation of "was" as /wəz/ and /wɒz/. Then, read the sentences in part B yourself and check your pronunciation.

A

I was out yesterday.
 It was really good. I enjoyed it.
 When you called me, I was on the phone.
 He was there when the accident happened.

What was in the box? It **was** a ring!
 I think it was a bad idea. Yes, it **was**.
 Which one **was** for you?
 His speech **was** good. Really good!

B

I was here when it happened.
 Before she came, I was very excited.
 When I saw her, she was ill.
 We thought he was happy.

Was the weather good? No, it was rainy.
 Life **was** hard for them. Poor children!
 My stomach **was** full of butterflies. That's love!
 He **was** angry with me. He just walked away.

17. Write the answers to these questions in your notebook.

Ask your students to write the answers to the questions given in this part in their notebooks. Check their answers orally.

Answer Key

1. It was 10 km away from Xanthos.
2. Xanthos was the capital city of Lycian Federation and Letoon was the sacred center of Lycia.
3. Because they didn't want Persians to get their most precious things.
4. Yes, he did.

18. Listen and repeat the examples for –ed ending verbs in part A. Then, read the verbs in part B yourself and check your pronunciation.

Skill: E9.7.P1

The pronunciation difference (id / t / d) in some verbs taking –ed ending will be practised by the students. Make your students listen and repeat the verbs in Part A. Then, ask them to read the verbs in Part B themselves and mark the correct sound on the table. Let them listen to Part B and check their own pronunciation. Write the words and the correct sounds on the board for Part B.

Tapescript (Track 27)

Part A

/id/

wanted = want/id/

needed = need/id/

decided = decide/id/

started = start/id/

/t/

laughed = laugh/t/

walked = walk/t/

kissed = kiss/t/

finished = finish/t/

/d/

cleaned = clean/d/

saved = save/d/

enjoyed = enjoy/d/

married = marry/d/

Part B

Verbs	/ id /	/ t /	/ d /
showed			✓
hated	✓		
Worked		✓	
helped		✓	
travelled			✓
talked		✓	

Writing Time



20. Imagine you will interview an expert on the Hittites. Use the clues. Write your questions and his/her possible answers making inquiries about the subject.

e.g.

- When did the Hittites come to Anatolia?
- Who fought in the Battle of Kadesh?

The Hittites

came to Anatolia before 2000 BC
in central Anatolia around 1600 BC- 1180 BC
information from cuneiform texts, tablets
Hattuša (Boğazkale) (capital of the kingdom)
controlled trade routes, grew wheat, barley,
etc., raised sheep
sold silver, copper, bronze to Mezopotamia
Battle of Kadesh (between Egyptians and the
Hittites)
Hittite artifacts in the Museum of Anatolian
civilizations in Ankara
rock carvings, small silver and bronze statues

19. Listen and repeat the sentences in part A. Notice the pronunciation of “was”

as /wəz/ and /wɒz/. Then, read the sentences in part B yourself and check your pronunciation.

Skill: E9.7.P1

Your students will learn the pronunciation of “was” as /wəz/ or /wɒz/ in sentences. In Part A, in the first four sentences, the word “was” is pronounced weak (wəz) and in the second four sentences, it is pronounced strong (wɒz). In the second group of sentences, the situation is emphasized by strong pronunciation.

Make your students listen and repeat the sentences in part A. Draw their attention to the words in bold. Then, make them read the sentences in part B themselves. Finally, they will listen to Part B and check their pronunciation.

Tapescript (Track 28)

Part A

I was out yesterday.

It was really good. I enjoyed it.

When you called me, I was on the phone.

He was there when the accident happened.

What was in the box? It **was** a ring!

I think it was a bad idea. Yes, it **was**.

Which one **was** for you?

His speech **was** good. Really good!

Part B

I was here when it happened.

Before she came, I was very excited.

When I saw her, she was ill.

We thought he was happy.

Was the weather good? No, it was rainy.

Life **was** hard for them. Poor children!

My stomach **was** full of butterflies. That's love!

He **was** angry with me. He just walked away.

Ethics and Values Education (Learning to learn)

By checking their own pronunciation, the students will assess their learning and learn to learn.

20. Imagine you will interview an expert on the Hittites. Use the clues. Write your questions and his/her possible answers making inquiries about the subject.

Functions: 2, 3

Your students are expected to write questions to interview an expert on the Hittites and his/her answers. Some sample questions and clues about the Hittites are given. Give them enough time to do the activity. Check what they have written.

A Note to the Teacher:

Make your students do the Workbook exercise 5 and 6 in class. Check them orally.

THEME 7

Listening Time



21. Answer: Do you usually ask questions or answer questions?



22. Listen to the questions and answer them.

Poem Time

23. Read the poem.

I was in the Temple of Artemis yesterday.
 People were in white, but the sky was grey.
 Feeling the sacred golden light in the air,
 everyone prayed to share
 the perfect policy,
 brotherhood and honesty
 abundance and fertility.
 What was that feeling of agony?
 Was it a dream? Was it an illusion?

Quote Time






A nation's culture resides in the hearts and in the soul of its people.

Mahatma Gandhi



Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Talking about past events			
Making inquiries			
Asking and answering questions in an interview			

21. Answer: Do you usually ask questions or answer questions?

Ask the question to your students and listen to their answers.

22. Listen to the questions and answer them.

Function: 3

Skill: E9.7.L2

Your students are supposed to answer the questions they hear on the track as if they are being interviewed. Let them listen to the questions one by one and wait for your students to answer. You can have them listen to the track as many times as they need.

Tapescript (Track 29)

1. Where do you live?
2. What is the nearest archaeological site to your city or town?
3. Did you go there?
4. If yes, answer: What did you like most about it?
5. If no, answer: Why do people go there?
6. Who lived there?
7. When did they live there?
8. What did they do?
9. Was it an important civilization?
10. When did it end?

23. Read the poem.

Make your students read the poem and translate it. They should be encouraged to write a poem.

Ethics and Values Education (Communication in the mother language)

You students will gain proficiency in their mother language when they translate sentences.

Quote Time

Read the quote and teach the words “reside” and “soul”. Help your students to understand the quote.

Ask the question “What does this quote mean?” (If a nation’s people love and keep their culture in their hearts and souls and give a lot of importance to them, they can preserve it.)

Self Assessment

Tell your students to read the functions and assess their learning. If some students mark the column “I haven’t understood this yet.”, you must teach the related function again.

THEME EIGHT EMERGENCY AND HEALTH PROBLEMS





EMERGENCY AND HEALTH PROBLEMS

Functions and Useful Language

1. Asking for and giving advice
2. Giving and understanding simple instructions in case of emergency
3. Talking about something that has happened recently
4. Expressing obligations and prohibitions

Listening

E9.8.L1. Students will be able to identify the most frequently used expressions about health problems.

Pronunciation

E9.8.P1. Students will be able to notice sentence intonation.

Eg. Where is the nearest hospital? (falling intonation)

Is that the new doctor? (rising intonation)

Speaking

E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need.

E9.8.S2. Students will be able to ask for and give advice about health problems.

E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life.

Reading

E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

Writing

E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.

THEME 8

Warm Up Time



1. Look at the pictures. What's the matter? Use the words in the boxes and tell the problem.

toothache

stomach-ache

backache

sore throat

fever

headache

cough

broken leg

flu

e.g.

She has got a stomach-ache.



1



2



3



4



5



6



8



7



Preparatory Work

Make your students read the name of the theme and look at the photos on the cover. You can begin the lesson with the sentences “There is an emergency in this city. I think an earthquake has happened. The people in the cars and houses are in danger and they have health problems..

1. Look at the pictures. What’s the matter? Use the words in the boxes and tell the problem.

In this part, some health problems are written below the instruction and the photos that depict those health problems are given. Students are expected to match the problems with the photos and tell what the matter is, as in the example.

Answer Key

- | | |
|--------------------------|--------------------------------|
| 1. He’s got a cough. | 5. She’s got a headache. |
| 2. She’s got a fever. | 6. He’s got a backache. |
| 3. She’s got the flu. | 7. The dog’s got a broken leg. |
| 4. He’s got a toothache. | 8. She’s got a sore throat. |

2. Answer: Do you learn “first aid” at school?

Ask your students if they learn first aid at school and listen to their answers.

3. Listen to the dialogue and answer: What should we do when there is bleeding?

Function: 1, 2, 4

Skill: E9.8.L1

Your students will listen to a dialogue about the things that must be done in case of emergency and they are expected to tell what to do when there is bleeding.

A doctor explains how to do basic first aid for a heart attack, fainting, bleeding, etc. Before letting your students listen to the dialogue, ask them to look at the photos. Tell them that, when there is an emergency, they must dial the emergency number 112 in Türkiye and Europe. Explain that “CPR” stands for cardiopulmonary resuscitation and show the related photo.

Read the explanation in the “Note!”. Your students will learn “have to” for the first time. Give more examples and help your students to make sentences.

e.g.

I must buy some new clothes. (The obligation is from me to buy new clothes.)

I need some new clothes. I'm starting a new job as a teacher. We have to wear formal clothes. (The obligation is from the school to buy new clothes.)

Read the sample sentences for “had better” and listen to your students’ examples.

Answer Key

We / You should stop bleeding first. If someone gets a cut in their hand, you should put a piece of cloth or tissue on it.

EMERGENCY AND HEALTH PROBLEMS

Listening Time



2. Answer: Do you learn "first aid" at school?



3. Listen to the dialogue and answer: What should we do when there is bleeding?

Note!

* Both "must" and "have to" express obligations and prohibitions.

"Must" expresses that the obligation comes from the speaker/the speaker's feelings.

"Have to" mainly expresses obligations which come from outside of the speaker.

You must hand in your homework on Tuesday. (It is necessary.)

I must call my dad tonight.

You have to come. (It is an obligation. There is a rule.)

Do I have to wear a tie?

* "had better"

I'd better go now. (I think I should go now.)

She'd better get here soon or she'll miss the opening ceremony.

You'd better not tell her about the accident.



CPR: cardiopulmonary resuscitation

(compressing the chest over the heart and forcing air into the lungs)



4. What emergency situations does the doctor advise? Listen and tick.

fainting	<input checked="" type="checkbox"/>
breaking a body part	<input type="checkbox"/>
heart attack	<input checked="" type="checkbox"/>
burns	<input type="checkbox"/>
bleeding	<input checked="" type="checkbox"/>
high fever	<input type="checkbox"/>
abdominal pain	<input checked="" type="checkbox"/>
diarrhea	<input type="checkbox"/>



5. Listen again and write the answers to these questions in your notebook.

1. What must we do if there is an emergency situation?
2. What should you do if a person faints?
3. When should we do CPR?

Tapescript (Track 30)

- Jane : Doctor, can you advise us about emergencies? Most of us don't know what to do. What should we do?
- Doctor : First of all, dial 112 if there is an emergency situation. We have to send an ambulance and doctors have to give emergency treatment to the patient.
- Jane : So, if there is an emergency, we must call the ambulance.
- Doctor : Yes. The second rule is: Stay calm. If you can't stay calm, you mustn't help. Then, you can start CPR.
- Jane : I think it is compressing the chest.
- Doctor : That is "cardiopulmonary resuscitation. We do it when the heart stops pumping. Emergency doctors can tell you what to do on the phone.
- Jane : What must we do if a person faints?
- Doctor : When someone faints, first of all check if that person is still breathing, secondly alert medical personnel, and then position the person properly. If someone feels ill or has pain in their abdomen, you should dial 112, too. The problem can be serious. If someone grabs his/her chest and says "my chest hurts", you should think it's a heart attack. Dial 112. Then, check breathing. If he/she is not breathing, start CPR.
- Jane : I understand. What about bleeding?
- Doctor : When there is bleeding, you should stop bleeding first. If someone gets a cut in his/her hand, you should put a piece of cloth or tissue on it. When it stops bleeding, you'd better apply antibiotic cream on it and cover with a bandage.
- Jane : Falling?
- Doctor : If someone falls and there is a change in function, you must visit the Emergency Department.
- Jane : Thank you doctor. You've been very helpful.

4. What emergency situations does the doctor advise? Listen and tick.

Skill: E9.8.L1

Ask your students to read the health problems given on the table. They are supposed to mark the problems the doctor gives advice on. Let them listen to the dialogue and do the activity.

Answer Key

It is given on the Student's Book page.

5. Listen again and write the answers to these questions in your notebook.

Your students will listen to the dialogue again and write the answers to the questions in their notebooks. Check the answers orally.

Answer Key

1. We must dial 112 if there is an emergency situation.
2. When someone faints, we should first check if the person is still breathing, then alert medical personnel and position the person properly.
3. If a person is not breathing, we should do CPR.

THEME 8

Speaking Time



6. Work in pairs. Ask for and give advice about some health problems / emergencies. Use "should /shouldn't/ had better/ must/have to, etc. and the clues.

e.g. - What should I do in the event of an earthquake?

- You should take shelter under a table.

Heart attack

Dial 112.
Call the ambulance.
Do chest compression / do CPR.

Faint

Alert medical personnel.
Position him / her properly.

High fever

Stay at home and take a good rest when you have a high fever.

Car accident

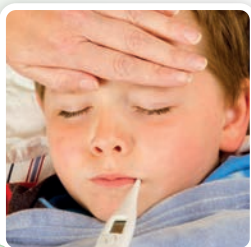
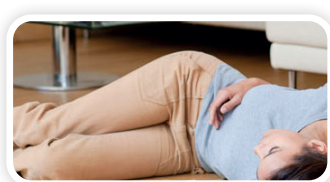
Check yourself and other passengers for injuries.
Get to safety on the side of the road.
Call the police.
Wait for help.

Flu

Keep warm.
Drink linden tea.
Take a long rest when you catch the flu.

Fire

Rescue yourself - help others.
Alert your family / friends.
Put out the fire.
Don't use the elevators.



6. **Work in pairs. Ask for and give advice about some health problems/emergencies. Use “should/ shouldn’t/had better /must/have to, etc. and the clues.**

Function: 1, 2, 4

Skill: E9.8.S2

Your students will work in pairs and ask for and give advice about some health problems or emergencies. Remind them that they will use “should/shouldn’t, had better, must, have to”.

Make your students read the clues before they prepare for the activity. When they are ready, let them act out their dialogues.



Teacher's Notes

A large rectangular area with a green border and rounded corners, containing 20 horizontal dotted lines for writing notes.

EMERGENCY AND HEALTH PROBLEMS

Reading Time



7. What was the last natural disaster in Türkiye? Find out and tell.



8. Read the text and write the main idea of it.

XPC TV reports

A new tragedy has hit a New Zealand island this month. An earthquake has crumbled the houses, damaged the roads, cut communications and ruined water and electricity systems.

The number of dead people has risen to 3500 and many dozens have got trapped inside collapsed buildings. Rescue teams from around the world have come to the country. Rescue specialists are on their way, too. All civilians are ready to help and they have pulled survivors out of the rubble, but the authorities report that 300 people are still missing and getting to them won't be easy. Police say they have got text messages and tapping sounds from students in a ruined school building. Everyone has to do something to rescue those children.

The earthquake and heavy rains have also damaged the roads and footpaths. It is very difficult to deliver aid. Helicopters have to bring food, blankets, clothing, towels and water to villagers. If we help them, they can survive after the disaster.

This earthquake has happened in one of the world's most active seismic zones and it will not be the last one. The area is very crowded and poor, so the government built cheap houses only last year. Unfortunately, the earthquake has flattened most of them. Rich countries must help to rebuild stronger and safer houses there. They mustn't use cheap building materials.



When people live in safer houses, fewer people will die in the event of earthquake.

7. What was the last natural disaster in Türkiye? Find out and tell.

Ask your students to find out and tell the last natural disaster in Türkiye.

8. Read the text and write the main idea of it.

Function: 3, 4

Skill: E9.8.R1

Your students will learn “The Present Perfect Tense (recent events)” with the text given in this part. The text is about a piece of earthquake news on TV.

Read the text to your students. Make them notice the sentences in the Present Perfect Tense with the tone of your voice. Let them read the text silently and ask the question “What has happened?”. Help them to give the answer “An earthquake has happened.”. Later you can ask what the main idea of the text is.


Make your students read the “Note!” given on the next page. Talk about the past participle forms of the verbs and teach some irregular verbs (been, gone, seen, etc.). Have them read the Irregular Verbs List on the last pages of the Student’s Book and remind them to refer to the list whenever they need.

Answer Key

It is given on the Student’s Book page.

Ethics and Values Education (Helpfulness, friendship)

The people helping the survivors without expecting anything from them should set an example for the students.

 **Teacher’s Notes**

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THEME 8



9. Find words from the text to match with these definitions.

1. broken pieces of stone and brick from buildings when they are destroyed: rubble
2. to fall down suddenly: collapse
3. to break into small pieces: crumble
4. to strike lightly: tap



10. Write the answers to these questions in your notebook.

1. What has the earthquake done to the houses and roads?
2. Can people on the island get water and electricity?
3. Have rescue specialists arrived on the island?
4. Who has helped survivors out of the rubble?
5. How have the people in the collapsed buildings tried to communicate?
6. What do helicopters have to bring?



Note!

When an action happened in the recent past and when it is still important, we use "The Present Perfect Tense".

e.g.

I've lost my keys (so I can't get into my house).

She's hurt her leg (so she can't play tennis today).

Have you eaten anything allergic recently?

* The past participle of some verbs:

damage - damaged - damaged

decide - decided - decided

has/have - had - had

carry - carried - carried

eat - ate - eaten

build - built - built

Practice Time



11. Complete the sentences with the verbs in the present perfect.

1. They haven't had (not have) breakfast this morning.
2. The teacher has given (give) us a lot of homework today.
3. Have all the guests arrived (arrive)?
4. Mum has cooked (cook) a delicious dinner for Dad's birthday.

9. Find words from the text to match with these definitions.

In this part, the meaning of some words used in the text are given. The students are expected to find the related words. When they complete the activity, make an oral check.

Answer Key

It is given on the Student's Book page.

Ethics and Values Education (Learning to Learn)

Your students will make use of the knowledge they have gained before to do this activity.

10. Write the answers to these questions in your notebook.

Ask your students to answer the post reading questions and write in their notebooks. Later check them orally.

Answer Key

1. The earthquake has crumbled the houses and damaged the roads.
2. No, they can't.
3. No, they haven't.
4. Civilians have helped survivors out of the rubble.
5. They have sent text messages and tapping sounds.
6. They have to bring food, blankets, clothing, towels and water.

11. Complete the sentences with the verbs in the present perfect.

Your students will complete the sentences with the tense they have just learned. Tell them they will use the verbs in parenthesis and make an oral check.

A Note to the Teacher:

Give the Workbook exercises 1 and 2 as homework and later, check them orally.

 **Teacher's Notes**

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EMERGENCY AND HEALTH PROBLEMS

Writing Time



12. Imagine you have seen an accident. Report what has happened in a few sentences.

There has been an accident. Two cars have hit each other. I have dialled 112 and called an ambulance. The driver of the red car has got out of the car, but I think he has broken his arm. He is in pain. The other driver has got trapped inside the car. He has got minor injuries



13. Answer: Which number do you dial in case of emergency in Türkiye?



14. Listen to the emergency call and complete these sentences.



1. Fatma needs an ambulance.
2. Her sister has fallen down the stairs.
3. Fatma's sister is 60 years old.
4. Fatma's sister can't move.

12. Imagine you have seen an accident. Report what has happened in a few sentences.

Function: 3

In this writing activity, your students are expected to report an accident that has just happened. The first sentence is given. Tell them to add more sentences and check their sentences orally.

Suggested Answer Key

It is given on the Student's Book page.

13. Answer: Which number do you dial in case of emergency in Türkiye?

Ask the question and listen to your students' answers.

Answer Key

We dial 112 in case of emergency in Türkiye.

14. Listen to the emergency call and complete these sentences.

Functions: 2,3,4

Skill: E9.8.L1

Your students will listen to an emergency call. They are expected to complete the sentences given in this part while listening. Make them listen to the track as long as they need and then check the sentences orally.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 31)

Operator : Emergency operator.

Fatma : We need an ambulance right away.

Operator : Where are you?

Fatma : Oh, I'm in Southgarden. 143, 18th Street.

Operator : OK, then. What is your name?

Fatma : Fatma. Fatma Omar.

Operator : Can you tell me what has happened?

Fatma : My sister has fallen down the stairs and she can't move. Please send someone quickly.

Operator : OK, don't try to move her. OK?

Fatma : OK.

Operator : I must ask you some questions. Is your sister breathing?

Fatma : Yes, she's breathing. She is awake.

Operator : So, she is conscious.

Fatma : Yes. She is not asleep.

Operator : How old is she?

Fatma : 60.

Operator : OK..... Does she have any health problems?

Fatma : Yes, she has high blood pressure.

Operator : Is she on any medications?

Fatma : She has to take pills twice a day.

Operator : What pills?

Fatma : I don't know the name. They are small blue pills for her blood pressure.

Operator : Has she taken one of those pills recently?

Fatma : I don't know. I haven't seen.

Operator : OK. Stay with her while we're talking. If she needs medical help, I can tell you what to do.

Wait for the ambulance.

Fatma : Thank you.

THEME 8



15. Listen again, guess and match the health terms with their definitions. There is one extra choice.

1. awake (...f.)

2. blood pressure (...d.)

3. to breathe (...e.)

4. medication (...b.)

5. pill (...c.)

a. a medical instrument for listening to the action of someone's heart

b. medicine used to treat a disease

c. a small round medicine to swallow

d. the strength of blood pushing through blood vessels

e. to take air into the lungs and let it out again

f. conscious, not asleep

Speaking Time



16. Work in pairs. Read the roles, sample dialogue and start a conversation.

YOU:

There is an emergency. Call an ambulance /doctor. Tell what has happened. Ask questions or ask for advice.

YOUR FRIEND:

You are a doctor / emergency operator. Give instructions /advice for an emergency. Ask and answer questions.

e.g.

A: Please help me! I need a doctor!

B: What is the problem, madam?

A: I think my husband is having a heart attack. He's lost consciousness.

B: May I have the location?

A: 55, Westline Street.

B: Please calm down. You must take a deep breath. What are the symptoms?

A: He's had a cold sweat.

B: Is he breathing?

A: Yes. What should I do?

B: You shouldn't move him. You should give CPR if he stops breathing.

A: I don't know how to do it. Please hurry up!

B: An ambulance is on the way now. Please stay on the line.

15. Listen again, guess and match the health problems with their definitions. There is one extra choice.

In this activity, some health problems used in the listening text and their meanings are given. Your students are expected to match them. Remind them that there is one extra choice. Let them listen to the track again and when the activity is completed, make an oral check.

Answer Key

It is given on the Student's Book page.

16. Work in pairs. Read the roles, sample dialogue and start a conversation.

Function: 1, 2, 3

Skill: E9.8.S1

Tell your students they will work in pairs and make an emergency call. Make them read the roles and the sample dialogue. They are expected to use “should / shouldn’t / must / mustn’t / have to”. After giving them enough time to prepare for the activity, let them act out their dialogues.

A Note to the Teacher:

Make your students do the Workbook exercises 3 and 4 in class. Then, check them orally.



Teacher's Notes

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EMERGENCY AND HEALTH PROBLEMS

Reading Time



17. Answer: When did you last see a doctor? What was the problem?



18. Read the dialogues and match the photographs with them. Then, read the headings below and write the suitable heading for each dialogue.

- a. Seeing the Doctor b. Making an Appointment
c. Visiting a Patient d. Seeking Help

2



3



1



4



Making an Appointment

- 1
- Hello, how can I help you?
 - I would like to make an appointment with Dr. Smith, please.
 - What would you like to see him for?
 - I need my annual physical check-up and also have a shoulder problem. It is aching.
 - Dr. Smith has openings next week. Are you free on Monday or Tuesday?
 - I'd better see him on Tuesday afternoon.
 - We will schedule you for next week on Tuesday at 3 p.m.

Visiting a Patient

- 2
- Hello, I am here to visit my sister.
 - What is your sister's name?
 - Her name is Annette Simmons. She is going to have a baby.
 - Oh, congratulations! Yes, I see here Ms Simmons is in the maternity ward. Do you need directions?
 - Yes, please.
 - She is in the east wing. Take this elevator to the 3rd floor and walk down the hall. Then make a right turn. She is in room 304.

17. Answer: When did you last see a doctor? What was the problem?

Ask your students the question and listen to their answers.

18. Read the dialogues and match the photographs with them. Then, read the headings below and write the suitable heading for each dialogue.

Function: 1, 2

In this reading activity, four photos and four dialogues are given. Your students will read and match them. Then, make them read the headings below the instruction and choose a heading for each dialogue. When they complete the activity, make an oral check.

You can make your students act out the dialogues. While reading, they can guess the meanings of the new words or you can teach them with example sentences. Draw their attention to "had better", "should" and "must" used in the sentences. You can also say some sentences and ask them to give advice to you.

"e.g.

– I'm cold.

– You'd better / should put on your sweater.

– I'm tired.

– You'd better / should rest."

Answer Key

It is given on the Student's Book page.



Teacher's Notes

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THEME 8

Seeking Help

3

- May I help you, sir?
- Yes. My wife has a strong headache and we need help immediately.
- When did it begin?
- It began last night. She feels dizzy and she refuses to eat anything.
- OK. Let's check your blood pressure, ma'am. I think you have high blood pressure. You should have a seat and we will get a doctor to see you right away.

Seeing the Doctor

4

- Hi, doctor. I came today because I've got flu and I need a checkup.
- Okay.
- I often have the flu. What causes the flu?
- Viruses cause it. You can catch the virus in the air or from people. You should be careful about it. Let me examine you. Your temperature is normal. You don't have a fever.
- What should I do?
- You'd better take a long rest when you catch the flu. Antibiotics won't cure the flu.
- My knee hurts as well. I think I walked a lot and it was injured.
- When did the pain start and does it still hurt now?
- About 2 weeks ago and yes, it still hurts.
- You should put ice on it and I will prescribe you some pain medication.
- Thank you, doctor!



19. Read the dialogues again and write true (T) or false (F).

1. If you take some medicines, you can get over the flu.

F

2. Your temperature is not normal when you have a fever.

T

3. If you kiss someone with the flu, you can catch the virus.

T

4. Dr Smith can see some patients this week.


F

19. Read the dialogues again and write true (T) or false (F).

Ask your students to read the dialogues again and mark the sentences as true or false. Check them orally.

Answer Key

It is given on the Student's Book page.

 **Teacher's Notes**

A large rectangular area with a green border and rounded corners, containing 25 horizontal dotted lines for writing notes.

EMERGENCY AND HEALTH PROBLEMS

Pronunciation Time



20. Listen and repeat the statements in Part A. Mark the intonation for the statements in Part B. Then, listen and check.

PART A

Falling Intonation Statements ↘	Her friend came to dinner. ↘ Where did she go? ↘
Rising Intonation Statements ↗	Did you remember to buy the milk? ↗ She came this morning? ↗
Rising and falling Intonation Statements ↗↘	I didn't ↗ steal your red hat. ↘ I didn't say ↗ you stole my red hat. ↘

PART B

I'm 1.60 m tall.	(falling)
Are you happy?	(rising)
Those strawberries are for dessert.	(falling)
I always have tea for breakfast.	(rising falling)
I love your mother's cooking.	(rising falling)
Was she in İzmir or in Ankara?	(rising falling)
Where are you going?	(falling)
Did you learn first aid techniques?	(rising)

Writing Time



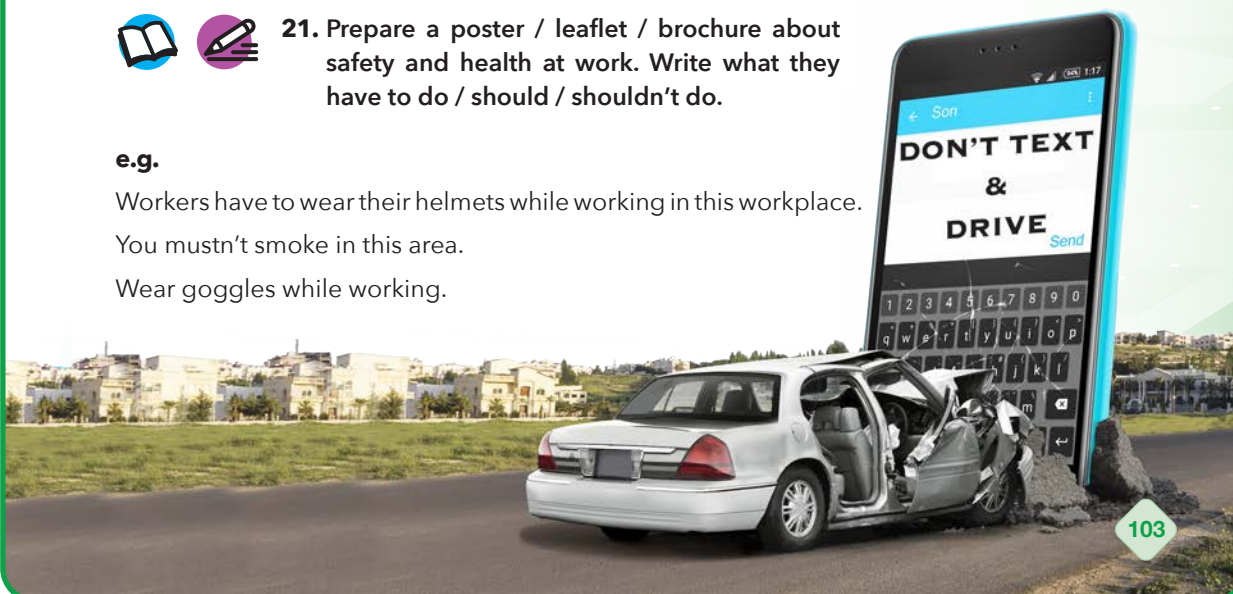
21. Prepare a poster / leaflet / brochure about safety and health at work. Write what they have to do / should / shouldn't do.

e.g.

Workers have to wear their helmets while working in this workplace.

You mustn't smoke in this area.

Wear goggles while working.



20. Listen and repeat the statements in part A. Mark the intonation for the statements in part B. Then listen and check.

Skill: E9.8.P1

In this activity, your students will learn how to read/say the sentences/questions naturally. Make them look at the direction of the arrows for falling, rising and rising and falling intonation. Ask your students to listen and repeat the example sentences in Part A, imitating the intonation. Then, ask your students to read the sentences in Part B themselves and mark the intonation using arrows or writing. Have them listen to Part B as long as they need. Finally, write the correct intonation on the board.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 32)

Part A

(Falling)

Her friend came to dinner.

Where did she go?

(rising)

Did you remember to buy the milk?

She came this morning?

(rising falling)

I didn't steal your red hat.

I didn't say you stole my red hat.

Part B

I'm 1.60 m tall.

Are you happy?

Those strawberries are for dessert.

I always have tea for breakfast.

I love your mother's cooking.

Was she in İzmir or in Ankara?

Where are you going?

Did you learn first aid techniques?

21. Prepare a poster / leaflet / brochure about safety and health at work. Write what they have to do / should / shouldn't do.

Function: 4

Skill: E9.8.W1

Your students are expected to prepare a poster about safety and health at work. Make them read the sample sentences. Remind them that they must write similar sentences using "must / have to / should / shouldn't". Display their posters in the classroom.

THEME 8

Speaking Time



22. What do we have to do / What should we do / What must we do in social life?
Talk about them.

e.g.

People should never tell lies. They should keep their promises.

We mustn't steal. We mustn't hurt animals.

Students mustn't cheat in exams. They must respect the rights of others to learn.

We have to pay our taxes. Drivers have to stop at the red light.

Proverb Time

Accidents will happen.

It is impossible to prevent things from going wrong.

e.g.

1. Child : Mummy, I spilled grape juice all over the carpet.




Mother: Don't cry, honey. Accidents will happen.

2. Jill : I'm so sorry. I just looked at your vase and dropped it. I didn't want to break it.

Jane : Accidents will happen.

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Asking for and giving advice			
Giving and understanding simple instructions in case of emergency			
Talking about something that has happened recently			
Expressing obligations and prohibitions			

22. What do we have to do / What should we do / What must we do in social life? Talk about them.

Function: 4

Skill: E9.8.S3

Your students will talk about the things they should/must/have to do in social life. Get them to read the sample sentences and give enough time to prepare for the activity. Then, listen to their sentences.

Ethics and Values Education (Responsibility, respect, self-control)

The sample sentences will make your students remember and feel the values necessary for the society.

Proverb Time


Read the proverb, the explanation and the sample dialogues. Your students will understand the meaning of the idiom easily. Encourage them to use the idioms where possible.

A Note to the Teacher:

Get your students to do the Workbook exercise 5 in class and check their answers.

Self Assessment

Read the functions and make your students remember the structures taught in this theme. After they mark the column suitable for their learning, make a check and teach the parts that are still unlearnt.

 **Teacher's Notes**

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THEME NINE INVITATIONS AND CELEBRATIONS



You are invited.

Theme 9

INVITATIONS AND CELEBRATIONS

Functions and Useful Language

1. Asking for and giving suggestions
2. Doing shopping
3. Making requests
4. Talking about future plans
5. Making and answering phone calls

Listening

- E9.9.L1.** Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.
- E9.9.L2.** Students will be able to recognise the most frequently used expressions related to shopping in a recorded text.

Pronunciation

- E9.9.P1.** Students will be able to practice "yod coalescence".
(Could you...? Would you ...?).

Speaking

- E9.9.S1.** Students will be able to make and respond to suggestions / requests.
- E9.9.S2.** Students will be able to describe future plans and arrangements.
- E9.9.S3.** Students will be able to give and receive information about quantities, numbers and prices in conversations about shopping.

Reading

- E9.9.R1.** Students will be able to find the supporting ideas in a text.

Writing

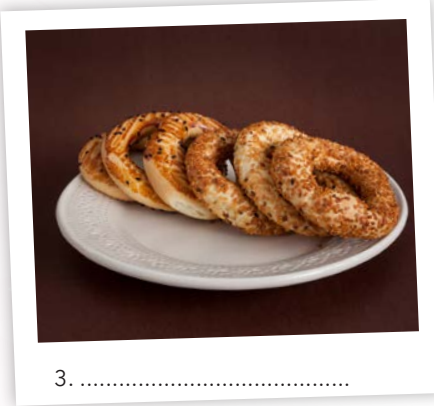
- E9.9.W1.** Students will be able to write simple invitation letters.
- E9.9.W2.** Students will be able to write a short paragraph about their future plans.

THEME 9

Warm Up Time



1. Look at these photos and answer: What do these photos bring to your mind? What do we do on these days / occasions? How do we celebrate them?



Preparatory Work

Read the name of the theme and make your students read, too. If they don't know the words, explain them in simple sentences. (Before weddings, we send wedding invitations and we invite people to our wedding. We invite our friends to our birthday parties. / We celebrate national holidays, festivals, etc.)

Show the photos on the cover and ask your students to guess the meanings of the words written on the cards. You can teach the term "Happy Eid!" with the sentence "During religious festivals, we say 'Happy Eid!' to each other."

1. Look at these photos and answer: What do these photos bring to your mind? What do we do on these days / occasions? How do we celebrate them?

Ask your students to look at the photos and tell what these photographs mean to them. They will also tell what they do on these days or occasions.

Suggested Answer Key

We celebrate our republic on 29th October. We go out with flags.

People have engagement rings when they decide to get married.

We buy these special "simits" on some religious days.

When a baby is born, we celebrate the family and buy presents.

15th July is Democracy and National Unity Day. We celebrate it to protect democracy. (to commemorate the national unity against the coup d'état attempt for democracy in 2016)

We usually break our fast with dates during Ramadan and then have soup and "pide".

2. Is it common to have parties in your town / city? If yes, what kind of parties are they?

Ask the question to your students and listen to their answers.

3. Watch or listen to the dialogue and take notes about the things to decide on before giving a housewarming party.

Functions: 1, 3, 4

In the dialogue, a couple talks about the preparations for a party. They ask for and give suggestions, make requests and talk about future plans. Ask your students to read the instruction and tell them they will take notes about the things to do. The first one "Where?" is given on the note paper as an example. Make them listen to the dialogue for a few times and check their notes orally.

In this activity, "going to future" is reminded to your students. Draw your students' attention to the sentences with "going to future" and tell them that this tense is used for the planned actions. Give more examples to make your students use the tense correctly. Remind your students that we use "Let's .../ Why don't we ...? / We should ..." when we make suggestions and "What do you think? / What should we do?" when we ask for suggestions.

Your students will learn the request sentences/questions "Would you mind ...? / Do you mind if ...?" for the first time. Have your students read the "Note!". Write the sentences used in the dialogue on the board and help them to learn these sentences, adding that the answers to these questions will be "No, not all. / Of course not."

INVITATIONS AND CELEBRATIONS

Listening Time



2. Is it common to have parties in your town/city? If yes, what kind of parties are they?

Track 33



Video 3



3. Watch or listen to the dialogue and take notes about the things to decide on before giving a housewarming party.



1. Where?
2. When?
3. How many people?
4. Food and drinks
5. Shopping list
6. Decorations



Note!

Do you mind if I use your car? = Can I use your car?

Do you mind closing the window? = Could you close the window?



Track 33



4. Who is going to do what? Listen or watch again and tick.

Things to do	Adam	Melony
cooking		✓
cleaning the house		✓
doing shopping	✓	
decorating the house		✓
making the guest list	✓	

Answer Key

It is given on the Student's Book page.

Tapescript (Track 33 - Video 3)

Adam : Melony, let's arrange a housewarming party, what do you think?

Melony : Let's do that! I like that idea. What should we do?

Adam : We should first decide on the date. Why don't we have it on Saturday evening at 8 o'clock?

Melony : OK. We are going to invite about ten close friends.

Adam : I'm going to make the guest list. Do you mind if we invite my boss?

Melony : No, not at all.

Adam : Thanks. What are we going to need for the party?

Melony : Food and drinks. Let's set the menu. We are going to prepare lots of food: meat balls, salad, some little pizzas, cakes ...

Adam : And beverages... We need a lot of juice, some coke and water, too.

Melony : I'll ask Susan to help me.

Adam : Good. Let's make a shopping list. Pizzas, meat, lettuce, tomatoes, cakes...

Melony : Do you mind doing the shopping?

Adam : I'd rather not because I hate it.

Melony : Oh, come on! I'm going to cook and clean the house.

Adam : Alright, then.

Melony : Do you think we should get some small presents for the children?

Adam : Sure. I'll write the presents in the list.

Melony : And we must have lots of flowers. I'm going to decorate the house.

Adam : OK.

Ethics and Values Education (Friendship)

Make your students feel that friendship will grow and be stronger if they come together with their friends.

4. Who is going to do what? Listen or watch again and tick.

Students are expected to mark the things Adam and Melony will do on the table while they are watching the video or listening to the track. Tell them what they are going to do in this activity. After listening / watching again, when the activity is completed, check their answers. You can ask your students to make sentences with the activities on the table, using "going to future."

Example: Melanie is going to cook.

Answer Key

It is given on the Student's Book page.

THEME 9

Speaking Time



5. Work in groups. Choose a celebration event. Discuss what to do asking for and giving suggestions. Make requests about the arrangements. Use the clues.

Where are you / we going to have the dinner / party / celebration, etc.?

When are you / we going to have ...?

Who are you / we going to invite?

What are you / we going to serve?

What are you going to do?

Birthday party

Housewarming party

Iftar meal

New job celebration

Graduation party

Championship celebration

Parents' wedding anniversary

Let's ...

Can you ...?

I like that idea. / Let's do that.

It sounds great!

Let's ..., what do you think?

I am/you are/he/she is going to ...

I'd rather not, because ...

Why don't we ...?

Do you mind ...? / Would you mind ...?

No, not at all. / Of course not.



5. **Work in groups. Choose a celebration event. Discuss what to do asking for and giving suggestions. Make requests about the arrangements. Use the clues.**

Functions: 1, 3, 4

Skill: E9.9.S1

Your students will work in groups and plan a celebration. Celebration occasions, request sentences, offers and some questions are given as clues. Make them read the clues and form the groups. When they are ready, let them act out their dialogues.

A Note to the Teacher:

Have your students do the Workbook exercise 1 in class and make an oral check.



Teacher's Notes

A large rectangular area with a light pink border and rounded corners, containing 20 horizontal dotted lines for writing notes.

INVITATIONS AND CELEBRATIONS

Reading Time



6. Answer: What do people send invitations for?



7. Read the invitation and answer: Does Paul know about his birthday party?

Shhh Can you keep a secret?



What: A surprise birthday party for Paul

When: Saturday, February 5th

Where: Amy's house, 312 Victoria Road, NW6

Time: 6:00 in the afternoon. (Please arrive by 5:45 so we can surprise him.)

Dress: Casual

RSVP: Call me this week to let me know if you're going to come!
Hope you can make it!

P.S. Don't say anything to Paul!



8. Answer these questions.

1. What is the address of the party place?
2. When are the guests going to arrive at the party place?
3. What should the guests wear?
4. Should the guests answer the invitation?

6. Answer: What do people send invitations for?

Ask the question to your students and listen to their answers.

Answer Key:

People send invitations for parties, wedding or engagement parties, some ceremonies, receptions, openings, etc.

7. Read the invitation and answer: Does Paul know about his birthday party?

In the reading activity, a surprise birthday party invitation card is given. Ask your students to read the invitation card and answer the question.

Answer Key:

No, he doesn't know about his birthday party.

8. Answer these questions.

For the post reading activity, some questions are given. Ask the answers of the questions to your students.

Answer Key

It is 312 Victoria Road, NW6.

The guests are going to arrive at the party place before 5:45.

They should wear casual dresses.

Yes, they should answer the invitation.



Teacher's Notes

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THEME 9

Writing Time



9. Read the sample and write an invitation letter.

Dear Ellen,

My family is going to throw a birthday party for me on Saturday, June 4th. The party is going to be at my house on Hills Road in Turnfield. It is going to start in the evening at 6 p.m. and finish at 10 p.m. There will be music, fun games and delicious food!

Would you like to join us?

If you come, can you bring some food to the party to share with everyone? Also, have you got any party games that I could borrow?

Could you please let me know if you will come to my party? You should give me a call before Wednesday. My mobile phone number is 07123535501.

I hope to see you there.

Yours sincerely,

Melissa

Pronunciation Time



10. Listen and repeat the questions in part A. Then, read the questions in part B yourself and check your pronunciation.

Part A

Would you mind making a shopping list for the party?

Would you like to join us for iftar this evening?

Could you please turn off the lights in your room?

Would you please stop asking me the same question?

Could you tell me what time it is?

Part B

Could you explain this to me?

Would you mind helping me?

Could you tell me the way to the station?

Could you help me, please?

Would you like something to eat?

9. Read the sample and write an invitation letter.

Skill: E9.9.W1

Have your students read the sample invitation letter and tell them that they are expected to write an invitation letter, too. Give enough time for the letter to be written and check their letters.

10. Listen and repeat the questions in part A. Then, read the questions in part B yourself and check your pronunciation.

Skill: E9.9.P1

Your students will learn the correct pronunciation of the questions “Could you ...? / Would you ...?”. Have your students listen and repeat the questions in Part A. Then, ask them to read the questions themselves. When they listen to Part B, they will check their pronunciation.

Tapescript (Track 34)

Part A

Would you mind making a shopping list for the party?

Would you like to join us for iftar this evening?

Could you please turn off the lights in your room?

Would you please stop asking me the same question?

Could you tell me what time it is?

Part B

Could you explain this to me?

Would you mind helping me?

Could you tell me the way to the station?

Could you help me, please?

Would you like something to eat?



Teacher's Notes

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INVITATIONS AND CELEBRATIONS

Listening Time



11. What kind of ceremonies or parties do you prefer?



12. Listen to the dialogue and complete the missing parts.

George : Hello?

Donna : Hello, George, this is Donna.

George : Hi, Donna. How are you?

Donna : Thanks. George, we're going to throw a housewarming party on Saturday at 8. I'll be really very happy if you come.

George : I'm very sorry. I don't think I can because I'm going to go abroad on business.

Donna : Oh, bad luck! Is Susan in? Can I talk to Susan?

George : Just a second, I'll call her. ...Hey Susan, it is Donna calling!

...

Susan : Hello, Donna.

Donna : Hi, Susan. Listen, we are going to give a housewarming party on Saturday evening at 8. Would you like to join us?

Susan : I'm afraid I can't. My parents are going to come.

Donna : Why don't you bring your parents with you?

Susan : Well, alright. We'll come together, then.

Donna : Fine. Oh, Susan, remember to bring the children, too. We have some surprises for them.

Susan : Great! Is there anything I can do, Donna?

Donna : Are you good at cooking?

Susan : Yes, I think so. Why?

Donna : Have you got time to prepare some meatballs?

Susan : Yes, of course.

Donna : I'm going to cook cookies and pizzas.

Susan : It sounds good. I can make some cupcakes, too. I'm going to make them on Friday and come to your place in the morning.

Donna : Thank you very much, Susan.

Susan : No problem. Thanks for calling, bye for now!

Donna : Bye. See you on Saturday. Don't forget to bring the cupcakes and some CDs.

Susan : Don't worry, I won't.



11. What kind of ceremonies or parties do you prefer?

Ask the pre listening question and listen to the answers.

12. Listen to the dialogue and complete the missing parts.

Functions: 3, 4, 5

Skill: E9.9.L1

Your students will listen to a telephone call and complete the missing parts. They are expected to learn the telephone language used in the dialogue. Donna calls Susan to invite to their party. However, George answers the phone. George is invited to the party and Donna talks to Susan. Get your students to listen to the dialogue carefully.

The students will learn "Don't forget to.../Remember to..." sentences for the first time. Give some examples to make the meaning clear.

Let your students listen to the dialogue as long as they need and when the activity is completed, check the missing sentences.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 35)

George : Hello?

Donna : Hello George, this is Donna.

George : Hi Donna. How are you?

Donna : Thanks. George, we're going to throw a housewarming party on Saturday at 8. I'll be really very happy if you come.

George : I'm very sorry. I don't think I can because I'm going to go abroad on business .

Donna : Oh, bad luck! Is Susan in? Can I talk to Susan?

George : Just a second, I'll call her. ...Hey Susan, it is Donna calling!

...

Susan : Hello, Donna.

Donna : Hi, Susan. Listen, we are going to give a housewarming party on Saturday evening at 8. Would you like to join us ?

Susan : I'm afraid I can't. My parents are going to come .

Donna : Why don't you bring your parents with you?

Susan : Well, alright. We'll come together, then.

Donna : Fine. Oh, Susan, remember to bring the children, too. We have some surprises for them.

Susan : Great! Is there anything I can do, Donna?

Donna : Are you good at cooking?

Susan : Yes, I think so. Why?

Donna : Have you got time to prepare some meatballs?

Susan : Yes, of course.

Donna : I'm going to cook cookies and pizzas.

Susan : It sounds good. I can make some cupcakes, too. I'm going to make them on Friday and come to your place in the morning.


Donna : Thank you very much, Susan.

Susan : No problem. Thanks for calling, bye for now!

Donna : Bye. See you on Saturday. Don't forget to bring the cupcakes and some CDs.


Susan : Don't worry, I won't.

THEME 9

 **13. Listen or read the dialogue again and answer these questions.**

1. Why can't George come to the party?
2. Who is good at cooking?
3. What does Donna ask Susan to do?
4. Why should Susan take children to the party?
5. What shouldn't Susan forget to do?

Speaking Time

 **14. Work in groups of three. Read the roles and make a telephone call changing roles. Use the clues on the next page and refer to part 12.**

YOU:

Call your friend's home. His / Her mother answers the phone. Ask to speak to him / her and invite to your goodbye party on Sunday at 3 p.m. Say you've had a good chance to study abroad and talk about your future plans. You are going to live with your cousin there. You are planning to finish high school and university there. You are going to come back to Türkiye only in summers.

You are going to talk, eat and watch a film at your party.

Your friend suggests having it at 5 p.m. Accept it and remind him/her to bring his / her camera.

MOTHER:

Answer the phone. It is for your son / daughter. Call your son / daughter to phone.

YOUR FRIEND:

Your friend calls you to invite his / her goodbye party. Ask why he / she is going to say goodbye.

Say you can't come because you have a wrestling / marbling / photography, etc. course at the time. You are going to make a presentation there. Request changing the time. Suggest having it at 5 p.m.

Say you are going to bring your camera.

Ethics and Values Education (Love, helpfulness)

Help your students to get a feeling of love and helpfulness for their friends, family and the other people around them.

13. Listen or read the dialogue again and answer these questions.

Let your students listen or read the dialogue again and ask the questions in this part. Make an oral check.

Answer Key

- 1. Because he is going to go abroad on business.
- 2. Susan is good at cooking.
- 3. She asks her to prepare some meat balls.
- 4. Because they have some surprises for them.
- 5. She shouldn't forget to bring the cupcakes and some CDs.

14. Work in groups of three. Read the roles and make a telephone call changing roles. Use the clues on the next page and refer to part 12.


Functions: 1, 3, 4, 5

Skill: E9.9.S2

Your students will work in groups of three and make a telephone call to talk about their future plans, make suggestions and requests. Their roles are defined and some clues are given. Have them read the roles and the clues. When they are ready, help them to present their dialogues.

A Note to the Teacher:

Give the Workbook exercises 2 and 3 as homework and check them later.

 **Teacher's Notes**

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INVITATIONS AND CELEBRATIONS

Is ... in?

I like that idea. / Let's do that.

We're going to ...

Yes, let's. / Alright. / It sounds fine.

Let's ..., what do you think?
Do you mind changing the time to 5 p.m.?

Don't forget to ... / Remember to ...

I'd love to come.

Thank you for inviting me.

I'd like to, but ...

Would you like to ...?

I'll be really happy if you come to ...?

Reading Time



15. Answer: Do you think celebrations are necessary? Why? Why not?



16. Read the text and write the main idea in the box on the next page.

There are many important things in life. Each person should take time for learning, growing, loving and exploring. Everyone should take time for celebration because celebration makes our culture richer and adds excitement and fun to life.

Celebrations can happen for many formal and informal reasons. Probably most people have gone to celebrations in honor of someone's birthday, wedding or the birth of a new baby. Human beings love to celebrate best things in life. There is no need to have a very big occasion to celebrate. Celebrations of all kinds make life more meaningful because life for most of us is routine. A holiday or a birthday celebration changes our daily routine.

Family celebrations, such as holidays bring joyful family occasions for all. When families get together, they talk and increase their love for one another.

We love religious days and festivals. It is time to visit elderly people and show respect. Religious and national festivals teach younger generations a lot. They learn unity, friendship, helpfulness and being generous.

We relax during celebrations and celebrations make us remember the most important thing in life. That is spending time with the people we love.

If we have celebrations, we can keep our traditions alive.

15. Answer: Do you think celebrations are necessary? Why? Why not?

Ask your students if the celebrations are necessary or not. Help them to answer and state their ideas about it.

16. Read the text and write the main idea in the box on the next page.

Skill: E9.9.R1

Your students will read a text about celebrations. They are supposed to find the main idea of the text and write in the box on the next page. Let them read the text and do the activity.

Answer Key:

It is given on the Student's Book page.

Ethics and Values Education (Love, respect)

You should inspire your students that celebrations will increase love among people and the religious festivals are the most important times to show respect to the elderly. Ask questions such as:

Do you visit elderly people and kiss their hands during religious festivals?, etc.

 **Teacher's Notes**

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THEME 9

Everyone should take time for celebration because celebration makes our culture richer and adds an excitement and fun to life



17. Read the text again and underline the supporting ideas.

Writing Time



18. Write a short paragraph about your future plans.

e.g.

When I graduate from high school, I'm going to work in a shop for one year and prepare for the university exam. I'm going to be an engineer.

Blank writing area with horizontal lines for text entry.

Idiom Time

"Party is over." : A period of happiness, enjoyment, freedom has come to an end.

e.g.

I had a wonderful time here, but the party's over and I must get back to work.

17. Read the text again and underline the supporting ideas.

Skill: R9.9.R1

Your students are expected to find and underline the supporting ideas in the text. Tell them to read the text carefully and do the activity.

Answer Key:

It is given on the Student's Book page.

18. Write a short paragraph about your future plans.

Skill: R9.9.W2

Read the sample sentences to your students and ask them to write about their future plans. Check their work and have them read their paragraphs to their friends in class.

Idiom Time

Your students will easily understand that the idiom "Party is over." means "Eğlence zamanı bitti.". Read the example aloud and encourage them to use the idiom where possible.

 **Teacher's Notes**

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INVITATIONS AND CELEBRATIONS

Listening Time

 19. Answer: Where do you do your grocery shopping? Are things expensive there?



20. Listen to the dialogue and answer: Where does Mrs Rashid invite the shopkeeper Peter?



21. Which sentences/questions does a customer say/ask while shopping? Listen to the dialogue again and tick.

Can I help you?	
I'm looking for ...	✓
How much does it cost?	✓
How much do you want?	
How many would you like?	
I'd like some ...	✓
How will you pay?	
Here you are.	
Here is your change.	
I'll pay in cash.	✓
Do you have any ... ?	✓
Can I have a kilo of grapes?	✓

19. Answer: Where do you do your grocery shopping? Are things expensive there?

Ask the question to the students and help them to give answers.

20. Listen to the dialogue and answer: Where does Mrs Rashid invite the shopkeeper Peter?

Function: 2, 3

Your students will listen to a dialogue between a shopkeeper and a customer. The most common shopping sentences, price and quantity terms, request sentences are used in the dialogue. While listening, the students are expected to find where Mrs Rashid invites the shopkeeper Peter. Have them listen to the dialogue for a few times and ask the question.

Answer Key

Mrs Rashid invites the shopkeeper to iftar meal.

Tapescript (Track 36)

Shopkeeper : Good morning, Mrs Rashid. Can I help you?

Mrs Rashid : Good morning, Peter. I'm looking for some sweets.

Shopkeeper : They are over there, on the right.

Mrs Rashid : Thank you. How much does this cost?

Shopkeeper : It costs £22.

Mrs Rashid : Too expensive. I'd better not buy it.

Shopkeeper : Is there something I can help you with?

Mrs Rashid : Yes, please. I need a lot of things. I'd like some rice, sugar, potatoes, tomatoes and olive oil, please.

Shopkeeper : Can you say it slowly?

Mrs Rashid : Sorry. Rice, sugar, potatoes, tomatoes and olive oil.

Shopkeeper : Now, how much rice do you want?

Mrs Rashid : I want half a kilo of rice, a kilo of sugar, 2 kilos of potatoes, 2 kilos of tomatoes and a bottle of olive oil.

....

Shopkeeper : Here you are.

Mrs Rashid : I'd like to have eggs, too.

Shopkeeper : How many would you like?

Mrs Rashid : A dozen.

Shopkeeper : Here they are. Anything else Mrs Rashid?

Mrs Rashid : Yes, three bottles of milk and a packet of cheese.

Shopkeeper : Will that be all?

Mrs Rashid : No. Can I have a kilo of grapes?

Shopkeeper : Sure.

Mrs Rashid : Do you have any dates?

Shopkeeper : No, we don't sell them.

Mrs Rashid : OK. How much are they?

Shopkeeper : They are £24 altogether. How will you pay?

Mrs Rashid : I'll pay in cash. Here is £50.

Shopkeeper : Here is your change.

Mrs Rashid : Peter, would you like to join us for iftar this evening?

Shopkeeper : Oh, really? Yes, I'd love to.

THEME 9

Speaking Time



22. Work in pairs. Make a dialogue between a shopkeeper and a customer. Refer to part 20 and use the clues.

Shopping List

2 loaves of bread
1 bottle of milk
1 packet of flour
1 kilo of apples
3 kilos of oranges
6 bananas

Prices

Bread; 97 p
Milk £2
Flour £2.
Apples 37 p
Oranges 55 p
Bananas £1, 50

How much is it?
Will that be all?
By credit card. /In cash.
They are £2 altogether.




Quote Time

"If you want to celebrate a happy occasion, do it by helping those who are in need."

Mohith Agadi

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Asking for and giving suggestions			
Doing shopping			
Making requests			
Talking about future plans			
Making and answering phone calls			

21. Which sentences/questions does a customer say/ask while shopping? Listen to the dialogue again and tick.

Function: E9.9.L2

In this activity, some sentences which can be used during shopping are given on a table. Your students will tick the sentences a customer can say. Make them listen to the dialogue again and check the tables in their books. You should let a student read the correct sentences.

Answer Key

It is given on the Student's Book page.

22. Work in pairs. Make a dialogue between a shopkeeper and a customer. Refer to part 21 and use the clues.

Functions: 2, 3

Skill: E9.9.S3

Your students will work in pairs and make a shopping dialogue. A shopping list and the prices of the food in the list and some clues are given. Ask your students to prepare for their dialogues and remind them to refer to part 21. When they are ready, let them act out their dialogues.

Ethics and Values Education (Competency of mathematics)

While making a shopping dialogue, the students will use and improve their competency of mathematics.

Quote Time

Have your students read the quote of Mohith Agadi. Ask them what they understand and if they agree with him.

A Note to the Teacher:

Tell your students to do the Workbook exercise 4 in class and make an oral check.

Ethics and Values Education (Helpfulness)

The quote says the best celebration is to help people in need. Your students should be made to adopt this belief, too.

Self Assessment

The students will read the functions and mark the Self Assessment table. Check them and if there are any structures that are not learnt very well, teach them again.

THEME TEN TELEVISION AND SOCIAL MEDIA



Theme 10

TELEVISION AND SOCIAL MEDIA

Functions and Useful Language

1. Making predictions about the future
2. Asking for and giving opinion (agreement, disagreement, etc...)
3. Interrupting someone in a conversation
4. Gaining time in a conversation

Listening

E9.10.L1. Students will be able to put the events in a TV broadcast in order.

Pronunciation

E9.10.P1. Students will be able to practice /d/ and /ð/ sounds.

Eg. *Day* /deɪ/ *They* / ðeɪ /

Speaking

E9.10.S1. Students will be able to make predictions about the future.

E9.10.S2. Students will be able to agree or disagree with others by giving their opinions.

E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

Reading

E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

Writing

E9.10.W1. Students will be able to write a comment on a topic via social media.

THEME 10

Warm Up Time



1. Write the types of TV genres under the TV programme photos.

Sports

Sitcom

Soap Opera

Documentary

Cookery Programme

Talk Show

Game Show

Reality Show



1. **Game Show**



6. **Cookery Programme**



2. **Talk Show**



5. **Soap opera**



4. **Documentary**



7. **Reality Show**



8. **Sitcom**



3. **Sports**

Preparatory Work

Have your students read the name of the theme and look at the cover photos. You can begin to teach by asking some questions:

What are they doing?

Do you watch TV with your family?

How much time do you spend on social media a day?

1. Write the types of TV genres under the TV programme photos.

In this part, some types of TV genres and TV programme photos are given. Your students are expected to look at the photos and write the related TV genre under each photo. If they cannot remember the TV programme genres they have already learned, you can help them by giving examples from the national TV channels.

Answer Key

It is given on the Student's Book page.

2. Answer: How long do you watch TV for each day?

Ask your students the question and listen to their answers.

3. Listen to the dialogue and write the main point of the discussion.

Functions: 1, 2, 3, 4

In the dialogue, TV is being discussed with its good and bad points. Four speakers state their ideas, agree or disagree with their friends, ask for their friends' opinions, sometimes interrupt each other and try to gain time while speaking. They also make predictions about the future.

Help your students to remember "will (prediction)" by giving examples.

I think we will all live in smart houses in future.

Children won't go to school. They will have their lessons online.

Exams will be online, too, etc.

Have your students listen to the dialogue a few times and tell them that they will write the main idea in the box given below the instruction.

Get your students to notice the words/sentences/phrases "To me", "No way!", "Absolutely", "No chance!", "That's for sure!", "I guess so." and their usage in the dialogue. You should also teach them that, when they need to gain time, they can say "Umm...", "Well...", "Let me think." and when they want to interrupt someone, they should say "Sorry to interrupt you, but...", "Can I add something?". Help them to use these words/phrases/sentences while they are talking.

Teach them the words "addict/addicted/addicting".

TELEVISION AND SOCIAL MEDIA

Listening Time



2. Answer: How long do you watch TV for each day?



3. Listen to the dialogue and write the main point of the discussion.

Watching TV has good points and bad points.




Tapescript (Track 37)

Susan : Do you think TV is a good or a bad thing?
David : In my opinion, it is bad. You can get addicted to it.
Susan : I agree that it is addicting.
Mark : I don't think so. If you choose your programmes carefully and limit your TV watching time, you won't get addicted.
Mary : To me, it can be good and bad. You know you can learn lot of things on TV.
David : I guess so, but TV affects family relations because there is no conversation in the family. And also, umm ...
Mary : Sorry to interrupt you, but TV affects our health, too. We'd rather watch TV than do exercise. Do you have anything to say about this subject, Mark?
Mark : Well, let me think...I suppose we won't use television in the near future. What do you think?
David : No way, Mark!
Mark : Because we'll have the internet TV. They will have web sites and you'll watch the programmes you select. I think it will have more advantages.
Susan: No, I'm not so sure about that. Most people will have difficulty in connecting to the Internet.
Mark : Absolutely! Can I add something? We'll all have mobile televisions soon. We'll watch it on our mobile phones.
Susan: No chance!
David : You have a point there, Susan.
Susan : In our country, you know smart phones are too expensive, so we'll wait for many years to have a mobile television.
David : That's for sure!
Mary : Anyway, television is wonderful. It entertains me.

Answer Key

It is given on the Student's Book page.

 **Teacher's Notes**

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THEME 10



4. Listen again and write true (T) or false (F).

1. Mark thinks we won't use television in near future.

T

2. He says nobody will watch TV.

F

3. He thinks the Internet TV will have more advantages.

T

4. Susan says people don't know how to use the Internet.

F



5. Work in pairs. Talk about the good points and bad points of TV. Express your opinions, ask for opinions, agree or disagree with your friend. Use the clues.

I think TV is good
because ...

I think TV is bad
because ...

I think ...

In my opinion, ...

To me, ...

I guess so.

I don't think so.

I'm not so sure about it.

I agree with you.

I couldn't agree more.

I don't agree.

Absolutely!

I would say the exact opposite.

That's not always the case.

No doubt about it.

You have a point there.



What do you think?

Do you have anything to say about this?

What is your opinion?

What is your idea?

4. Listen again and write true (T) or false (F).

After listening again, your students will mark the sentences as true or false. Make an oral check.

Answer Key

It is given on the Student's Book page.

5. Work in pairs. Talk about the good points and bad points of TV. Express your opinions, ask for opinions, agree or disagree with your friend. Use the clues.

Functions: 2, 3, 4

Skill: E9.10.S2

Students are expected to discuss the good and bad points of TV. While talking, they will agree or disagree, state their opinions, interrupt their friends when necessary and from time to time, they will try to gain time. The words /phrases/sentences they can use are given as clues. Have your students read the clues. You can give some examples to make them be familiar with the usage.

e.g.

1. A: All children must go to school.

B: Absolutely!


2. A: I think we are all hungry.

B: I agree with you.

3. A: He is good at his job.

B: I don't agree with you."

Give your students enough time to prepare for the activity. Then, encourage them to act out their dialogues.

 **Teacher's Notes**

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TELEVISION AND SOCIAL MEDIA

Reading Time



6. Answer: How many friends have you got on social networking sites?



7. Read the text quickly and choose the best headline.

- a. How Does Social Media Affect Our Lives Badly?
- b. Adult Social Media Users
- c. Use Social Media Effectively Not Excessively



Use Social Media Effectively Not Excessively

Statistics show that nowadays, there are about two billion social media users in the world, most of them are teenagers and young adults, but is social media good or bad?

People use social media to interact and communicate with each other. They share information, ideas, pictures, videos and personal messages. Sometimes they get together to work on a project and learn from one another. In Blogs, you can read other people's articles, see their photographs, watch their videos and write your own opinions on a subject. Another type of social media is social networking sites. On these sites people can get in touch with friends, make new ones and join communities.

What do young users do on social media? The most popular one is this: They want to find out what friends are doing, send them messages and know what they are watching or listening to. This is for 16-24-year-olds.

Some people argue that if young people use it excessively, it creates addiction. It also destroys their real-life communication skills. Moreover, they can keep them away from their studies, affect their concentration because there are too many students using social media during class. Other disadvantages are wasting time, identity theft and crimes against children.

Now, where do you stand in all this? Are you a social media addict? Do you think social media is so important?

THEME 10



8. Read the text again and write the good and bad points of social media.

Good points

Interacting and communicating

Sharing information, pictures, videos, etc.

Reading other people's articles, seeing photos, etc.

Getting in touch with friends and making new friends

Bad points

Creating addiction

Destroying real-life communication skills

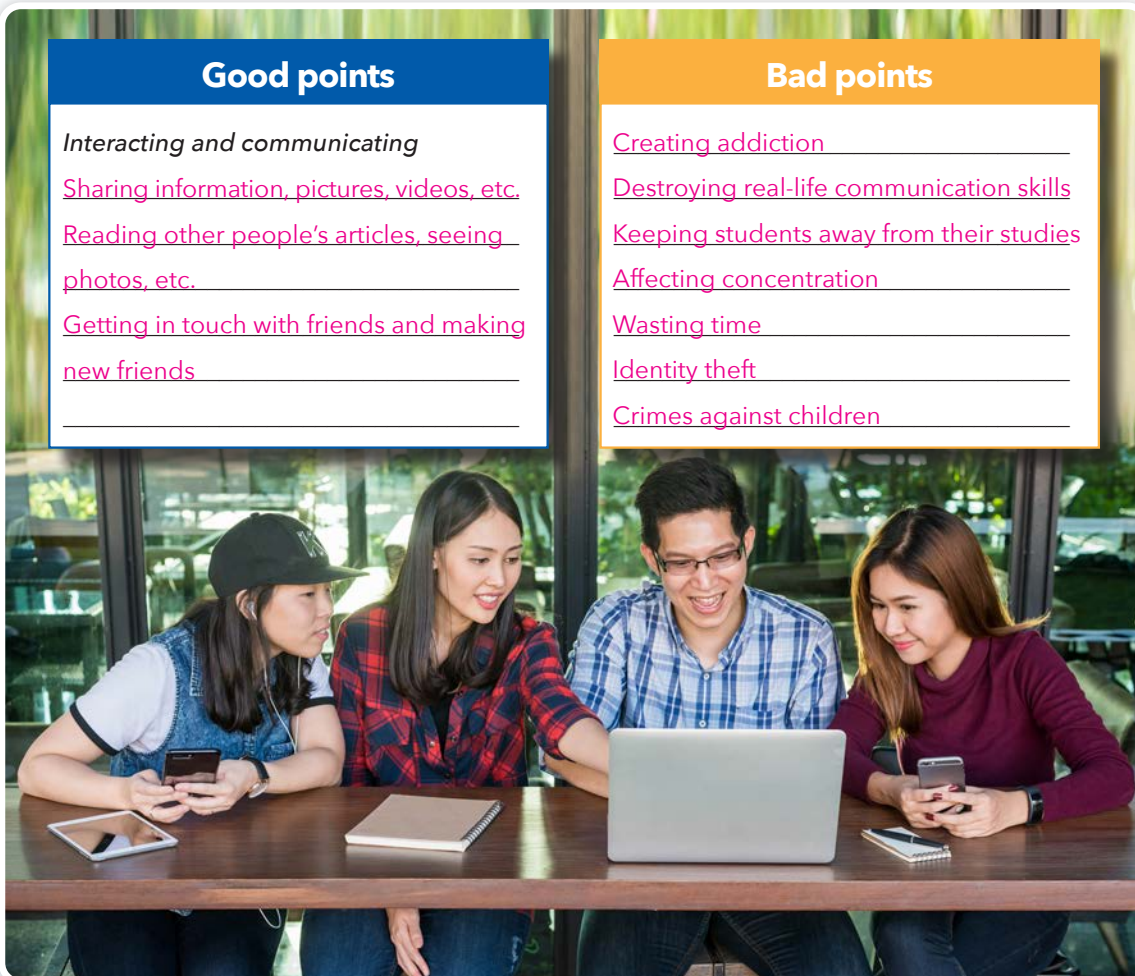
Keeping students away from their studies

Affecting concentration

Wasting time

Identity theft

Crimes against children



Idiom Time

Get in touch: connect

e.g.

We want to hear from you. Get in touch by emailing.

8. Read the text again and write the good and bad points of social media.

Skill: E9.10.R1

Ask your students to read text again and write the good and bad points of social media on the table. “Interacting and communicating” is given as an example. When they complete the activity, make an oral check and have one of the students write the table on the board.

Answer Key


It is given on the Student’s Book page.

Idiom Time

Teach the idiom “get in touch” which means “iletişim kurmak, temasa geçmek” and help your students to learn it.

A Note to the Teacher:

Tell your students to do the Workbook exercises 1, 2 and 3 as homework and check them later.

 **Teacher’s Notes**

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TELEVISION AND SOCIAL MEDIA

Writing Time

 9. Choose a topic, write your ideas about it and post it on social media.

e.g. I think there is no point in sharing photos on social media. People post pictures of their travels just to show off. They should be private. There are some other risks, too. A simple photo can give sensitive information to thieves, etc.

Listening Time

 10. Answer: Would you like to be on TV? Why / Why not?

Track 38


 11. Listen to a TV broadcast and choose the main idea.

- a. The band One Direction will be in İstanbul for a concert.
- b. One Direction will come to İstanbul to raise money for a charity.
- c. One Direction will be the guest judges of a singing competition.



9. Choose a topic, write your ideas about it and post it on social media.

Skill: E9.10.W1

Your students are expected to choose a topic and write their ideas about it. They will also post their paragraphs on social media. Let them read the sample paragraph. Then, help them to choose a subject. When their paragraphs are written, correct them. The students should be encouraged to use social media effectively.

Ethics and Values Education (Digital competence)

This activity will develop your students' digital competence.

10. Answer: Would you like to be on TV? Why / Why not?

Ask the question to your students and help them to give answers.

11. Listen to a TV broadcast and choose the main idea.

Function: 2

Skill: E9.10.L1

The aim of this activity is to check your students' ability to follow the events while listening and choose the main idea of the text. Three alternative main ideas are given to be chosen by your students. Make sure your students remember the word "charity". The listening text is about the schedule of a pop band when they are on a concert tour in İstanbul. Let your students listen to the track until they are ready to choose the main idea.

Answer Key

b. One Direction will come to İstanbul to raise money for a charity.

Tapescript (Track 38)

Now, the best news of the evening! The English-Irish pop band One Direction will come to İstanbul for a charity concert. The details of their stay in İstanbul are almost clear, but the date is not definite yet.

We believe the band will first appear in a music program on this channel. There will be audience in the studio and One Direction will sing a few songs live. The audience will ask questions and get their autographed photos, too. After that, they will attend a reception in the most popular hotel of the city. The organisers think there will be about 1000 guests. The guests will pay some money for the invitations. The money will go to the charity for Syrian Refugees.

Next morning, One Direction will probably have a Bosphorus boat tour and enjoy the beauty of İstanbul. In the afternoon, they will be the guest judges of the singing competition on our TV channel. We expect all young people of the country will watch this program. Some Turkish celebrities will host them in the programme. The last and also the most important part of their program is the live concert. It will be in the open air theatre in the evening. They will give all the money they receive from this concert to the Syrian Refugees Fund.

THEME 10



12. What will One Direction do in İstanbul? Listen again and put the events in order.

(1) The band One Direction will appear in a TV music programme.

(3) They will have a Bosphorous boat tour.

(5) They will give a live concert in the open air theatre.

(2) They will attend a reception at a hotel.

(4) They will be the guest judges in a singing competition.

Speaking Time



13. Imagine you are an organiser / TV producer, etc. Talk about a future concert / TV programme, etc. Tell the events and details. Use "will" and the clues.

e.g. The concert will be in the biggest sports hall in the city.

... will be in concert.

I think /suppose ...

Where?

How many people?

before / after the concert

tickets

clothes

dancers

Pronunciation Time



14. Listen and repeat the words with / ð / sound in part A. Then, listen to the words in part B and circle the words you hear.

e.g. They / ðei /

Day / dei /

Part A

they this these mother father brother weather the that their

12. What will One Direction do in İstanbul? Listen again and put the events in order.

Skill: E9.10.L1

Your students are expected to order the events in the schedule of the pop band while listening. Tell them to read the events before they listen to the text again. When the activity is completed, ask the order of the events.

Answer Key

It is given on the Student's Book page.

13. Imagine you are an organiser / TV producer, etc. Talk about a future concert / TV programme, etc. Tell the events and details. Use “will” and the clues.

Function: 1

Skill: E9.10.S1

In this speaking activity, your students will imagine organizing a concert, producing a TV programme, etc. They should read the clues given in this part and tell the events using “will”. When they are ready, most of the students must be given a chance to talk.

14. Listen and repeat the words with / ð / sound in part A. Then, listen to the words in part B and circle the words you hear.

Skill: E9.10.P1

This activity aims at teaching the correct pronunciation of the sound / ð /. Write some words with / d / and / ð / sounds on the board and read them. Explain how to pronounce these sounds and help your students to read the words on the board. Then, let them listen and repeat the words in Part A. All of the words have the sound / ð / in part A. The words in Part B are given in pairs. The students will hear only one of the two words and circle the word they hear. Your students should be allowed to listen to the track as long as they need. When the activity is completed, ask the correct words and write them on the board. You can ask the words which have the sound / ð / as well.

A Note to the Teacher:

When producing the “d” sound, you place the tip of your tongue on the bump or ridge behind your top front teeth. For the “th” sound, you place the tip of your tongue between your top and bottom teeth.

Answer Key

It is given on the Student's Book page.

Tapescript (Track 39)

Part A

they this these mother father brother weather the that their

Part B

dose they there dough breed loathe

TELEVISION AND SOCIAL MEDIA

Part B

those dose they day there dare
though dough breathe breed loathe load

Reading Time



15. Answer: Are there any reality shows on TV in your country? Give their names.



16. Read the dialogue and fill in the blanks with these statements.

No doubt about it.

Well, umm ...

I mean

Absolutely.

If I might add something,

Carlos: Why do you think millions of people watch reality shows?

Maria: People like seeing everything with a secret camera. You know there are TV cameras everywhere and people don't act in the same way when there are cameras around. I think it is the worst type of TV show. Though, these programmes are very popular and we cannot learn anything from these shows.

Carlos: If I might add something, at their best, they give us a good look into the lives of different people in our country. At their worst, they are a very cheap way to make programmes and sometimes people make total fools of themselves.

Maria: No doubt about it. They sometimes cry, use bad language, get aggressive and even fight. And ...

Carlos: Sorry to interrupt you, but I have a question. Would you join one of these reality shows?

Maria: Never in a million years!

Carlos: Why not? You know you can be famous in a short time and get money.

Maria: No, thank you. First, it is a bad way of being famous. Second, situations are not real. Well, perhaps real, but not natural. And people react strongly. I am not into it.

Carlos: You have a point there. I think it shows how people react in difficult situations. I mean extraordinary situations.

Maria: Do you mean that situations are not real?

Carlos: Well, umm, they are like real.

Maria: So, they are not reality shows.

Carlos: Absolutely!

Maria: I can't think of a bigger waste of time than looking at a group of people in a room together, and seeing how they get on or don't get on. I'm surprised they are so popular. Perhaps I'm missing something. If you know the point, please tell me.

Carlos: Anyway, let's talk about educative programmes.

15. Answer: Are there any reality shows on TV in your country? Give their names.

Ask the question to your students and listen to their answers. You can give the names of some reality shows.

16. Read the dialogue and fill in the blanks with these statements.

Functions: 2, 3, 4

Some statements which are used when interrupting, correcting, agreeing or gaining time are given below the instruction. Your students are expected to place these statements in the blanks in the text. Make sure they know the meaning of these statements. Tell your students to read the text and do the activity. When they complete the work, make a student read the text aloud.

Get your students to notice the following sentences from the text and explain how to correct or change a word/statement and gain time.


“Maria: ... Second, situations are not real. **Well**, perhaps real, but **not** natural. **I mean** extraordinary situations.”

Maria: Do you mean that situations are not real?

Carlos: **Well, umm...** , they are **like** real.”

Answer Key

It is given on the Student’s Book page.

 **Teacher’s Notes**

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THEME 10



? 17. Read again and write true (T) or false (F).

1. Reality shows are very popular.

T

2. We can learn about the lives of different people in reality shows.

T

3. People behave naturally in reality shows.

F

4. Maria thinks it is good to watch people in reality shows.

F

5. Maria wouldn't like to take part in a reality show.

T

17. Read again and write true (T) or false (F).

Have your students read the text again and do the activity. Make an oral check.

Answer Key

It is given on the Student's Book page.

A Note to the Teacher:

The Workbook exercise 4 should be done in class and checked orally. The exercise 5 is suggested to be done at home and checked later.



Teacher's Notes

A large rectangular area with a blue border and rounded corners, containing 20 horizontal dotted lines for writing notes.

TELEVISION AND SOCIAL MEDIA

Speaking Time



18. Work in groups and act out a dialogue about reality shows / news programmes / social media, etc. Express your ideas, agree or disagree. Use the clues below.

Well, ...
So,
Anyway,
..like ...
Let me think,
You know ...
Umm...
I mean ...

To me, reality shows
are very ...

I agree with you.
I disagree.
I don't agree with you.
I'd say the exact opposite.



What do you think?

I don't think so.
I'm not so sure about it.

Can I add something here?
If I might add something...
Sorry to interrupt that.

THEME 10

Writing Time



19. What do you think about the future of television? Write your opinions.

e.g. I think we won't watch TV in the future because we'll all have smart phones and learn everything from them.




Quote Time

It takes discipline not to let social media steal your time."

Alexis Ohanian

Self Assessment

Read and tick (✓) the right column.

	 I haven't understood this yet.	 I need some help to do this.	 I understand and I can do this by myself.
Making predictions about the future			
Asking for and giving opinion (agreement, disagreement, etc..)			
Interrupting someone in a conversation			
Gaining time in a conversation			

19. What do you think about the future of television? Write your opinions.

Function: 1, 2

Your students are expected to write about the future of television. Read the sample sentence and help them to write what they think about the subject. Ask some students to read their sentences.

Quote Time

Have your students read the quote and ask them what they understand. Then, help the quote to be understood well.

Ethics and Values Education (Self-control)

Make your students realize that everyone must have self-control in order not to be a slave to social media.

Self Assessment

Ask your students to assess their learning and mark the column which best fits their position. If they are not good enough in any function, teach it again.

 **Teacher's Notes**

A large rectangular box with a blue border and a light blue header, containing horizontal dotted lines for writing notes.

High School RELEARN!

Grade
9

Workbook



15 JULY

Democracy and
National Unity Day



Pasifik Yayınları

ANSWER KEY

THEME ONE

STUDYING ABROAD



THEME 1

1. Read and complete the dialogue.

Tom: Hi, I'm **Tom**.

Kay: Hello, I'm **Kay**.

Tom: It's nice to meet you.

Kay: **It's nice to meet you,** _____ too.
Where are you from _____ Tom?

Tom: I'm from Italy. **How about you /**
Where are you from _____ ?

Kay: **I'm from** _____ Greece. Do you
like living in your country?

Tom: Yes, **I do** _____. It is
beautiful _____.

Kay: Great! Pleased to meet you.

Tom: **Happy to meet you** See you around.



2. Write about yourself and your family. Mention about names, jobs, nationalities, etc.

A large, empty light blue rectangular area provided for writing the student's response to the second task.

STUDYING ABROAD

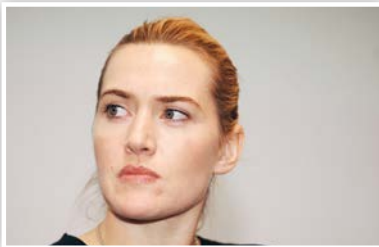
3. Do you know these world famous people? Find out and write their countries, languages and professions.



Robin van Persie
Football player - Netherlands
(Holland) - Dutch



Leo Tolstoy
Writer - Russia - Russian



Kate Winslet
Actress - United Kingdom, English



Hülya Koçyiğit
Actress - Türkiye - Turkish



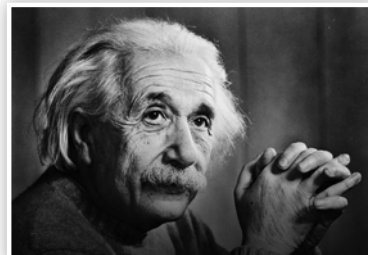
Rania Elwani
Olympic swimmer - Egypt - Arabic



Rafael Nadal
Tennis player - Spain - Spanish



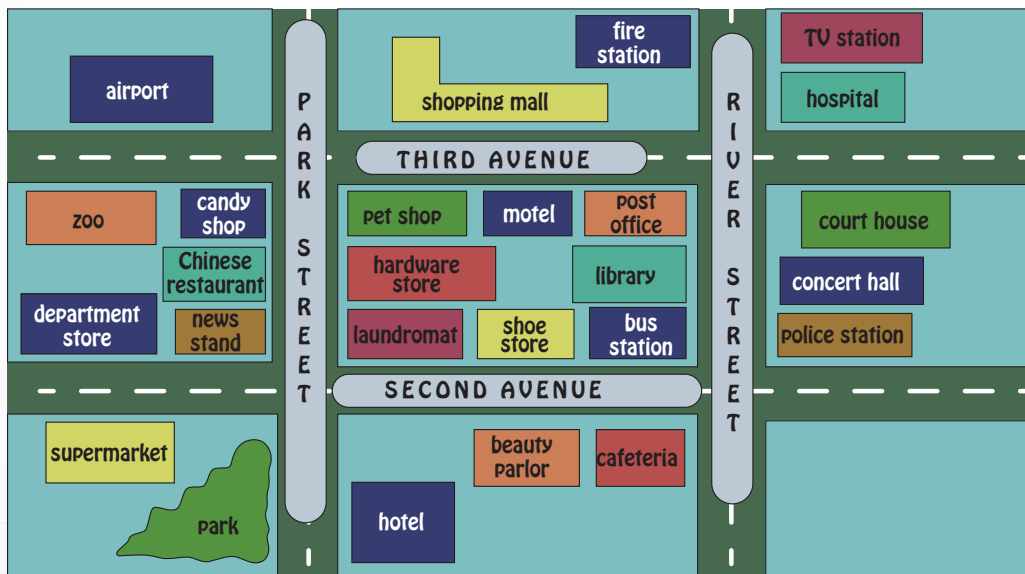
Thalía
Singer, actress - Mexico - Spanish



Albert Einstein
Physician, Scientist -
Germany - German

THEME 1

4. Look at the map and complete the dialogues writing the directions.



1. - I'm at the zoo. How do I get to the supermarket?
 - First go out of the zoo. **Walk down Third Avenue. Turn right into Park Street. Go straight ahead. Turn right into Second Avenue. It is on the left, opposite the department store**.

2. - I am at the hospital and I want to go to the airport. Is it far?
 - **No, come out of the hospital, turn right and go down Third Avenue. Go past two crossroads and it is on the right.**

3. - I am at the hotel. Can you tell me the way to the concert hall, please?
 - **Turn right. Go down Park Street. Turn right into Second Avenue and then turn left into River Street. It is on the right next to the police station.**

STUDYING ABROAD

5. What do they do? Read and match. What do they need to do their jobs? Read the example, keywords and write sentences.

Professions	Jobs
An architect (6)	1. keeps financial records.
A florist (8)	2. helps people buy tickets and make hotel reservations.
A travel agent (2)	3. fixes water pipes and toilets.
A lawyer (9)	4. writes for magazines and newspapers.
A surgeon (5)	5. works at the hospital, operates on people.
An accountant (1)	6. designs houses and buildings.
A journalist (4)	7. makes wooden furniture.
A plumber (3)	8. sells flowers.
A builder (10)	9. works at a courthouse.
A carpenter (7)	10. helps build a house or a building.

slide rule, markers, paper

law book

flowers

brochures

scissors

calculator

PC

screw drivers, pliers

power drill

hammers and nails

e.g. A plumber has got screw drivers and pliers in his/her shop.

1. **An architect has got slide rules, markers and paper in his / her office.**
2. **A florist has got flowers in his / her shop.**
3. **A travel agent has got brochures in his / her office.**
4. **A lawyer has got law books in his / her office.**
5. **A surgeon has got scissors in the operation theatre.**
6. **An accountant has got calculators in his / her office.**
7. **A journalist has got a PC in his / her office.**
8. **A builder has got a power drill in his / her shop.**
9. **A carpenter has got hammers and nails in his / her shop.**

THEME TWO

MY ENVIRONMENT



14

MY ENVIRONMENT

1. Read the text and complete it with comparative or superlative forms of the words in parenthesis.

Now I live in England, but I think my favourite countries are Japan and Mexico, mainly because of the food and the weather. As you know, the weather in England is often very cold, grey and quite wet. In Mexico, it is much hotter (hot), the sky is much bluer (blue) and there is less (little) rain there, so it is lovely. Japan is lovely, also. It gets more rain than (much-rain) Mexico in the summer and it is colder than (cold) Mexico in the winter, but it is still sunnier than (sunny) England.

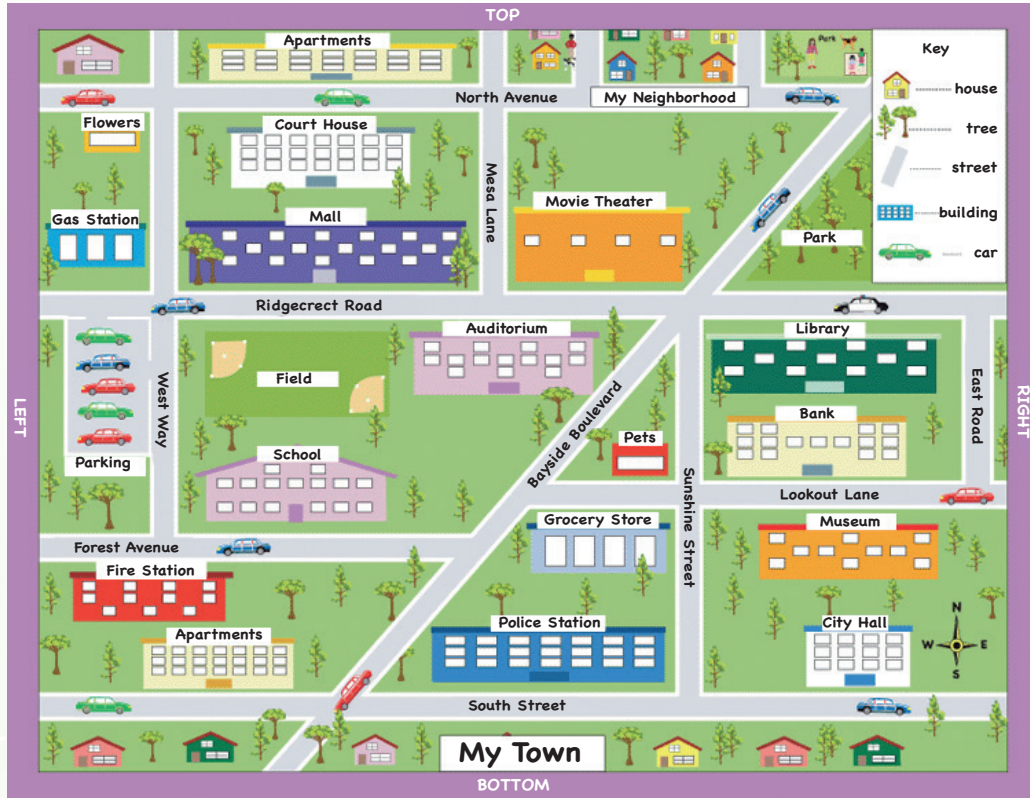
I love my food, so Japan and Mexico are both wonderful countries for me. Mexican food is definitely the spiciest (spicy) food and Japanese food is probably the healthiest (healthy) and the most delicious (delicious) food in the world.

Language in the countries ... for me Spanish is easier (easy) because we learn it at school. Japanese is extremely difficult. So it is the most difficult (difficult) language for everyone. If I compare Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxing (relaxing) country, and the weather is beautiful. It's the sunniest (sunny) and the hottest (hot) country, and it has beautiful beaches. I'd like to live there again.



THEME 2

2. Imagine you live in the town in the picture. Describe your environment.



My town is the most beautiful town in the region. In my town, there are a lot of public buildings. They are: Police station, school, fire station, court house, bank, library, auditorium, etc. There is a grocery store, a shopping mall, a gas station, too. They are in the town centre. The houses and the apartments are around the town. We play and ride bicycles in the park. Our school has got a big garden. There is a playing field in it. We have soccer matches there.

MY ENVIRONMENT

3. Answer these questions about your neighbourhood.

1. Is your neighbourhood big or small?

It is big

2. What are the best points and the worst points about it?

You can find everything you want to buy. It is too noisy

3. Do you have a lot of neighbours?

Yes, we do

4. Are your neighbours nice or bad? Why?

They are nice, but we are not very close to them. They are all very busy.

5. Is your neighbourhood calm or noisy?

It is noisy

6. What kind of public transportation is there in your neighbourhood?

There are buses and the underground

7. Is there too much traffic?

Yes, there is

8. Do you like living in your neighbourhood? Would you like to live somewhere else? Why?

No, I don't. I'd like to live in a quieter neighbourhood

9. Do people in your neighbourhood respect each other?

Yes, they do.

4. Find the name of the place and write.

1. Doctors and nurses look after sick people there.

(hospital)

2. You go there to borrow books.

(library)

3. You go there to send letters and buy stamps.

(post office)

4. You can buy food and other things in that big shop.

(supermarket)

5. People go there to buy and sell things.

(market / bazaar)

THEME 2

5. Where are the things? Look at the photo and complete the dialogues.



e.g. A: Where is the hen vase?

B: The hen vase is next to the lamp.

1. A: **Where is the laptop** _____?

B: The laptop is on the coffee table.

2. A: Where are the candles?

B: **The candles are behind the laptop** _____.

3. A: Where is the coffee table?

B: **The coffee table is in the middle of the room** _____.

4. A: **Where are the flower pots** _____?

B: The flower pots are near the window.

5. A: What is there next to the laptop?

B: **There is a mouse next to the laptop** _____.

6. A: **What is there on the sofa** _____?

B: There are some clothes and a cushion on the sofa.

THEME THREE

MOVIES



THEME 3

1. Read the clues and write the dialogue.

Andy wants to go to the cinema and invites Bell to go with him.

Bell says "no" to everything and makes up excuses.



cinema - invite	Andy: Would you like to go to the cinema with me?
refuse - excuse	Bell: I'm sorry, I am tired these days.
insist - interesting film on	Andy: Oh, come on! There is a really interesting film on the Star Cinema.
what type of film	Bell: What type of a film is it?
horror - love watching	Andy: It is a horror film. I love watching horror films.
don't like - horror	Bell: I don't like horror films.
What type - prefer?	Andy: What type of films do you prefer?
prefer - romantic comedies	Bell: I prefer romantic comedies.
hate - romantic comedies - go action film - Saturday - 4 in the afternoon?	Andy: I hate romantic comedies. Let's go to an action film this Saturday at 4 in the afternoon.
busy - do homework	Bell: I'm afraid I'm busy at that time. I'm going to do my homework.
do before 4?	Andy: Why don't you do it before 4?
can't - always do homework	Bell: I can't because I always do my homework at 4.
cinema on Sunday?	Andy: How about going to the cinema on Sunday?
sorry - project homework	Bell: I'm sorry, but I must do my project homework on Sunday.
think - you not want	Andy: I think you don't want to come with me.
no - busy - thank - some other time	Bell: Oh, no! I'm really busy these days. Thank you very much. Some other time.
OK.	Andy: OK. See you.

2. How do you invite, accept /refuse an invitation? Write examples.

Inviting	Accepting	Refusing
Let's go to the ...	Oh, what a great idea!	I'm sorry, but I can't because ...
How about ...?	Oh, I think it is a fantastic idea!	Well, I'd love to but
Why don't we ...?	Cool!	I'm afraid I ...
Are you in the mood for a ...?	Thanks, that sounds nice!	You are very kind, but
Would you like to ...?	I'd love to do that!	I don't like ...
Do you want to ...?		I hate ...

3. Answer these questions.

1. What do you do in your free time?

2. Where do you usually watch a film?

3. What is your favourite Turkish film?

4. What is your favourite foreign film?

5. Who is your favourite film star/actor?

6. Who is your favourite director?

THEME 3

4. What do you think about these scenes from some films? Write your ideas about the characters.



I think he has some problems.

He's got a suitcase. I suppose he will go somewhere, but he doesn't know where.



I believe they are bad men because they are very serious and wearing black suits. I think they will rob a bank.



I guess this scene is from the film "Avatar". I think they are in love, but they look unhappy.



I suppose he is afraid of something. He looks terrified. I think he is in danger.

5. Read the film review below and write about your favourite film.

Name of the film	The Wizard of Oz
Type of film	fantasy, musical
Plot (it is about)	Lonely and sad Kansas farm girl dreams of a better place to run away from her bad neighbour. During a very strong tornado, something strikes her head and she is in a land "beyond the rainbow". She meets magical characters there and travels to the Land of Oz. They defeat the Wicked Witch and the Wizard of Oz helps her to return home to Kansas.
Opinions	I think it is a very interesting film. I liked the scenes, characters and the music. I'd like to watch it again.



Type of film	
Plot (It's about)	
Opinions	

THEME FOUR

HUMAN IN NATURE



HUMAN IN NATURE

1. Read the text, complete the table and answer the questions.

My mother works in a restaurant. Every morning she gets up early. She has a bath and prepares breakfast for us, but she doesn't have breakfast. My father takes the dog for a walk and cleans the kitchen after breakfast. Then, she takes the bus and goes to the restaurant. If she misses the bus, my father takes her to the restaurant. She has her lunch there, but twice a week, at lunch time, my mum and my father go to the park and eat sandwiches. When she comes back home at seven o'clock in the evening, the dinner is ready. My father cooks it and he helps us with our homework. After dinner, most evenings, we watch TV.



My mother is free on Tuesdays. She cleans the house and washes the clothes. She hates ironing, so my father does it. Once a month, she meets her friends at a café. If she doesn't meet her friends, she takes my grandma to the cinema. She is respectful to her parents. My father goes to the gym four times a week. He doesn't like watching football on TV, but he plays tennis once a month.

	always	Usually	Sometimes	rarely	never
Mum	get up early have a bath prepare breakfast clean house wash clothes	watch TV take the bus	have lunch at the park take grandma to the cinema	meet her friends go to work by car	do ironing have breakfast
Dad	take the dog for a walk cook dinner help homework do ironing clean kitchen	watch TV go to gym	have lunch at the park	play tennis take mum to work	watch football on TV

- How often do they go to the park? They go to the park twice a week.
- What does he do when he comes home? He cooks dinner and helps children with their homework.
- Why doesn't she do ironing? Because she hates ironing.

THEME 4

2. Read the examples. Use the clues and write true sentences for yourself and your friend.

Activities	go shopping, watch movies, clean my room, go to the mosque, do gymnastics, sleep late, stay at home, read e-mail, practise karate, help the victims of natural disasters, etc.
When? How often	always, usually, sometimes, rarely, never, before school, after school, etc.

e.g.

Everyone in my family always tells the truth. We never tell lies.

I always clean my room. My friend never cleans his room.

I sometimes watch movies. My friend usually watches movies.

I stay at home after school. My friend practises karate after school.

Handwriting practice area with 15 horizontal lines.

HUMAN IN NATURE

3. What can you do for animals? Write.

e.g.

I / We can create an ecological garden for birds, bugs, butterflies, etc.

We can make birds' nests.

We can give food and water to them regularly

We can adopt a street animal

We can volunteer at an animal shelter

We can prevent people from harming the animals

We can raise money to buy food for street animals



4. What elderly / old people can / can't do well? Write.

e.g.

Elderly people can't see very well.

1. They can't hear very well

2. They can play some memory games well

3. They can't move fast

4. They can paint pictures

5. They can't use smart phones

6. They can do crosswords or sudoku well.

7. They can make hand crafts

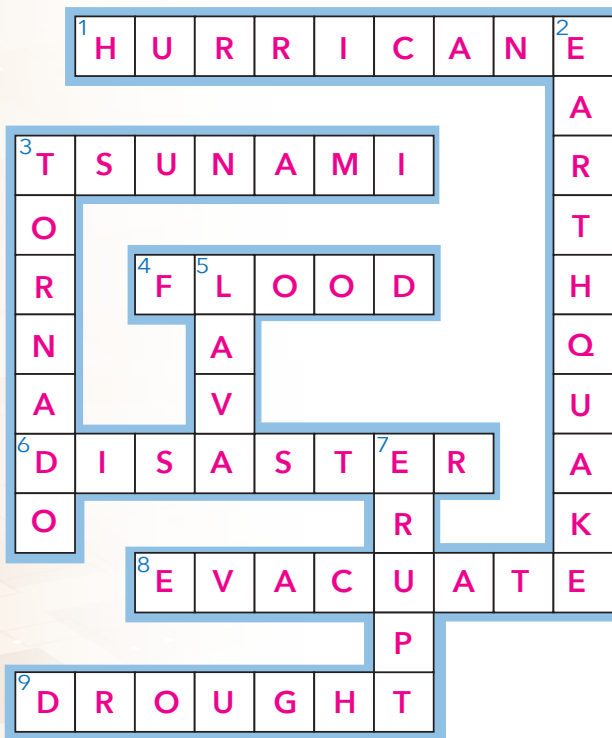
8. They can do easy exercises



THEME 4

5. Read the sentences below, learn the new words about natural disasters and do the crossword puzzle. Then, check their Turkish meanings.

1. Last night volcano Moss erupted and the hot lava poured downhill. The local population was evacuated.
2. The Balkans region in Europe is now facing its hottest summer and the worst drought across the area in nearly 40 years.
3. A powerful earthquake off the coast of South Africa caused a three-meter-high tsunami and killed at least 144 people.
4. This summer a dozen tornadoes hit Europe. It flattened more than 400 hectares of woodland in the area.
5. Hundreds of volunteers went to help the victims of the disaster in the Gulf of Mexico.
6. Weeks of rainfall produced a rise in the water level and the flood affected the life in Paris very badly.
7. Several parts of the city of Miami were under water when Hurricane Irma reached Florida.



Across

1. a very strong wind in west Atlantic.
3. tidal wave
4. a large amount of water spread from a river, sea, etc. that covers an area that is normally dry
6. a very bad event, causing harm or death
8. move somebody from a dangerous place
9. a long period without rain

Down

2. a sudden violent movement of the ground
3. a strong wind that blows in a circle
5. hot liquid rock
7. (of a volcano) to explode and throw out fire, lava, smoke, etc.

UNIT FIVE

INSPIRATIONAL PEOPLE



THEME 5

1. Read the text and complete the sentences.

Inspirational People

Inspirational people have inspired others by their achievements and created a better world. Their characters and actions will always be important for the future generations.

Osman Gazi (1258-1324 or 1326) was the founder of the Ottoman State. He and the Muslim warriors in Söğüt defended their territories against the Byzantines and Osman Gazi extended his control over some places around Bursa. When his son Orhan Gazi captured Bursa, the state became stronger and in a few centuries became a world power.

Sabiha Gökçen (1913-2001) was the first woman aviator in Türkiye. Atatürk adopted her during his trip to Bursa in 1925 and brought her to Ankara. Atatürk gave her the family name Gökçen. Sabiha Gökçen had a pilot's license and some sources say that she was the world's first female combat pilot. In the 1930s, she became the symbol of modern Türkiye and inspired a lot of women in the country.

Nelson Mandela (1918-2013) campaigned for justice and freedom in his native South Africa. He believed all races were equal and worked hard for that. Finally he became South Africa's first black president.

Canan Dağdeviren (1985) is a Turkish physicist. She received her PhD degree in Material Science and Engineering at the university of Illinois at Urbana-Champaign. She became Science and Technology Delegate of Academy Achievement. Then, she was elected to the Society of Fellows at Harvard University in 2017 and became the first scientist from Türkiye in that society. She works on medical devices to improve healthcare.



INSPIRATIONAL PEOPLE

1. Inspirational people have achievements.
2. Osman Gazi is important in Turkish history because he founded the Ottoman State.
3. Atatürk gave Sabiha Gökçen her family name.
4. Nelson Mandela wanted black people to have equal rights.
5. Canan Dağdeviren became the first Turkish scientist in the Society of Fellows at Harvard University.

2. Read and complete the dialogue. Use the clues in parentheses.

A: There is a new girl in school. Have you seen her?

B: No, I haven't.

A: I think she is beautiful. (first impression)

B: What does she look like?

A: She is not too tall. She is of medium height. (physical appearance)

B: Well, how tall is she?

A: She is about 160 cm.

B: Hm. And?

A: She has got beautiful brown eyes and long blonde hair. (more detailed description)

B: I think I know her. She is Sally's friend.

A: What is she like?

B: I suppose she is friendly, helpful and kind. (character) She brings food for the kitten in the garden every day.



THEME 5

3. Read the information about the celebrities and complete the dialogues, agreeing or disagreeing

Brad Pitt



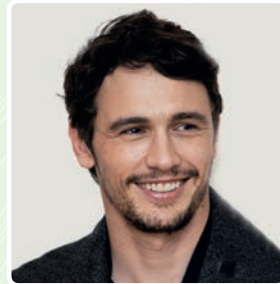
18.12.1963
1.80 m
78 kg
54 films
about \$170 million
charities in poor countries

Jennifer Aniston



11.02.1969
1.64 m
53 kg
43 films
about \$240 million
apartments, a house, cars, some cash in the bank

James Franco



19.04.1978
1.78 m
76 kg
48 films
about \$200 million
charity to help the actors and ill children

- A: To me, Brad Pitt is the most popular celebrity in the world.
 B: **I totally disagree. Jennifer Aniston is the most popular celebrity** . (disagree)
- A: In my opinion, Brad Pitt is more generous than James Franco.
 B: **I agree with you** . (agree)
- A: I guess James Franco is the youngest of them.
 B: **You are right. He is the youngest** .
- A: I don't think Jennifer Aniston is richer than Brad Pitt.
 B: **You are wrong. She is richer than Brad Pitt** .
- A: I think James Franco is taller than Brad Pitt.
 B: **No, you are wrong. Brad Pitt is taller than him** .
- A: In my opinion, James Franco is the most productive one.
 B: **I'm afraid you are wrong. Brad Pitt is the most productive one** .

INSPIRATIONAL PEOPLE

4. Look at the photographs and write what they are doing.



1. _____ **They are shooting a film** _____ .
2. _____ **They are doing a charity work** _____ .
3. **They are cheering at a match. / They are celebrating their success** _____ .
4. _____ **She is making a speech** _____ .

5. Read the examples and complete the sentences in the same way.

e.g. My hair is longer than your hair.

Mary's house is the largest in the neighbourhood.

1. _____ is/was a _____ (good boxer / Muhammad Ali).

Seyfi Tatar was a better boxer than Muhammad Ali _____ .

2. _____ is _____ (funny / Kemal Sunal).

Cem Yılmaz is funnier than Kemal Sunal _____ .

3. _____ is _____ (handsome actor / in Türkiye).

Kadir Doğulu is the most handsome actor in Türkiye _____ .

THEME SIX

BRIDGING CULTURES



34

BRIDGING CULTURES

1. Complete the table and write sentences as in the examples.

Cultural Differences

Culture	Greetings	Typical Food	Clothing	Time (free time activities)	Music	Money	Major religion
U.S. Culture	First meeting: handshake Friends: hug Sometimes hug	hamburger hot dog barbecue pizza	Sweatshirts Shirts Jeans Sneakers Flip flops	sleeping watching TV be on the computer exercise	country blues jazz R&B	dollar	Christian
British culture	First meeting: handshake Friends: hug Sometimes hug	fish and chips roast beef sandwiches	Suits Dresses Raincoats Mixed up styles	shopping watching TV visiting friends	pop rock folk	sterling (pound)	Christian
My Culture	First meeting: handshake Friends: kiss on both cheeks / hug and pad	kebabs pies simit	modern and traditional style clothes headscarves	visiting family and friends, TV, going to shopping malls	Turkish folk/pop/classical music	Turkish lira	Islam

e.g.

When Turkish people meet their friends, they kiss on both cheeks and if they miss each other they also hug and pad.

Americans usually wear sweatshirts, jeans and sneakers, however British people prefer suits and dresses.

Americans like eating hamburgers, barbeque foods and pizza, but British people, in general, eat fish and chips, sandwiches or roast beef

Americans spend most of their free time sleeping. British people do shopping, visit friends and watch TV in their free time

THEME 6

2. Read the dialogue and complete it with the given sentences.

Would you like anything to drink?

I'll take your menus.

No, just the bill please.

Here are your menus.

I'll have a hamburger and fries.

Enjoy your meal.



Waiter : Welcome to Amy's. **Here are your menus.** _____
I'll be back to take your order in a minute.

....

Waiter : Are you ready to order?

Customer 1 : I'd like the seafood spaghetti.

Waiter : And you?

Customer 2 : **I'll have a hamburger and fries.** _____

Waiter : **Would you like anything to drink?** _____

Customer 1 : I'll have a Coke, please.

Waiter : And for you?

Customer 2 : Just water, please.

Waiter : OK. So that's one seafood spaghetti, one hamburger and fries, one Coke, and one water. **I'll take your menus.** _____

...

Waiter : Here is your food. **Enjoy your meal.** _____

....

Waiter : How was everything?

Customer 2 : Delicious, thanks.

Waiter : Would you like anything for dessert?

Customer 1 : **No, just the bill, please.** _____

INTERCULTURAL TOPICS

3. Read the sentences and put them in order to make up dialogues.

A: At a railway Station Ticket Office

- (7) What platform is it? (3) A return ticket, please.
(4) Your ticket, madam. That's £7. (1) I'd like a ticket to Bath.
(9) Thank you very much. (6) It leaves in ten minutes.
(8) The train leaves on platform 9. (2) Single or return?
(5) Thanks. What time does it leave?



B: At Passport Control

- (4) I'm a tourist. (1) Good morning. Can I see your passport?
(6) Thank you. (5) That's fine. Have a pleasant stay.
(2) Here you are. (3) Thank you very much. Are you a tourist or on business?



THEME 6

4. Read the text and answer the questions.

Şirince is a lovely touristy and historic village in Selçuk, İzmir. This pretty old village was built around 800 years ago. After the population exchange in 1924, Muslims from Salonica began to live there. Villagers gave the name Kirkince (Çirkince) to it because they didn't want to share the beauty of their village with others. After a long time, visitors liked the village and gave the name "Şirince".

People in Şirince lived in Ephesus many years ago, but they abandoned Ephesus in the 15th century. Today the village is on a mountain. It is only 12 km away from Ephesus.



The village is a perfect synthesis of Turkish - Greek culture. It is possible to see the beautiful traditional houses with their original outside characteristics. The women sell all kinds of handicrafts and olive oil in the narrow streets of Şirince. Cafés and restaurants offer you the perfect view of a valley covered with olive trees. You should visit Şirince to taste its delicious "gözleme" and breathe the fresh air of the mountains one day.

1. Where is Şirince?

It is in Selçuk, İzmir. (It is 12 kms away from Ephesus.)

2. What do most people of Şirince grow and sell?

They grow and sell olives.

3. What can you see in Şirince?

You can see beautiful old traditional houses.

4. What can you buy in Şirince?

You can buy olive oil and handicrafts in Şirince.

5. Find out on the Internet and fill in the table with information about these cities. Say the Turkish names of the places.

Famous cities	Location	Where to go?	What to do?	What to eat?
London	UK	Buckingham Palace, British Museum, Hyde Park	see the London Bridge, London Eye	fish and chips doughnut
Rome	Italy	Colosseum, Centro Storico, Vatican Museums	Throw coin in the Trevi Fountain	pasta pizza bianca tiramisu
Madrid	Spain	Mercado San Miguel, Plaza Mayor	see Parque del Retiro, El Rastro Marke	patatas bravas tapas seafood

THEME SEVEN

WORLD HERITAGE



THEME 7

1. Write questions and answers about Hagia Sophia Grand Mosque. Use the clues.



Location: İstanbul, Türkiye
Designer: Isidore of Miletus
Anthemius of Tralles
Type: Greek Orthodox Cathedral (537 -1204)
Roman Catholic Cathedral (1204-1261)
Greek Orthodox Cathedral (1261-1453)
Mosque (1453 - 1931)
Museum (1935 - 2020)
Mosque (2020 - present)

Hagia Sophia Grand Mosque's Dome
Diameter Width: 31,87 m
Height: 55,60 m
Beginning date: 532
Completion date: 537

e.g. - How did people use Hagia Sophia Grand Mosque between 1453 and 1931?
- They used it as a mosque.
- Who designed it?
- Isidore of Miletus and Anthemius of Tralles.

Historical Sites in İstanbul on the World Heritage List (1985)
(Topkapı Palace, Sultanahmet Mosque, Hagia Sophia Grand Mosque, Süleymaniye Mosque etc.)

When did İstanbul become a World Heritage Site? In 1985.

How tall is it? It is 55m tall.

How wide is it? It is 73 m wide.

When did they begin to build it? They began to build it in 532

When did they finish building it? They finished building it in 537.

Can we visit Hagia Sophia Grand Mosque? Yes, we can.

2. Read the text and write true (T) or false (F).



The Mayan Calendar

The south of Mexico is now the poorest part of the country, but it was once a highly developed centre of Mayan civilization. Mayan culture reached its peak in the third century of our time, stretching from southern Mexico to Nicaragua. The Mayan people had advanced knowledge of science, astronomy and math. They developed them through observation, patience and calculation. They knew a lot about religion, culture, agriculture, astronomy, architecture and math.

One of the most famous examples of Mayan architecture is the pyramid at Chichen Itza in Yucatan. This pyramid is 30 meters high and is a representation of the Mayan calendar. Each of the four sides has 91 steps. This gives a total of 364 steps, each one representing a different day of the year. If we add the platform at the top of the building, we get a total of 365 steps. It is the number of days the earth travels around the sun or the number of days in a solar year. This is the same calendar that we still use today. Archaeologists believe that Mayan people built this pyramid for the Sun God.

1. It is possible to find pieces from Mayan culture only in Mexico. (F)
2. Mayan people learnt a lot of things by watching and calculating things carefully. (T)
3. Chichen Itza shows the Mayan calendar. (T)
4. There are 91 steps all over the pyramid. (F)
5. There are 365 days in a solar year. (T)

THEME 7

3. Read the paragraph and fill in the blanks with the words in the box.

when

finally

though

but

because

firstly

secondly

before

so

then

and

or

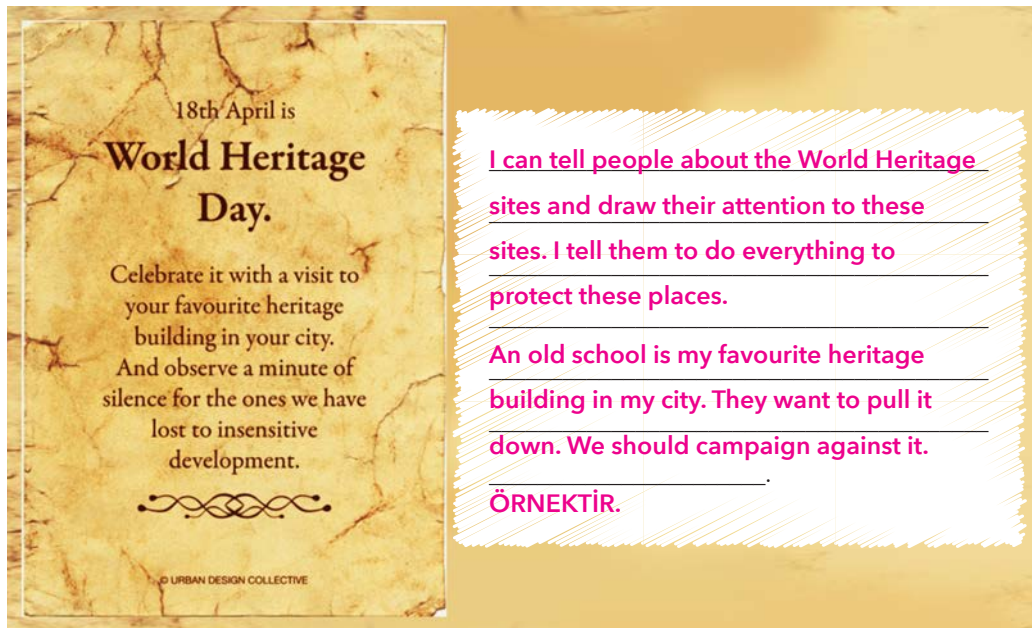
My uncle is an archaeologist. Yesterday I went to his archaeological site with him. I really enjoyed my day.

___ **Firstly** ___, my uncle surveyed the site ___ **and** ___ prepared the plan of the site. The site was very big ___ **so** ___ he divided it into squares.

___ **Secondly** ___, his assistants removed the grass level of the site. ___ **Before** ___ they dug the site in squares, they took some soil off the surface. ___ **Then** ___, they began digging. The size of the square was only 5 meters, ___ **but** ___ they could dig a very small part of it. They used trowels and brushes ___ **because** ___ they didn't want to damage anything. They found pieces of pottery, metal things and some coins. ___ **When** ___ they found something, they took photographs ___ **or** ___ videos of it.

___ **Finally** ___ at the end of the day, my uncle said that one of the pieces they found was very precious, ___ **though** ___ it was not a wonder of the world.

4. Read the card and answer: What can you do on the World Heritage day? What is your favourite heritage building in your city?



18th April is
World Heritage Day.

Celebrate it with a visit to your favourite heritage building in your city. And observe a minute of silence for the ones we have lost to insensitive development.

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I can tell people about the World Heritage sites and draw their attention to these sites. I tell them to do everything to protect these places.

An old school is my favourite heritage building in my city. They want to pull it down. We should campaign against it.

ÖRNEKTİR.

WORLD HERITAGE

5. Look at these past time phrases. Put them in order, starting with the most recent. And then use them in a sentence or a question.

Ten thousand years ago	last month	last week	last year
six weeks ago	yesterday	five minutes ago	
the day before yesterday	eleven years ago	two hours ago	

Öneri niteliğindedir.

1. five minutes ago My glasses were here five minutes ago.
2. two hours ago Why didn't you do it two hours ago?
3. yesterday I saw you in the street yesterday.
4. the day before yesterday We went to a very good concert the day before yesterday.
5. last week I couldn't visit my grandmother last week.
6. last month The weather was very cold last month.
7. six weeks ago We moved to this city only six weeks ago.
8. last year My teacher was very nice last year.
9. 11 years ago I was a little child 11 years ago.
10. 10000 years ago People knew farming 10000 years ago.

6. Imagine you are in an interview. Answer these questions.

1. What kind of books do you enjoy reading?

I enjoy reading science fiction books

Öneri niteliğindedir.

2. What are you interested in?

I am interested in literature, music and sports

3. What are your hobbies?

My hobbies are cooking and playing the guitar

4. What kind of a job would you like to have?

I'd like to have an open air job

THEME EIGHT EMERGENCY AND HEALTH PROBLEMS



EMERGENCY AND HEALTH PROBLEMS

1. What is the matter with these people? What has happened to them? What are they doing? Write under the pictures.



She is coughing.



The doctor is writing a prescription.



He has sprained his ankle.



She's got a pain.



He has broken his arm.



The baby is getting an injection.



He is sneezing / He's got a cold.



He is putting a bandage.

THEME 8

2. Read the beginning of the dialogue and complete it putting the sentences in order. Then, answer the questions.

Doctor: Hi, what's wrong?

Jane: I feel unwell and keep vomiting all the time.

Doctor: When did it start?

Jane: Nearly two days ago. It started just before going to bed the day before yesterday.

Doctor: Let me examine you. I will press on your stomach to see if it hurts and then listen to your heart.

Jane: OK. It doesn't hurt when you press my stomach. I just feel tired.

- (7) **Doctor:** You're welcome. If you are not better in 48 hours, come and see me again.
- (4) **Jane:** Oh dear, what should I do?
- (2) **Jane:** Yes. My friend cooked dinner for me. He isn't a very good cook and the food tasted a bit strange.
- (1) **Doctor:** OK. Did you eat anything different from usual before you started to feel this way?
- (5) **Doctor:** You should drink lots of water and get plenty of rest.
- (3) **Doctor:** You've got food poisoning. It is not very serious and you will be better in another day.
- (6) **Jane:** OK, thank you doctor.



1. What are the symptoms of her illness? She doesn't feel well and keeps vomiting.
2. Is Jane in pain? No, she isn't.
3. How does the doctor examine her? He presses her stomach and listens to her heart.
4. Did the doctor give her any medication? No, he didn't.
5. What should she do? She should drink lots of water and rest.

EMERGENCY AND HEALTH PROBLEMS

3. What has happened? Read the fire case and tell it to your friend on the phone. Add some other details.

You are walking home when you see a house on fire. A woman runs from the house screaming that her 1-year-old son is still inside the house. Several people have got minor burns while they are escaping from the fire. Just at that moment your friend calls.

There has been a fire! I've just seen a house on fire and dialled 999 for London Fire Brigade. A woman has run from the house screaming. She has shouted that her 1-year-old son is still inside the house. Several people have left the building and they have got minor burns. The fire brigade hasn't arrived, but some people have tried to extinguish the fire with water pipes. A man has gone inside to rescue the boy. There is smoke everywhere. Oh, finally! The fire brigade has arrived!



4. Complete these sentences. Use "must / mustn't/ have to".

1. I must tell my friend that I said something untrue about her.
2. I have to get better marks in the exams, otherwise, I'll fail the class.
3. He always makes me angry. I mustn't say anything bad to him.
4. I cheated in the last English exam. I mustn't do it again. I must / have to work harder.

THEME 8

5. Read the instructions and write true (T) or false (F).

What to do to prepare for an earthquake?

Before the earthquake

Collect emergency supplies:

A battery-operated radio

Flashlight

A fire extinguisher

Bottled water

Canned food

Can opener, knives

Blankets, heavy clothing

A first aid kit

Money in cash

Learn emergency procedures

Select an out-of-town relative or friend to be your contact person.

During the earthquake

Find a safe place.

If you are indoors, take as few steps as possible.

If you are outdoors, get into an open area.

If you are driving, pull over, and stay inside your car.

After the earthquake

Check yourself for injuries, then check others.

Check for water leaks and electrical systems damage.

Turn on your battery powered radio.

Check your house for structural damage.



1. You should go out during an earthquake. (F)
2. Your contact person should live in another town or city. (T)
3. If you are in a car during an earthquake, you should drive away. (F)
4. You should have some canned food and water ready for emergency. (T)
5. You should immediately leave the house during an earthquake. (F)
6. Turn on your radio after the earthquake. (T)

THEME NINE INVITATIONS AND CELEBRATIONS



You are invited.

THEME 9

1. Read the dialogue and complete it with the given information.

Maryam : Hey there, how are you? Good to see you!

Saba : Good to see you, too. I'm fine. How are you?

Maryam : Good, thanks. Listen, **I'm going to have a birthday party next Friday. Do you want to come** ? (Say you're going to give a birthday party and invite him to your party.)

Saba : **Sure. I'd love to** . (Say you accept the invitation.)

Maryam : Great! **The party starts around 7 in the evening at my place** . (Tell the party time.)

Saba : Okay, **I'll be there** . (Say you will be there.) What do you want for your birthday?

Maryam : Oh, no presents, please. **Do you mind bringing something to drink** . (request for a drink)? That would be great.

Saba : Of course not. **Can I bring my sister, too** . (Ask if you can bring your sister)?

Maryam : Of course! So I'll see you on Friday!

Saba : Yes, **thanks for the invitation** . (Thank.)!

John : I'm glad you can come!
See you soon.

Harry: Bye! Take care.



INVITATIONS AND CELEBRATIONS

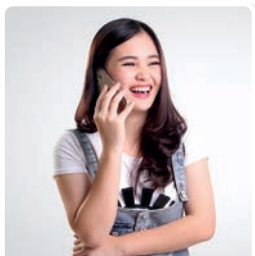
2. Read the clues and write a telephone conversation. You can add extra sentences or questions.

SUSAN

Call Robert.
 Ask his plans about the weekend.
 Invite him to a surprise party for Mary.
 Tell the party place. (It is a pool party at Jay's house.)
 Say you are going to serve hot dogs, hamburgers and cake. Request for a side dish like salad, baked potatoes, greens, etc.
 Tell him to dress casually and remind to bring his bathing suit.

ROBERT

Answer the phone.
 You don't have any plans for the weekend.
 You would love to go to the party.
 Ask the party place.
 Ask what to bring.
 Say you are going to bring salad.
 Ask about the dress.
 Ask for an e-mail for the date and time.
 Say goodbye.



Susan : **Hello, Robert. It is Susan.** _____

Robert : **Hello, Susan.** _____

Susan : **Do you have any plans for the weekend?** _____

Robert : **No, why?** _____

Susan : **We're going to give a birthday party for Mary. Would you like to come?** _____

Robert : **Yes, I'd love to. That sounds fun. Where is the party?** _____

Susan : **We're going to have a pool party at Jay's house.** _____

Robert : **Oh, good! What can I bring?** _____

Susan : **We're going to serve hot dogs, hamburgers and cake. Would you mind bringing a side dish?** _____

Robert : **No, not at all. I'll bring some salad. What are we going to dress?** _____

Susan : **We're going to dress casually and don't forget to bring your bathing suit.** _____

Robert : **Wonderful! E-mail me the time and the date. I'm going to be at the party. Thanks for calling. Bye.** _____

Susan : **Bye. See you.** _____

THEME 9

3. What is your dream party like? Answer these questions and plan your party. Then, make an invitation.

1. What is your reason to have a party? What kind of party is it? _____
_____.
2. When are you going to have the party? _____.
3. Where are you going to have the party? _____.
4. Who are you going to invite to the party? _____
_____.
5. What are you going to do at the party? _____
_____.
6. What time is it going to start? _____.
7. Are you going to have food? What kind? _____
_____.
8. What other things are you going to need? _____
_____.



INVITATIONS AND CELEBRATIONS

4. Read the dialogue and complete it with the sentences in the box below.

No, we don't sell it.
 How much is a bunch of broccoli?
 How many kilos?
 By credit card.
 Yes, I'm looking for coffee.
 Why don't you buy the Bubble soda?
 How much are they altogether?
 Anything else?



Stocker: Can I help you find something?

Meg: **Yes, I'm looking for coffee** _____.

Stocker: That's on aisle 3. Let me show you where it is.

Meg: Thanks. Hmm, do you have the Jiggs brand?

Stocker: **No, we don't sell it** _____.

Meg: OK. I'm also looking for the Fizzy brand soda.

Stocker: I'm afraid, it is out of stock. **Why don't you buy the Bubble soda** _____?

Meg: OK. Can I have 6 bottles?

Stocker: Here you are. **Anything else** _____?

Meg: Yes, I'd like to have some spring onions and broccoli. **How much is a bunch of broccoli** _____?

Stocker: It is £2,3. Here is a bunch of spring onions.

Meg: I'll have that broccoli. I need some cucumbers, too.

Stocker: **How many kilos** _____?

Meg: Just one kilo, please.

Stocker: Is that all?

Meg: Yes, thank you. **How much are they altogether** _____?

Stocker: They are €11,6. How will you pay?

Meg: **By credit card** _____ . Here you are.

THEME TEN TELEVISION AND SOCIAL MEDIA



TELEVISION AND SOCIAL MEDIA

1. Choose the name for each definition.

1. A funny series about the lives of fictional characters is a _____ **a** _____.

- a. sitcom
- b. reality show
- c. soap opera

2. A TV programme that documents real life events is a _____ **c** _____.

- a. sitcom
- b. drama
- c. documentary

3. A show that reports world events is _____ **b** _____.

- a. a documentary
- b. news
- c. a reality show

4. Animated films are _____ **a** _____.

- a. cartoons
- b. documentaries
- c. comedy films

5. _____ **a** _____ is a serial drama about the lives of many characters.

- a. A soap opera
- b. A movie
- c. A sitcom



2. Choose the best alternative.

1. I think some reality shows are interesting.

- _____ **a** _____. They are boring and disturbing. The players are not honest.

- a. I don't think so
- b. That's for sure
- c. Absolutely

THEME 10

2. - We have many scientific and cultural programmes on TV. They give new opportunities for our society.
- _____ **c** _____. TV is a very important factor in our information society.
- a. That's not always the case b. I'm not so sure about it c. You have a point there.
3. - Children spend a lot of time in front of TV. Teachers must teach them how to pick out the best programmes.
- _____ **c** _____. Parents are responsible for the habits of their children.
- a. I couldn't agree more b. I think so c. I don't agree with you
4. - There is too much violence on TV and it affects teenagers. Teenage crime rate is growing.
- _____ **a** _____. This is becoming a great problem of modern society.
- a. No doubt about it b. No way c. Sorry to interrupt you
5. - Depression is a well-known psychological problem of modern society. Watching TV a lot is one of the reasons of this illness.
- _____ **b** _____. Violence, crimes and wars on TV cause psychological tension, pessimism and negative personality.
- a. I'd say exactly the opposite.
- b. Can I add something here?
- c. I mean



TELEVISION AND SOCIAL MEDIA

3. What will you do? Write a statement.

e.g. It is raining hard. _____ I won't go out. _____.

1. You fell down in the middle of the street. _____ **I will ask for help** _____.
2. Your grandmother gives you £3000 for your birthday. _____ **I will keep it in a bank** _____.
3. There is no food in the house. _____ **I'll do shopping** _____.
4. You hate a program on TV. _____ **I won't watch it** _____.
5. You missed your lesson. _____ **I'll ask a friend to give me his lesson notes.** _____.
6. You've got a big sandwich and a hungry dog is looking at you. **I'll give some of it to the dog** _____.

4. What will happen in the future? Write sentences. You can use clues.

pets

school

illnesses

drought

wars

robots

two children

prices

e.g. People will drive flying cars.

I won't live at home when I go to university.

I bet that child will kick the ball.



THEME 10

5. Read the text and answer the questions.



SOAP OPERAS

Soap operas are daytime dramas about people and their problems. They are called “soap operas” because detergent makers sponsored these programmes in the early days of television.

“Soaps” are popular because American businessmen found they could sell more products if they advertised between episodes of a continuing story. Millions of people, especially housewives enjoyed these stories about love, sorrow, family life and relationships with neighbours.

The most popular soap opera in Britain is “Eastenders”. The characters live in London’s east end and the stories in “Eastenders” include murder, unemployment, marriage, family violence and family secrets.

Generally American soap operas are very glamorous. The characters are very rich and powerful. However, the British programmes are about ordinary people.

1. Why are these dramas called “soap operas”?

Because detergent makers sponsored these programmes in the early days of television.

2. Where did soap operas begin?

They began in America.

3. What is “Eastenders” about?

It is about Londoners and their lives in the east end of London

4. What is the difference between American and British soap operas?

American soap operas are about rich and powerful people, however, British soap operas are about ordinary people.

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