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ENGLISH



STUDENT'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

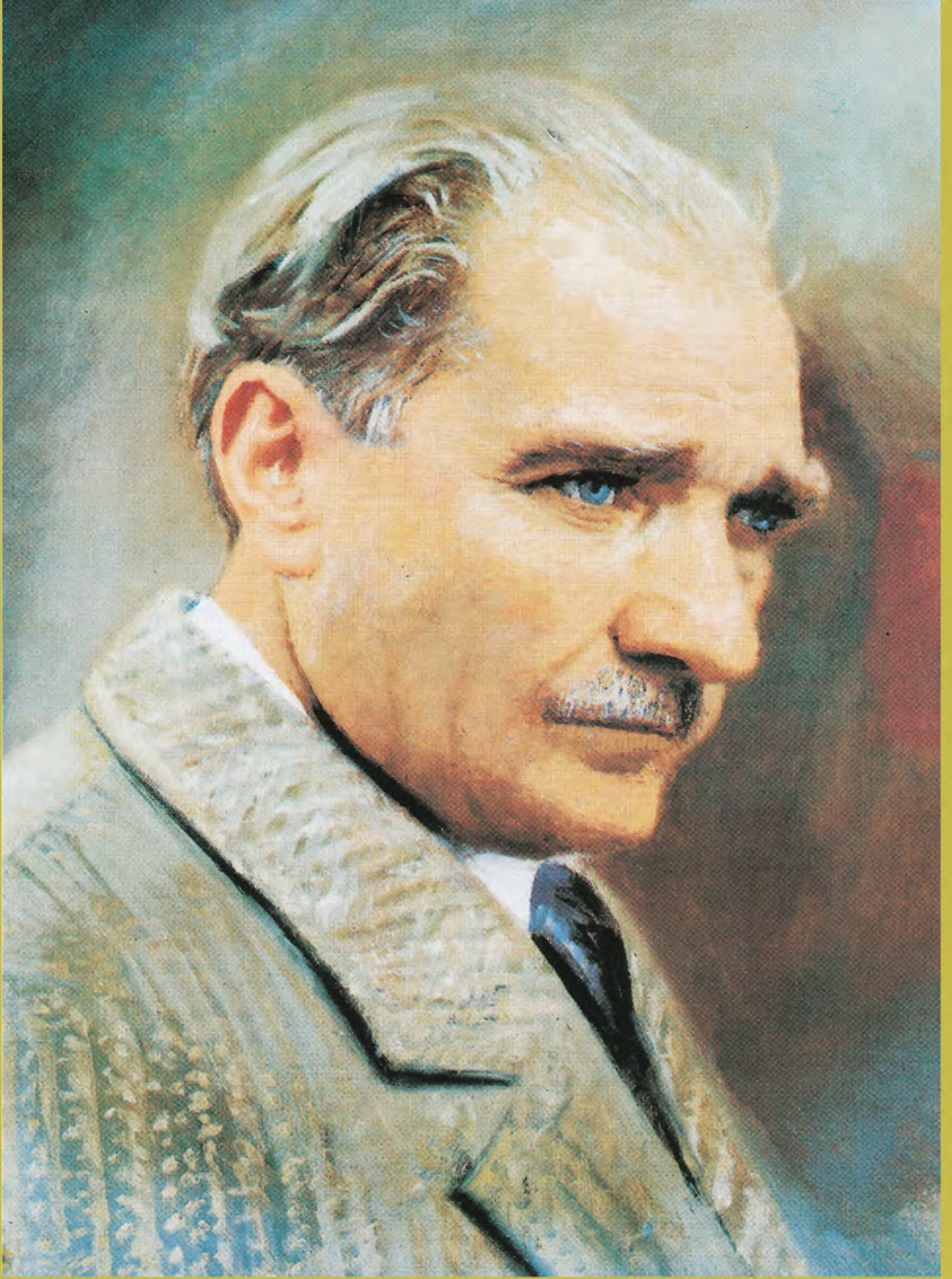
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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ORGANISATION CHART

THEME 3 LEGENDARY FIGURE

FUNCTIONS

1. Describing past activities and events
2. Talking about sequential actions
3. Describing characters and settings in an event in the past

Listening : Putting the events in the correct order by listening to a story
Pronunciation : Practicing uttering “-ed” sounds in V2
Speaking : Acting out a story as a legendary figure
 Retelling a story by describing characters and places
 Talking about a historical legendary figure in Turkish history
Reading : Scanning a short story to fill in the timelines with events and dates
 Answering the questions about past events given in a reading text
Writing : Writing the end of a given unfinished story

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Theme cover visuals

Name of the theme

Theme number

Theme introduction video QR code

Functions and skills of the theme

Skill banner
 Parts of the skill

PROVERB TIME

26. Read the proverb, the explanation and the sample dialogue.

The pen is mightier than the sword.

(A person can cause people to change their opinions, but a sword can only change a person's ideas by force and there is violence.)

e.g.
 - Why don't you fight against your enemies?
 - I believe that the pen is mightier than the sword and I will continue to write about my honest opinions.

Track QR code

Video QR code

Interactive QR code

IDIOM TIME

a **must**: necessary

e.g.
Susan : I can't read this book.
Mike : I know this book is difficult, but it is a must if you enjoy literature.
Susan : If it is a must, I must go on reading.

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ICONS



READING TIME



CLASS SURVEY TIME



LISTENING TIME



PRACTICE TIME



WRITING TIME



VIDEO TIME



WARM UP TIME



PRONUNCIATION TIME



VIDEO & SPEAKING TIME



Note!

IDIOM TIME

Self Assessment

PROVERB TIME

QUOTE TIME



POEM TIME



SPEAKING TIME

SONG TIME



DISCUSSION TIME

WORKBOOK TIME



QUIZ TIME



THEME 1

SCHOOL LIFE

FUNCTIONS

1. Exchanging personal information in both formal and informal language
2. Taking part in a conversation in everyday life situations



Listening : Identifying expressions related to school/everyday life and free time activities

Pronunciation : Practising intonation in asking and answering questions in daily conversations

Speaking : Introducing themselves and others individually/in pairs or small groups
Exchanging personal information in both formal and informal situations

Reading : Diagrammatizing a text about everyday life into a graphic organizer

Writing : Describing themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions



WARM UP TIME

1. Read the dialogues and match them with the related photos.



- B**
- A. – What do you need for school?
 B. – I need pens, a notebook and a bag.
 A. – How about these pens?
 B. – I think they are nice.
 A. – Do you need a tablet?
 B. – No. The teacher doesn't permit to use a tablet in the classroom.



- D**
- A. – Where does your cousin live dad?
 B. – He lives in Bedford.
 A. – Where is Bedford?
 B. – It's in the west of Cambridge.

- A**
- A. – Good afternoon. May I introduce myself? My name is John Smith.
 B. – How do you do, Mr Smith?



- C**
- A. – This school has a huge library.
 B. – Yes, it has lots of rooms and lots of space.
 A. – And lots of books.
 B. – And lots of worlds.
 A. – What do you mean?
 B. – I mean when you read a book, you go to different worlds.
 A. – And we have lots of friends.
 B. – Yeah. Characters in the books become our friends. Let's read now.





LISTENING TIME

2.

Answer: Do you have the same Maths teacher this school term? What's your teacher's name?

3.

Listen to the dialogue and fill in the information about the teacher. (Track 1)



Name: Clive Joker

Age: _____

Country: _____

Marital Status: _____

Children: _____

Free time activity: _____

4.

Listen again and complete the sentences.



1. The class has a new _____.
2. They have English classes on _____ and _____.
3. The teacher usually _____ at the weekend.
4. Arsenal is his favourite _____.
5. Ayşe likes _____ most.
6. Ayşe's hobby is _____.
7. Students always do experiments in physics and _____ labs.

WORKBOOK TIME

Go to Workbook page 10 (part 1, 2).



PRONUNCIATION TIME

5.

Listen and repeat the questions and answers in part A. Then, read part B yourself and check your pronunciation. (Track 2)



Note!

If the voice falls in speech, it is falling intonation.

If the voice rises in speech, it is rising intonation.

The arrows show falling (↘) and rising (↗) intonation.

- ★ WH- questions (questions that begin with who, what, when, where, why, which, and how) usually end in **falling intonation**. (↘)
- ★ Yes/No questions usually end in **rising intonation**. (↗)
- ★ Answers usually end in **falling intonation**. (↘)

PART A

What is your name? (↘)

How old are you? (↘)

Which subject do you like most? (↘)

Is that your teacher? (↗)

Is he coming? (↗)

Can you do experiments in this school? (↗)

I am 40 years old. (↘)

My name's Ayşe. (↘)

Yes, we always do experiments in this school. (↘)

PART B

Who is your teacher? (↘)

Where are you from? (↘)

What time does the film finish? (↘)

Do you know his address? (↗)

Are you hungry? (↗)

Can you eat it? (↗)

I live in Ankara. (↘)

No, I'm not. (↘)

I don't like pop music. (↘)



SPEAKING TIME

6.

Introduce and talk about yourself to your friends. Then, in pairs, ask about each other and introduce your friend to the class. Use "always/sometimes/usually/often/never" and sample questions on the next page.

e.g.



Hi! I'm Roy. I'm from the UK. I live in London. I'm 14 years old. I'm a student at Camden Secondary School. My favourite subject is Maths. I never miss Maths classes. I like reading and playing basketball. I don't like playing computer games. I sometimes play chess with my father. I usually go to the cinema at the weekend.

Where do you live?

Are you from _____?

Do you have any sisters or brothers?

What does your father do?

How do you go / come to school?

Which school do you go to?

What do you like doing in your free time?

Which subject do you like most?

What would you like to be?

What is your favourite sport / food / drink, etc. ?

What kind of books / films / clothes, etc. do you like?

How much time do you spend on the Internet every day?

WORKBOOK TIME

Go to Workbook page 11 (part 3).

IDIOM TIME

How do you like school?: A phrase used to start a conversation with a school-age person

e.g.

Uncle Tom: David, how do you like school?

David : It's okay except for the Maths.



VIDEO TIME

7. Answer: Do you like talking to strangers at the bus stop? Why/Why not?

8. Listen to the dialogue and answer: What does Sue think about her school?
(Track 3)



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



1. Kelly and Sue are close friends. (.....)
2. Kelly asks the time. (.....)
3. They live in the same neighbourhood. (.....)
4. Sue goes to a university. (.....)
5. There are a lot of facilities at Sue's school. (.....)
6. They get off at the same bus stop. (.....)



SPEAKING TIME

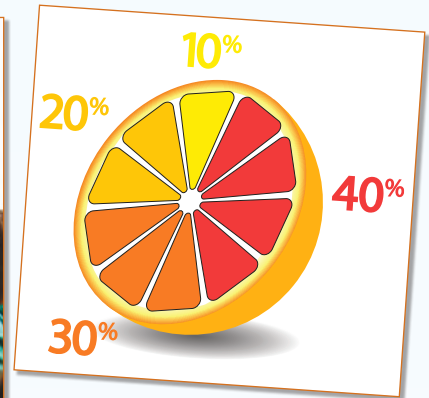
10. Work in pairs. Imagine you meet someone your age on the bus. Greet, ask and answer questions to know him/her. Refer to part 6.



READING TIME

11.

Look at the diagram and answer: Which colour shows the lowest percentage? Red, orange, honey or yellow?



12.

Read the text on the next page and complete the pie chart with the given information. Then, colour it.



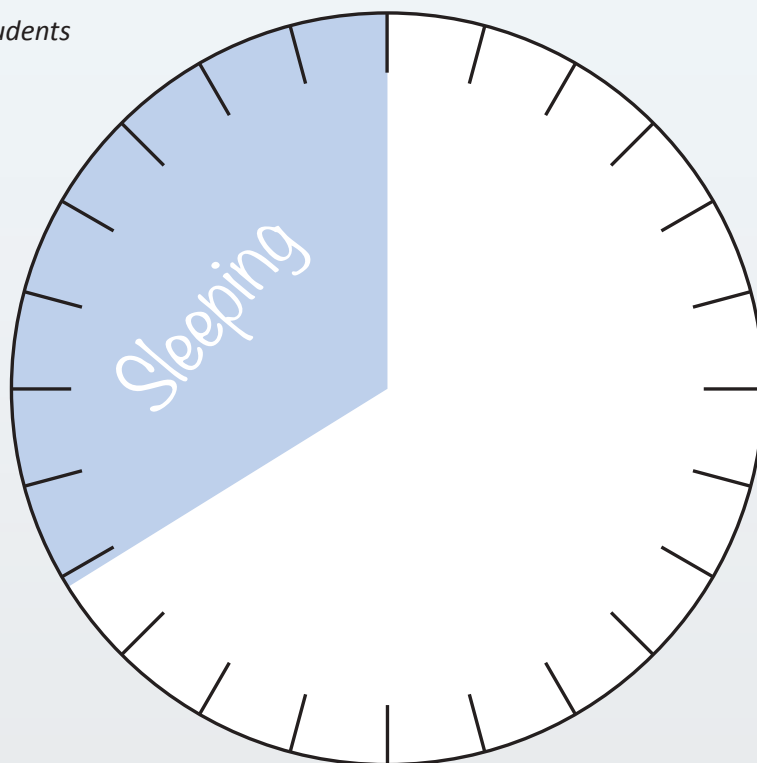
How Do Most American High School Students Spend Their Time?

This survey shows how most American high school students use their time. Students gave information about the main activities they performed “yesterday”. It took four years to complete the survey. All data in it refers to students aged 15 to 19.

Here is the result of the survey:

On an average school day, high school students spend almost two-thirds of their time sleeping and engaging in educational activities. On average, students sleep 8,1 hours and spend 7,5 hours performing educational activities, such as attending class and doing homework.

Students split the remaining time among different activities: Leisure and sports take 4.0 hours while working takes only 0.5 hours. Grooming and eating take 0.8 hours. Travel takes 1,1 hours and for other activities such as shopping and doing household activities, students spend 1,2 hours.



13. Read again and answer these questions.

1. What age group of students answered the survey questions?

_____.

2. What do students spend their most time on?

_____.

3. How much time do they need for grooming?

_____.

4. Which activity takes more time? Travelling or eating?

_____.



Activity

SPEAKING TIME

14. *Work in pairs. Ask and answer these questions.*

What do you like in school?
What is your favourite daily activity?
What do you often do on an average school day?
How much time do you spend on socializing?
Do you always do your homework on an average day?
Do you sometimes play computer games?
How often do you do sports?
How much time do you spend on the internet?
What household activities do you always and never do?
What would you like to do in your free time?
What do you usually do after school?
What is your email address?
Do you watch anime?
What is your favourite subject?
What do you like to read?

IDIOM TIME

pass with flying colours : to pass (a test) easily and with a high score

e.g.

John : Mary passed the test with flying colours.

George: She deserved it. She studied for a long time.

WORKBOOK TIME

Go to Workbook pages 12-13 (part 4 - 5).



WRITING TIME

15.

Write about yourself, your family and your habits in a short paragraph with the help of guiding questions.

- Do you live with your family? Where?
- What time do you get up on a school day?
- What do you usually have for breakfast?
- How do you go to school?
- Do you always wear a school uniform?
- Which subject do you like most?
- Do you do your homework every day?
- What is your favourite pastime?
- Do you have any hobbies?
- Do you practise wrestling/judo etc.?
- Who is your best friend?
- What is your favourite place?
- Where were you born?
- What makes you happy?
- What is your favourite activity at school?
- Do you play any musical instruments?

IDIOM TIME

bookworm: Someone who reads a lot all the time

e.g.

Carol : Your sister likes reading a lot.

Mark : She is a real bookworm and she knows a lot of interesting things.



Quiz

LISTENING TIME

16. Answer: When do you usually do your homework?

17. Listen to the dialogue and complete these sentences. (Track 4)

David _____ his homework.

David always _____ very late.

David _____ the rules.



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



1. The mother, father and son are talking. (.....)
2. They are watching a TV show. (.....)
3. They are having dinner. (.....)
4. David's sister is getting ready for a party. (.....)
5. David's mother can help him for his homework later. (.....)

SPEAKING TIME

19. Listen to the dialogue again and try to dramatize it with a friend.



READING TIME

20. **Answer: How do you feel about school?**

21. **Read the dialogue and write the students' names in the sentences below.**

1. _____ is not happy about the discipline in his/her school.
2. _____ likes physical education.
3. _____ thinks that school is important for their future.



Brian



Tom



Zeynep

Zeynep: Do you like school life? What do you think?

Brian: Yes, I do. I think school teaches us useful things and prepares us for adult life.

Zeynep: In my opinion, school is fun, too. I love my friends and we enjoy being together. I hate summer holidays because I miss my teachers and friends.

Brian: I miss my teachers, too. We get on very well with our teachers. They always listen to our problems and give us extra help when we need it. They treat us fairly and we learn to behave fairly.

Tom: I love my teachers, but some students don't listen to teachers and there is always noise and disorder in our class. So we cannot learn our lessons well. My teachers wait for a long time before they begin to teach.

Zeynep: You should warn your friends. You know we must obey the rules in our classes.

Tom: Yes, we must all follow the rules. Which subject do you like most? I'm very good at Maths.

Zeynep: My favourite subject is PE. I usually practise archery after school.

Brian: I'm in the school volleyball team.

Tom: I like walking. Let's have a walk in the park.

22. **Answer these questions.**

1. What does Tom say about his classes?

_____.

2. Does Brian complain about his teachers?

_____.

3. Why does Zeynep hate summer holidays?

_____.



Activity

WORKBOOK TIME

Go to Workbook pages
14-15 (parts 6, 7)

CLASS SURVEY TIME

23.

Choose one person from your class to ask the survey questions below. When the whole class answer the questions, he/she marks their responses. Then, discuss the results of the questionnaire with your friends.

e.g. 35 friends think school is useful.

	YES	NO
1. Do you think school is useful?		
2. Do you feel comfortable at school?		
3. Do you enjoy doing homework?		
4. Do the teachers ask difficult questions?		
5. Do you like school uniforms?		
6. Do you think school food is good?		
7. Do you like the sports facilities at school?		
8. Do you get on well with your friends at school?		



POEM TIME

24.

Read the poem and write your idea about school in a few sentences.

SCHOOL

School! It is stressing at times.
Many times I don't even have it on
my mind.

School is good, and it is bad, there
are times I think that I'm
going mad.

It is a good thing to go to school so
that you could remember the rules.

Don't be shy.

Don't be a fool.

Go to school, and learn all the
rules.

Dwayne Earle Gordon

I think

QUOTE TIME

25.

Read the quote and the explanation. Then, tell what you think about it.

“He who opens a school door, closes a prison.”

Victor Hugo

(When a person goes to school, he/she learns how to build a good character and behave well. So, he/she doesn't break the law and go to prison.)

? QUIZ TIME

Read the dialogues and choose the sentences that complete them.

1. **Teacher** : Where is Tim? Is he ill?

Student A : I don't think so.

Student B : I think he is late.

Teacher : _____.

Student A : No, he is always on time.

Tim : I'm sorry I'm late, teacher.

Teacher : Please, don't be late again.

- A) Is he usually late?
- B) Who always comes late?
- C) You must obey the school rules.
- D) What page are you studying?

2. **Student A**: (A new student): Do you have a language lab in this school?

Student B: Yes, it is on the third floor. There is also a computer room there. Would you like to see them ?

Student A: Of course. Can we use the computers? Are they online?

Student B: Sure. _____

- A) We are not allowed to go in there.
- B) I don't know how to help you.
- C) Why do you think it is difficult?
- D) I often use the Internet there.

3. **May**: Good morning, Lea. When do you begin your classes?

Lea : At half past 8. _____?

May: At a quarter to 9. We have three classes in the morning and two classes in the afternoon.

Lea : We have only four classes.

- A) How do you do?
- B) What about you?
- C) Nice to see you.
- D) See you, then.



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.

Exchanging personal information in both formal and informal language

Taking part in a conversation in everyday life situations



THEME 2

PLANS

FUNCTIONS

1. Describing future plans and arrangements
2. Expressing one's ideas in unplanned situations
3. Making oral presentations on a planned topic



Introduction



Introduction

Listening : Catching the details of future plans and arrangements in a recorded text/video

Pronunciation: Practicing intonation in asking and answering questions in daily conversations

Speaking : Talking about their own plans for the future
Expressing their ideas in unplanned situations

Reading : Identifying specific information about people's future plans and arrangements in a text
Skimming a text to draw a conclusion.

Writing : Writing an opinion paragraph about their plans



WARM UP TIME

1.

The Red Boys pop group are very busy next week. Read their diary and write your diary or your favourite group's diary for next week.

Monday

Morning; travel to Paris

Afternoon; free

Evening; give a concert in Paris

Tuesday

Morning; appear on TV

Afternoon; join a charity meeting

Evening; free

Wednesday

Morning; travel to London

Afternoon; free

Evening; have an interview with a TV channel

Thursday

Morning; rehearse a new song

Afternoon; free

Evening; meet friends

Friday

Morning; studio work

Afternoon; record a new single

Evening; free

Saturday

Morning; free

Afternoon; join a new shopping centre grand opening

Evening; go to the fan club hall

Sunday

Morning; free

Afternoon; sports activity

Evening; free

Monday

Morning;

Afternoon;

Evening;

Tuesday

Morning;

Afternoon;

Evening;

Wednesday

Morning;

Afternoon;

Evening;

Thursday

Morning;

Afternoon;

Evening;

Friday

Morning;

Afternoon;

Evening;

Saturday

Morning;

Afternoon;

Evening;

Sunday

Morning;

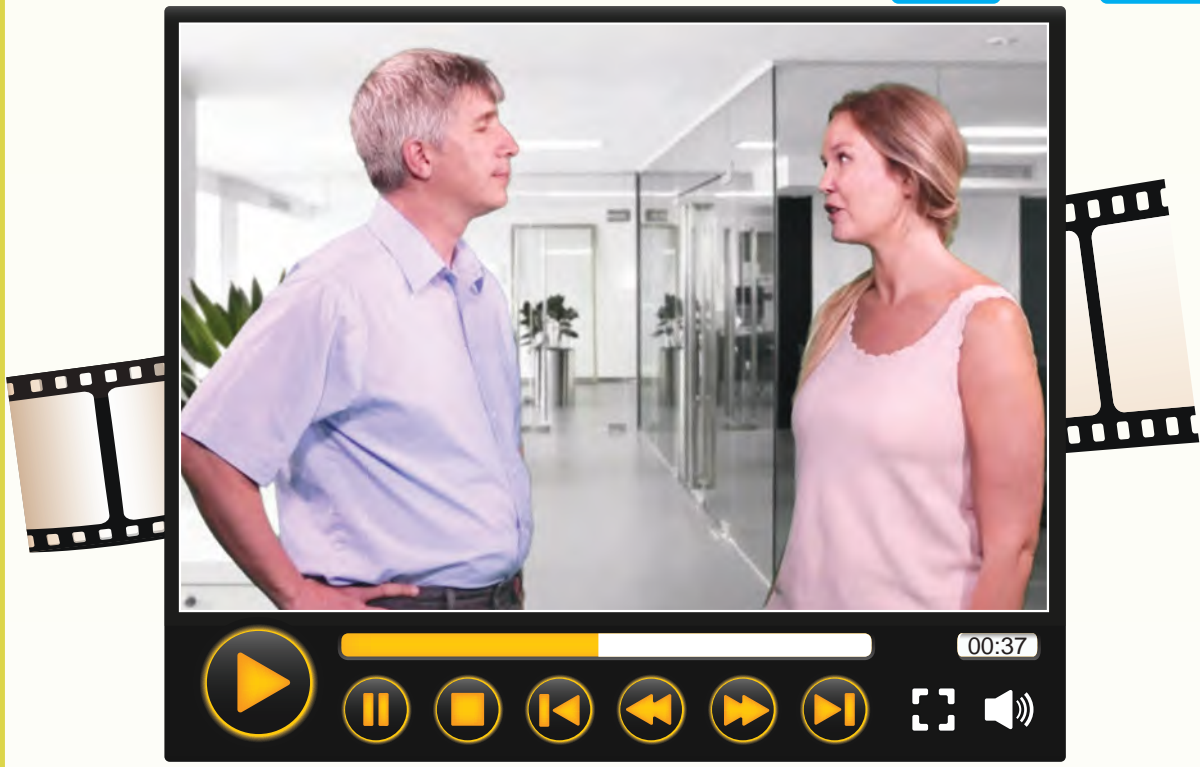
Afternoon;

Evening;

VIDEO TIME

2. Answer: How often do you meet your close relatives (aunts, uncles, cousins, etc.)?

3. Watch the video or listen to the dialogue and answer: Who is coming to Sandra's family reunion party? (Track 5 - Video 1)



4. What are they going to do? Watch the video again and complete the sentences.



1. They are going to share _____.
2. Sandra is going to choose _____.
3. Sandra's brother is going to buy _____.
4. Sandra is going to hire _____.
5. John is going to talk to the DJ for _____.

Note!
 * We use "going to" to talk about intentions.
 * We use "The Present Continuous Tense" to talk about future arrangements.



5. **Answer these questions.**

1. When are they having the party?

_____.

2. Where is the family reunion party going to be?

_____.

3. Who is John meeting tonight?

_____.



SPEAKING TIME

6. **Work in pairs. Read the roles and act out a dialogue to make plans for a surprise birthday party. Then, change roles.**

You

Tell your friend that you have a plan to organize a surprise birthday party for Jamy. You and your sister are arranging the place and the food.

You haven't invited anybody yet. Ask for help from your friend for the guest list for and answer his/her questions about the details.

Your friend

Your friend plans to organize a surprise birthday party for Jamy. Ask him/her questions such as:

When are you going to give the party?

Where is it going to be?

Who is helping you?

Is Casey coming?

Are you going to invite Charles?

What are you going to serve?

Are you going to collect money?

Are you going to decorate the place?

Who is going to play the music?

IDIOM TIME

plan for something: to prepare for something

e.g.

Colin : How many people are coming to your party?

Sandra : I'm planning for twelve. I hope everyone can come.

PRONUNCIATION TIME

7.

Listen and repeat the questions and answers in part A. Read the ones in part B yourself and then listen and check your pronunciation. (Track 6)



PART A

- Who is coming?
– My uncles, aunts, first and second cousins are coming.
- Are your grandparents coming?
– Yes, they are.
- Are you going to hire a place?
– No. I'm going to have the party at home.
- What are you reading?
– I'm reading a poem.

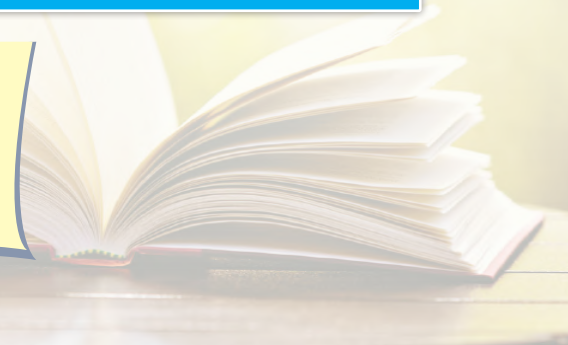
PART B

- Do you like history books?
– No, I don't like them.
- Where are you going to go on vacation?
– I'm going to go to Europe.
- Is that your teacher?
– Yes, she is.
- Have you seen my glasses?
– No, I haven't seen them.



Note!

Wh-questions end in falling intonation. Yes/No questions end in rising intonation and answers end in falling intonation.



PRACTICE TIME

8.

Read the sample and complete the dialogue. Use "be going to" or "The Present Continuous Tense".

e.g.

Tom : Let's do a project together.

Sharon : I'd love to, but I'm going to help George with his homework.

Carl : Hi, are you doing anything tomorrow evening?

Sandy: Yes, I am. _____.

Carl : Oh, I see. How about next Friday then?

Sandy: I am sorry. _____.

Carl : Oh, well. Another time, perhaps.

WORKBOOK TIME

Go to Workbook page 17 (part 1)



READING TIME

9. **Answer: What are you going to do after school?**

10. **Read the dialogue and underline Tina and Jack's future plans and arrangements.**

Jack : Hello, Tina.

Tina : Hello, Jack!

Jack : Susan is looking for you in the canteen. Where are you?

Tina : I'll see Susan later. I'm at home.

Jack : Why? Aren't you coming to the movie this afternoon? We're going to meet in front of the cinema.

Tina : I'm afraid I can't. I'm taking my brother to the dentist for a check up.

Jack : Why don't you bring him along? My brother Randy is coming with me. They know each other.

Tina : It sounds nice, but I'm going to do some shopping after that. I think we'll be late for the movie. What time does the movie start?

Jack : It starts at 3:15 p.m.

Tina : Hey! Wait a minute! The dentist's appointment is at 2 p.m. I hope we'll be in front of the cinema at 3 p.m. I'll do the shopping after the movie.

Jack : Great! I'll buy the tickets!

Tina : Thanks, see you there!

Jack : Bye!

...

Jack : Hey, Randy! We should leave school and go home now. Hurry up! We're going to change clothes when we go home. The bus to the city centre leaves at 2:00 p.m. and we have 50 minutes to catch it!



Notel

- * We use "will" to make predictions or tell simple facts about future.
- * We use "will" to talk about unplanned (spontaneous) decisions.
- * We use "the Present Simple" to tell the scheduled events.

11. **Read the dialogue again and complete the sentences.**

1. Tina says she can't come to the movie because _____ .
2. Jack wants Tina to bring her brother along because _____ .
3. The film _____ at 3.15 p.m.
4. Jack and Randy must hurry up because _____ .



Activity



WRITING TIME

12. Read and complete the dialogue. Use a suitable future tense.

George : I've got two tickets for the concert tonight, but my sister cannot come with me. How about you?

Michael : Great! I _____ . Thanks.

George : We _____ at 7:30 p.m. with Susan and Mike in front of the concert hall. Don't be late.

Michael : No, I won't. I always keep my promises.



LISTENING TIME

13. Answer: What do you serve at a tea party?

14. Listen to the dialogue and answer: Who makes perfect cookies? (Track 7)



15. Listen again and mark the correct statements.



- A) Juan is going to have a tea party.

B) Lena cannot come to the party on Friday because she is having a job interview.

C) Lena is flying to New York on Saturday afternoon.

D) Juan will be a teacher.
- A) Lena will study music and be a teacher.

B) Juan cannot have his party on Saturday afternoon.

C) Juan knows that Mary can make cookies.

D) Lena is going to take a test to enter university in New York.
- A) Juan can make a cheesecake.

B) Lena has got a karaoke machine.

C) Juan is not going to invite Mary to the party.

D) Juan will meet Lena in the afternoon.

IDIOM TIME

to upset someone's plans: to ruin someone's plans

e.g.

Gary : I hope it doesn't upset your plans if I am late for the meeting.

Molly : No, it won't upset my plans at all.



SPEAKING TIME

16. *Work in pairs. Read the roles and make dialogues. Then, change roles with your partner.*

DIALOGUE A:

Student A

You meet your friend in the street. Greet him/her and tell your close friend Mary is in hospital. You are on your way to the hospital to visit her.

Student B

You meet a friend in the street and he/she tells you that your friend Mary is ill in hospital. You didn't know that your friend Mary is in hospital. Say you are sorry and you will visit her tomorrow because you are going to visit your grandparents in an hour.

DIALOGUE B:

Student A

You're not feeling very well. Call your friend and say you are alone at home and bored. Ask him/her to come to your place.

Student B

Your friend calls you and says he/she is not feeling well. Say you will buy some pizza and go to his/her home and will watch a video.

DIALOGUE C:

Student A

Tell your friend you are hungry, but you can't buy anything because you haven't got any money.

Student B

Your friend tells you he/she is hungry and has no money. Say you will lend him/her some money.

DIALOGUE D:

Student A

You are a new student in this school. Ask a friend where the library is.

Student B

A new friend asks you where the library is. Say you will take him/her there.



READING TIME

17. **Answer: Are you an organized or a disorganized person?**

18. **What is Oliver like as a student? Read the text quickly, draw a conclusion and write.**

My name's Oliver. I'm a high school student. I'm very busy next week, so I shouldn't waste my time. On Monday morning, I have an experiment to do in the chemistry lab. After school, I'm going to prepare for the discussion on Tuesday afternoon and the physics test on November 7th. On Tuesday, I'm going to find out about a scientist and study literature because the teacher is giving us a literature test on November 9th.



We're going to have an English exam on Wednesday morning and I'm ready for it. In the evening, it is free time to watch my favourite TV show. After that, I'm going to memorize my lines for the drama. We're rehearsing it every Friday afternoon. I must write a composition on Thursday evening, too.

At the weekend, hopefully, I'm going to go shopping with dad. I should buy a present for my friend Sarah. She is giving a birthday party on Saturday afternoon. The reality show on Saturday evening is my family's favourite show. We enjoy watching it together.

I like Sundays, but I hate tidying up my room in the morning. Every Sunday, grandma cooks lunch for us and we visit her. It is our ritual.

19. **Read again and fill in Oliver's weekly planner.**

Oliver's Weekly Planner

Week Starting 29 th October	Morning	Afternoon	Evening	To Do List	Upcoming Tests
Monday	Chemistry Lab			Prepare for the discussion	Study Physics (Test on November 7)
Tuesday					
Wednesday					
Thursday					
Friday		Drama rehearsal			
Saturday					
Sunday					

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

1. Oliver is going to have two tests in November. (.....)
2. He is going to go to the lab on Wednesday morning. (.....)
3. Oliver is going to act in a play. (.....)
4. Oliver sometimes watches TV. (.....)
5. He is not going to have a test this week. (.....)



WRITING TIME

21. What do you think you will do next week? Write a paragraph. Use "I think ...", "I'm sure..." etc.

Handwriting practice area with ten horizontal lines.

IDIOM TIME

to put off: to delay, to do it at a later time

e.g.

Stephan: Teacher, can you put off our examination? We are not ready for it.

Teacher: If you promise me, you will study very hard, I'll put it off until Friday.

Julia: Thank you, teacher! We'll study and we'll be successful.

WORKBOOK TIME

Go to Workbook pages 18-19 (parts 2, 3, 4, 5)



LISTENING TIME

22. Answer: Who would you like to go on holiday with?

23. Listen to the text and write which countries Carlos is going to go to. (Track 8)



1. _____
2. _____
3. _____
4. _____

24. Listen again and answer these questions.



1. How are they going to travel?

2. Are they going to stay at a hotel?

3. Is Mickey going to go to Türkiye?

4. What time does the first train from Madrid to Rome leave?



SONG TIME

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



WE WILL BE TOGETHER

When you need someone,
just think of me.
I'm gonna come
and take you home.

We will be together.
We will be together.

Mum and Dad,
sister and brother,
day and night,
summer and winter.

We will be together.
We will be together.

You're gonna be happy.
It's gonna be sunny.
Every day's gonna be funny.
Life is gonna be nice.

We will be together.
We will be together.

PROVERB TIME

28.

Read the proverb and the sample dialogue. Then, find a Turkish proverb with a similar meaning.

Never put off until tomorrow what you can do today.

e.g.

Boy : I don't want to study for the test today. I want to go out and play. I'll study tomorrow.

Sister : Never put off until tomorrow what you can do today. You never know what will happen tomorrow.

Boy : I think you're right.

? QUIZ TIME

A. Complete the blanks 1-2 with a sentence that best fits.

Eric: I got two tickets to the theatre tonight. It is a comedy. Why don't we go there together?

Sally: I'm sorry I can't. _____ (1)

Eric: How about going to the cinema on Saturday? Are you busy?

Sally: Yes, sorry. _____ (2)

Eric: Call me when you are free, then.

Sally: I will. Thank you.

1. A) We are talking about you now.
B) I don't know what to do.
C) I'm having a dinner with a friend.
D) I think it is a good play.

2. A) Saturday is my favourite theatre day.
B) Can I bring my sister, too?
C) I'm sure I'll enjoy it.
D) I'm going to visit my parents in Manchester at the weekend.

B. Choose the best alternative to complete the speech bubbles.

1.



- A) open
- B) will open
- C) am going to open
- D) am opening

2.



- A) leaves
- B) is leaving
- C) is going to leave
- D) will leave



Self Assessment

Read and tick (✓) the right column.

Describing future plans and arrangements

Expressing one's ideas in unplanned situations

Making oral presentations on a planned topic



I haven't understood this yet.



I need some help to do this.



I understand and I can do this by myself.



THEME 3

LEGENDARY FIGURE

FUNCTIONS

1. Describing past activities and events
2. Talking about sequential actions
3. Describing characters and settings in an event in the past



Listening : Putting the events in the correct order by listening to a story

Pronunciation: Practicing uttering “-ed” sounds in V2

Speaking : Acting out a story as a legendary figure
Retelling a story by describing characters and places
Talking about a historical legendary figure in Turkish history

Reading : Scanning a short story to fill in the timelines with events and dates
Answering the questions about past events given in a reading text

Writing : Writing the end of a given unfinished story



WARM UP TIME

1.

Can you match the names with the pictures? Search the Internet and tell what they did.



Yörük Ali Efe

Köroğlu

Fatih Sultan Mehmet
(Mehmet the Conqueror)

Halide Edip Adıvar

Şerife Bacı





LISTENING TIME

2. Answer: What is your favourite story?

3. Listen to the story of King Arthur and complete the sentences. (Track 10)



1. King Uther _____ dangerous days because Saxons were attacking his land.
2. King Uther _____ his son to his magician Merlin to keep him safe.
3. While Arthur was living with Kay, Merlin always _____ him.
4. When King Uther died, no one _____ he had a son.
5. A mysterious stone _____ in the garden of St. Paul's cathedral.
6. When Arthur _____ 15 years old, his foster brother Kay had his first knights' tournament.



Note!

We use "the Simple Past Tense" to talk about actions or situations in the past.

We moved to İstanbul in 2010.

Yesterday evening, I played my guitar and my parents listened to it.

I finished my work two hours ago.

Did you go on holiday last summer?



4. Listen to the story again and put the events in the correct order.



1. King Uther had a son named Arthur. (.1..)
2. Arthur looked for a sword and found one. (.....)
3. Arthur and Kay went to London for Kay's first knights' tournament. (.....)
4. Arthur became the King. (.....)
5. Merlin sent Arthur to the countryside with his foster brother Kay. (.2..)
6. Arthur pulled the sword out of the stone easily. (.....)
7. He won all the wars with his magic sword Excalibur. (.....)

SPEAKING TIME

5. Retell the story of King Arthur. Describe the characters and places. Refer to parts 3 and 4. Use "First", "Then" and "Finally".



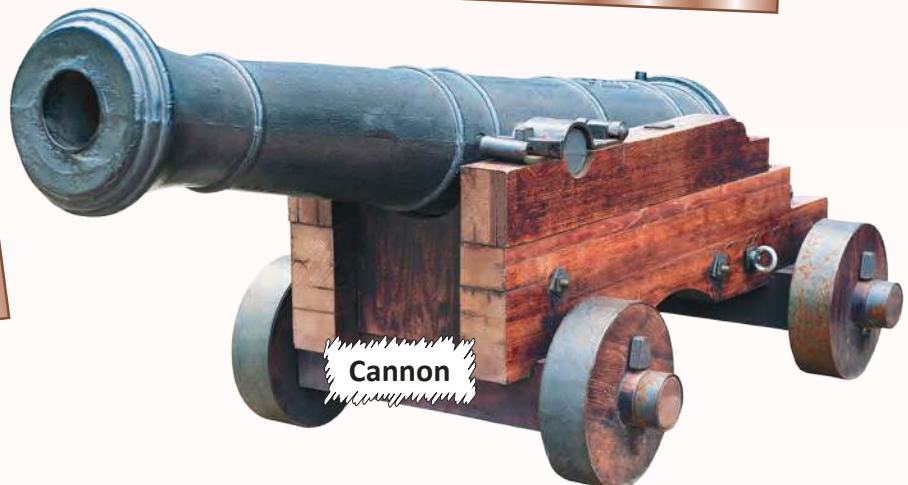
READING TIME

6. Answer: How much weight can you lift?

7. Read the text on the next page and answer: How much weight did Seyit Onbaşı lift?



Shell



Cannon

An unforgettable hero: SEYİT ONBAŞI

When you visit Gallipoli, you can see the huge statue of Seyit Onbaşı. The statue shows him with a big shell in his arms. Seyit Onbaşı was an Ottoman soldier during the war of Çanakkale. He became a soldier in 1909. After 6 years, he was still serving in Çanakkale Rumeli Mecidiye Batarya in 1915. Soldiers were fighting on hills and valleys under a rain of fire. They fired shells at the ship Queen Elizabeth and hit her. After that, the enemy fired back to Mecidiye Batarya, killed almost all of the Turkish soldiers and destroyed most of the guns. There was dust, blood and cries everywhere. While the batarya commander and a soldier were walking among the dead soldiers, they saw a soldier under stones and soil. He was Seyit Onbaşı. He was a tall and strong man. They helped him to stand up. When Seyit Onbaşı was on his feet, he saw that there was only one cannon in good condition, but it didn't work well. Seyit moved. First, he lifted the 275 kg shell with the help of his friend, then, put it on his shoulder and finally climbed up to the gun and placed the shell. His love for his country helped him and he fired the cannon. The shell hit the warship Ocean and sank it. The British Admiral told his warships to leave.

In the evening of March 18, while the sun was going down and the last enemy warships were sailing away, Turkish commanders were very happy. Cevat Paşa, commander of the Çanakkale Fortified Zone, said: "They left our coast. They could not break through. They will not break through."

Note!

We use "the Past Continuous Tense" for actions happening at some time in the past.

I ran into a school friend while I was walking to my office.

When the film ended, I was crying.

While he was running in the park, he saw a dog with six puppies.

8. Read the text again and answer these questions.

1. Who was Seyit Onbaşı?
_____.
2. What happened when the enemy fired back?
_____.
3. What were the commander and a soldier doing when they found Seyit Onbaşı?
_____.
4. What was Seyit Onbaşı like?
_____.
5. How many cannons were in good condition?
_____.
6. Who fired the cannon?
_____.
7. What was happening when the sun was going down?
_____.

IDIOM TIME

break through: make a way through, pass through

e.g.

Child : Did they lose the war?

Father : Yes. The enemy couldn't break through the Turkish lines.



WRITING TIME

9.

What were you doing yesterday at 7 a.m. / this time 2 days ago / at 7 p.m. last Friday?
What did you do last summer / last night / two hours ago? Write.

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.
6. _____
_____.

WORKBOOK TIME

Go to Workbook pages 24-25 (parts 1, 2, 3)





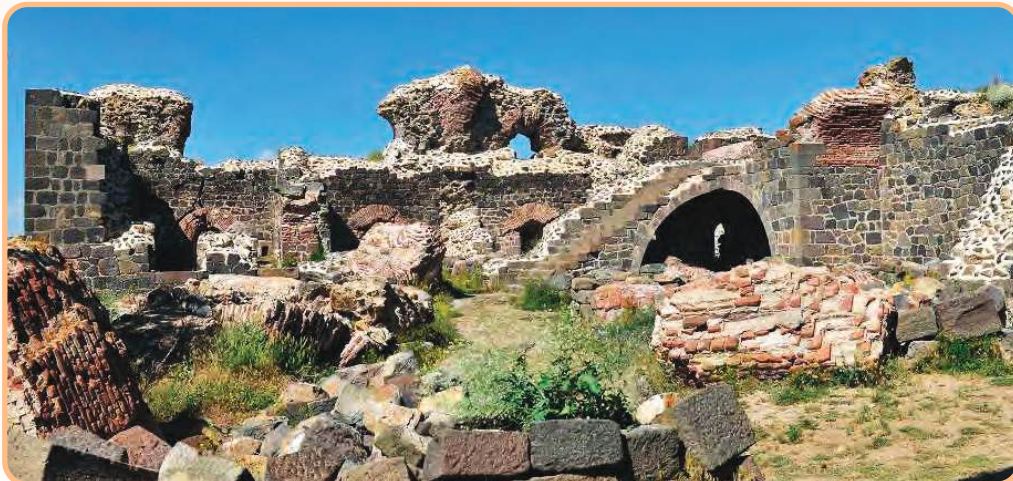
LISTENING TIME

10. *Should women fight at war? What do you think?*

11. *Listen to the story of Nene Hatun and put the events in the correct order. (Track 11)*



- a. Nene Hatun's brother got wounded and died on 7 November 1877. (...1...)
- b. She kissed her brother's head. (.....)
- c. She went to the battlefield. (.....)
- d. The Russian Army captured Fort Aziziye. (.....)
- e. She took her brother's bayonet. (.....)
- f. Her son Yusuf died. (.....)



12. Listen to the text again and complete the sentences.



1. She left home while her 3 months' old baby girl and little son _____.
2. Mostly women and elderly people _____ there.
3. Nene Hatun _____ her brother's bayonet in her hand.
4. Dead bodies _____ around.

13. Guess the meanings of the words and match. There is one extra choice.

1. capture (...)
2. unconscious (...)
3. battlefield (...)
4. martyr (...)

- a. arena of war
- b. a person who is killed because of his/her beliefs
- c. not awake and aware of one's environment
- d. a cut in the skin
- e. take into one's possession or control by force

14. Answer these questions.

1. Why did Nene Hatun become famous in Turkish history?
_____.
2. Where was she living during the Russo-Turkish War?
_____.
3. When did the Russian army capture Fort Aziziye?
_____.
4. Could Nene Hatun speak when they found her? Why?
_____.
5. Where is her grave?
_____.



IDIOM TIME

to take one's revenge: hurt or do harm to someone in return for an injury or wrongdoing.

e.g.

Tim : I'll take revenge on him because he told a lie and put me in a very difficult position.

Sheila : Oh, it was a long time ago. You should forgive him.

SPEAKING TIME

15.

Tell the story of Nene Hatun. Describe the people and the places. Use "when/while", "First", "Then", "Finally" and the keywords.

fight – die – enter – kill – attack – leave – live

brave – crowded – no guns – axes – farming tools – bayonet – battlefield
– smoke – dust – blood – bodies – bloody – wounded

PRONUNCIATION TIME

16.

Listen and repeat the words in part A. Read the words in part B yourself and write the sounds as /id/, /t/ or /d/. Then, listen and check your pronunciation. (Track 12)



PART A

/id/	/t/	/d/
wanted = want/id/	laughed = laugh/t/	cleaned = clean/d/
needed = need/id/	walked = walk/t/	saved = save/d/
decided = decide/id/	kissed = kiss/t/	enjoyed = enjoy/d/
started = start/id/	finished = finish/t/	married = marry/d/

PART B

invited / /	packed / /	counted / /
killed / /	hated / /	showed / /
arrived / /	visited / /	used / /
looked / /	changed / /	travelled / /
murdered / /	rented / /	appeared / /

WORKBOOK TIME

Go to Workbook pages 26-27 (parts 4, 5, 6)





READING TIME

17. **Answer: Who founded the Ottoman State?**

18. **Read the life story of Süleyman the Magnificent and fill in the timeline on the next page with events and dates.**

Süleyman the Magnificent

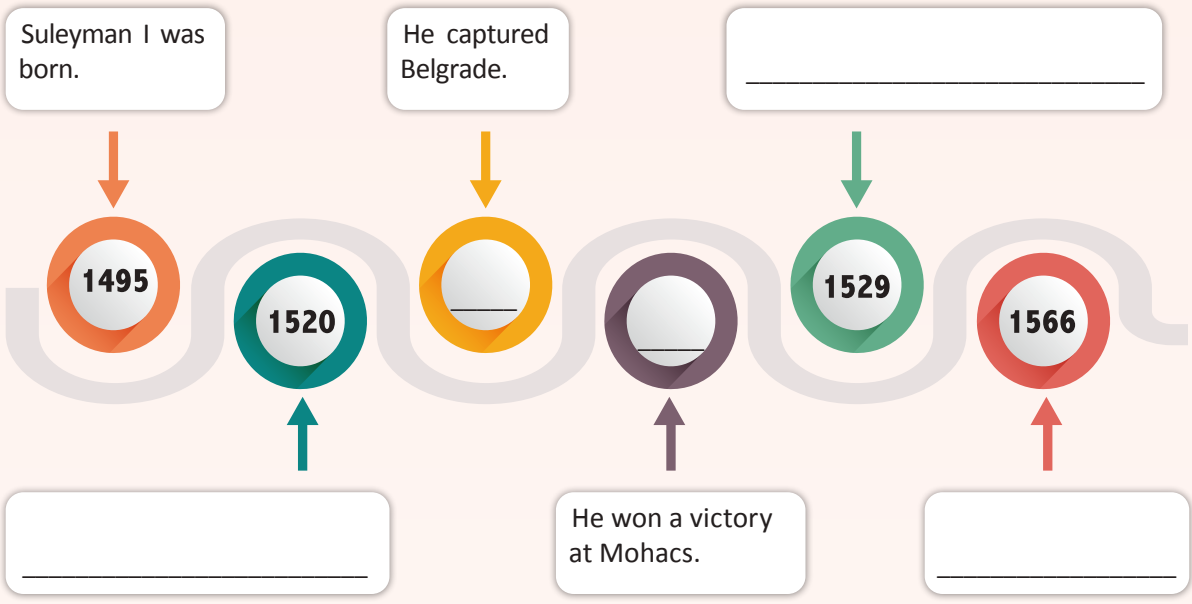
Süleyman I was born on 27th April 1495 in Trabzon. His father was Sultan Selim I and his mother was Hafsa Sultan. He became the 10th sultan of the State in 1520. People called him “Kanuni”, the Lawgiver, in his homeland because he was a fair sultan, but Europeans always called him “Süleyman the Magnificent”. During his period, first, he captured Belgrade in 1521 and Rhodes in 1522, then, he killed King Lewis of Hungary at Mohacs in 1526 and won a victory. He unsuccessfully surrounded Vienna in 1529, but he captured Transylvania in 1562. Finally, he conquered the lands of Egypt and Persia and announced war on the coasts of North Africa, Italy and Dalmatia under the command of Admiral Barbarossa.

Süleyman the Magnificent ruled the Ottoman Empire between 1520 – 1566. Architect Mimar Sinan built many valuable buildings in this period and those buildings survived until our days. Some dams, fountains, madrasas, caravanserais, Turkish baths, botanical gardens and bridges were restored. The port of Golden Horn became one of the busiest ports then. Süleymaniye, Şehzadebaşı, Sultan Selim and Cihangir Mosques are some of the important monuments of this period.

When Süleyman I died in 1566, the Ottoman State was a world power.



A portrait of Süleyman the Magnificent painted by John Young in 1815. (34 x 45 cm), Sakıp Sabancı Museum, İstanbul



19. Write true (T) or false (F).

1. He was 26 years old when he became the sultan. (.....)
2. He took control of Belgrade in 1521. (.....)
3. He surrounded Vienna and captured it. (.....)
4. Architect Sinan lived when Süleyman I was ruling the Ottoman State. (.....)

 **WRITING TIME**

20. Write the end of this story describing characters and settings in it. Use "First", "Then" and "Finally".

While he was riding alone in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw nothing. It was dark and cold. He could only hear the sounds of some birds and insects. He tried to move, but his horse Nobel was shivering. He stopped riding.



SPEAKING TIME

21.

Talk about the most legendary figure in Turkish history: Atatürk. Use the information.

e.g.

He went to Military School in 1899.

When he graduated from the General Staff College, he became a staff captain.

He made his military reputation while he was fighting at Gallipoli.

When he landed in Samsun, he started the Turkish War of Independence.



1881

born in Salonica

1899

goes to Military School

1905

graduates from the General Staff College with the rank of staff captain

1914

The First World War begins.

March 18, 1915

makes reputation - victory at Gallipoli

August 8-9, 1915

becomes the Commander of Anafartalar Group – allied landings take place

April 1, 1916

becomes general

May 19, 1919

lands in Samsun – starts the Turkish War of Independence

July 23, 1919

becomes the Chairman of Erzurum Congress

April 23, 1920

opens the Turkish Grand National Assembly in Ankara

August 5, 1921

becomes Chief Commander

August 23, 1921

The battle of Sakarya begins. – The Greeks attack with five divisions.

September 19, 1921

The Turkish Grand National Assembly gives him the title “Gazi”.

August 30, 1922

wins the battle of “The Commander-in-chief at Dumlupınar”

January 29, 1923

marries Latife Hanım in İzmir

October 29, 1923

declares the new Turkish Republic – starts reforms

November 24, 1934

The Turkish Grand National Assembly gives him the surname “Atatürk”.

November 10, 1938

dies in İstanbul





LISTENING TIME

22. Answer: Can you give a name of a Turkish wrestler?

23. Listen to the text and answer: What did Koca Yusuf do while the transatlantic was sinking? (Track 13)



Koca Yusuf (1856 - 1898)
Wrestler
World Oil Wrestling Champion



24. Listen again and complete the sentences.

1. Koca Yusuf was _____ kg.
2. He _____ all the competitions in the USA.
3. Koca Yusuf was coming back to _____.
4. A passenger _____ Yusuf's hand with an axe.



SPEAKING TIME

25. Work in groups and act out a story as a legendary figure.

e.g.

Help yourself my fur coat!

Storyteller: One day, a neighbour invited Hodja to their wedding in the village. When Nasreddin Hodja came to the wedding place, nobody noticed or looked at him because he was wearing shabby, old clothes. Everyone was eating and talking to each other. Nasreddin Hodja thought for a while and left the place. First, he went home, then he put on his best clothes and a fur coat. Finally, he returned to the wedding place again. When he entered the hall, people complimented him and gave the best seat at the table. They offered him a lot of food, too. Nasreddin Hodja smiled and began to dip the sleeve of his fur coat into the dishes and said:

Hodja : Help yourself, my fur coat!

Guest 1 : What are you doing, Hodja Efendi?

Guest 2 : Does a coat ever eat?

Guest 3 : You made your coat dirty!

Hodja : Why? I was just inviting my fur coat to partake of this delicious food. It deserved it because a few minutes ago, without my fur coat, you didn't notice me. With this coat on me, I had all the attention!



WORKBOOK TIME

Go to Workbook pages 28-29 (parts 7, 8, 9)

PROVERB TIME

26. Read the proverb, the explanation and the sample dialogue.

The pen is mightier than the sword.

(A person can cause people to change their opinions, but a sword can only change a person's ideas by force and there is violence.)

e.g.

- Why don't you fight against your enemies?
- I believe that the pen is mightier than the sword and I will continue to write about my honest opinions.



? QUIZ TIME

Read the paragraph and fill in the blanks with one of the given words in the appropriate tense forms. There is one extra choice.

fight – sleep – (to) be – become – die – have – live – hide

The legend of Maiden's Tower


According to one legend, an emperor _____ a very beautiful daughter. One night, the emperor dreamt that a snake would bite his daughter and she would die on her 18th birthday. So, he sent her away to live in a tower. The tower _____ in the middle of the sea. He wanted to protect her life.

His daughter _____ there for many years and one day she _____ ill. The people sent her some food wishing that she would get well soon. In a basket of grapes, a snake _____. At night, when the daughter _____, the snake came out and bit her. The princess _____ of a snake bite.



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 past activities and events			
Talking about sequential actions			
Describing characters and settings in an event in the past			



THEME 4

TRADITIONS

FUNCTIONS

1. Describing habits and routines in the past
2. Making oral presentations on a specific topic



Listening : Locating specific information about traditions in charts by watching short documentaries

Pronunciation: Practising /t/ and /ð/ sounds

Speaking : Delivering a short speech using visuals on traditions
Talking about several things they used to do when they were children

Reading : Answering the questions about short texts on social, educational, and technological lives of people in the past around the world
Identifying the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text

Writing : Writing a short paragraph of comparing traditions around the world
Writing the things they used to do when they were children



WARM UP TIME

1. Look at the photos and write the changes in our lives.



In the past, we travelled in horse carriages, but now we travel in modern fast cars.



In the past, _____ but today _____.



In the past, _____ but today _____.



LISTENING TIME

2. Answer: What Turkish traditions should we keep alive?

3. Listen to the dialogue and answer: How did Turkish people entertain themselves in the past? (Track 14)



4. What did people use to do in the past? Listen again and write true (T) or false (F).



1. They used to live in small mud-brick houses. (.....)
2. They used to wear modern clothes. (.....)
3. ““Orta oyunu”” is a Turkish folk dance. (.....)
4. They used to watch puppet shows. (.....)
5. They didn't use to have TVs. (.....)
6. Women used to go to coffee houses. (.....)

SPEAKING TIME

5.

What did/didn't you use to do when you were a child? Study the "Note!" and the examples. Then, talk about your past habits.



Note!

Habits in the past

I watched cartoons every day.

I used to watch cartoons every day.

I didn't eat fruit.

I didn't use to eat fruit.

My mother helped me with my homework.

My mother used to help me with my homework.

Did you drink milk before you went to bed?

Did you use to drink milk before you went to bed?

Habits in the present

I don't watch cartoons.

I eat fruit.

My mother doesn't help me with my homework.

Do you drink milk before you go to bed?

e.g.

I used to play with my dolls / cars when I was a kid.

I used to carry my teddy bear with me when I was a child.

I didn't use to go to school on foot when I was at primary school.

My grandmother used to tell me tales before I went to bed.

We used to live in the east when I was a child, but we live in the west now.

There used to be an open air cinema next to our house ten years ago. Now there is a shopping mall.

I didn't use to have a computer when I was 10 years old.

IDIOM TIME

break with tradition: to do something in a new, different way

e.g.

John : Did your parents want you to be an artist?

Michael: No, they didn't. I'm from a family of doctors, so I really broke with tradition when I went to art school.

WORKBOOK TIME

Go to Workbook pages 31-32 (part 1, 2, 3)



Activity



WRITING TIME

6. What did you use to do when you were a child? Write.

Blank writing area with horizontal lines.



PRONUNCIATION TIME

7. Read the "Note!" and practise /t/ and /θ/ sounds. Listen and repeat the words and sentences in part A. Read and circle the words with th /θ/ sound in part B and then check your pronunciation. (Track 15)



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.



READING TIME

8. *Answer: Do you ever go on holiday during religious festivals?*
9. *Read the text and write the characteristics of the past and the 21st century.*



“My dear granddaughter, thank you for visiting me on this religious festival morning. You know, some people go on holiday during religious festivals these days. Religious festivals were different when I was a child. All relatives and friends used to visit one another during those days, not after the festival. We always wore new clothes. Nowadays, people don't buy special clothes for festivals because they frequently buy a lot of clothes and they don't give any particular importance to them. They consider religious festivals as holidays because they have to work hard. Life was different in the past. For example, only a few women used to work. Most women stayed at home to look after their children because there didn't use to be many nurseries. Doing housework is easier now. We have different household appliances in our century; washing machine, dishwasher, vacuum cleaner, etc. My great grandmother used to wash the clothes by hand.

And families used to have a joint family. I mean most married couples used to live with their parents. That has changed now. Every couple wants to live in a nuclear family. We are not very close to our relatives or neighbours. In the past, neighbourhood was very important. Nowadays, we don't even know our neighbours.

Another point is this: The entertainment styles have changed in the 21st century. A lot of people eat out and go to the cinema or theatre. In the past, there used to be very few restaurants and most people preferred to eat and spend time at home. People used to read more books. Nowadays, we only watch TV and look at our mobile phones or computers.”

Characteristics of the past	Characteristics of the 21st century
<p>All relatives and friends used to visit one another during religious festivals, not after the festival.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Some people go on holiday during religious festivals.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

10. Read the text again and answer these questions.

1. Why don't people buy special clothes for religious festivals?
2. Why is housework easier nowadays?
3. What was neighbourhood like in the past?
4. What was good about reading in the past?



WRITING TIME

11. Write a short paragraph of comparing traditions around the world.

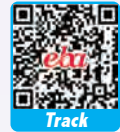
e.g.

In western countries, people wear shoes at home, but, in eastern countries, they take off their shoes when entering a house. In some Asian countries, people used to dispel all the bad spirits with fire, but now they use fireworks for celebrations.

▶ VIDEO TIME

12. Answer: What did your grandparents use to do in winter evenings?

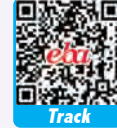
13. Watch the documentary or listen to the text about Ramadan Entertainment and tick the characteristics of it in the chart on the next page. (Track 16) (Video 2)



<u>Karagöz & Hacivat</u>	<u>Meddah</u>	<u>Orta Oyunu</u>
shadow play ()	storyteller ()	written text ()
puppets ()	a lesson in the story ()	live players ()
screen ()	a lot of topics in the story ()	dances ()
a few performers ()	music ()	screen ()
Hacivat uneducated ()	one person many characters ()	round stage ()
singer ()		

14.

Watch the video or listen to the text again and answer these questions.



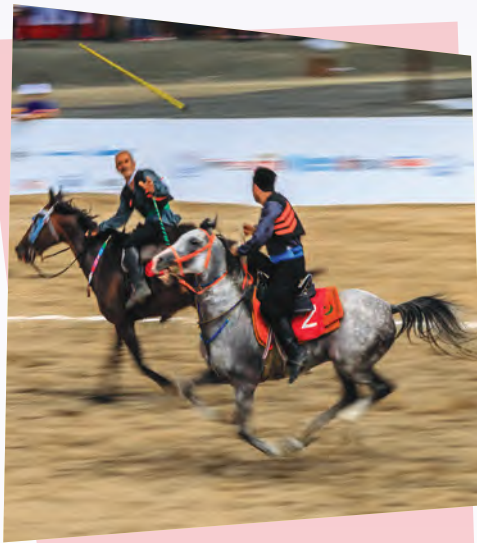
1. What was the most popular Ramadan entertainment in the past?
_____.
2. What do you need to perform a Karagöz and Hacivat show?
_____.
3. What does a “meddah” do?
_____.
4. When did “orta oyunu” use to be popular?
_____.
5. Who are in the lead roles in “orta oyunu”?
_____.



SPEAKING TIME

15.

Read the sample, search the internet and make a short speech on traditions. Show pictures.



JEREED

Jereed used to be very popular all over Anatolia 50-60 years ago, but today you can see it only in some parts of Erzurum and Kars. Men used to play this game and generally perform it at weddings, on special days or at fairs.

You can play it on horseback or on foot. If the players are on horses, there are two teams and ten people in each team. Riders throw the jeered while they are approaching each other. They try to avoid the jeered. If they can catch it in mid-air, they score.



READING TIME

16. Answer: Which foreign culture is interesting for you? Why?

17. Read the text, guess the meanings of the new words and complete the sentences on the next page with one of the words in bold. There is one extra choice.

Social, Educational and Technological Life in the Past

After the Middle Ages ended, life was peaceful for many people in the Ottoman **territory**, but the **slaves** in many parts of the world were fighting for their rights. Islam taught its followers goodness, **charity** and love. The Ottoman Sultans used to build **foundations** for charity. Foundations and charities helped the poor. There was honesty in business life, too. Ahî Evran, the Turkish philosopher, used to tell the members of Ahî Foundation to be honest when they bought and sold things.

During its history, the Ottomans created the characteristic Ottoman culture. So, the Ottoman ceremonies, costumes and monuments of İstanbul took place in European paintings. The structure of the Ottoman architecture also amazed and influenced the world.

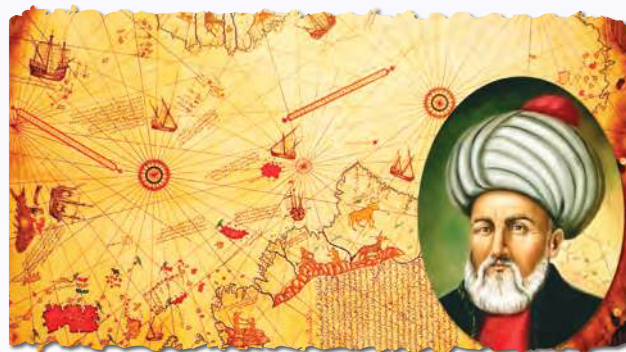
Ottoman scientists showed **remarkable** success in science. In the 16th century, Muslims used to know a lot about astronomy to find praying and fasting times and geography to find the direction of the Kaaba. The most important Ottoman geographer was Muhyiddin Pîrî Reis. In the meantime in the world, The Polish astronomer Copernicus published his theory that the earth and the planets revolved around the sun. A Turkish philosopher İbni Sina wrote the best medicine book of the time and Leonardo Da Vinci, an Italian painter, scientist, theorist and architect, drew human organs and body parts very well.

Education in the Ottoman period was in mektebs and madrasas. The graduates of these institutions used to work for the government. The first state school for girls opened in 1858. In 1869, primary education for six to ten-year-old boys and girls was **compulsory**. So, families began to send their children to school.

After the Renaissance, European children used to go to classical secondary schools. Students learned about culture and civic values. The **curriculum** of American schools was also humanist. In the 19th century, women in the United States could have secondary education and in western Europe, all children had to go to school to a certain age.



Ahi Evran Statue



Muhyiddin Pîrî Reis

1. This subject is not in the _____. I can't teach it to you.
2. In some cultures, some people used to have _____ and make them work very hard.
3. We should set up a _____ to help the homeless.
4. If something is _____, you must do it or accept it, because it is the law.
5. Let's make a list of _____ people in history.



"The Galata Tower By Moonlight"
by Ivan Aivazovski (1845),
(52 x 80 cm), Private Collection

18. Answer these questions.

1. What was life like in the Ottoman period?
_____.
2. What did Ahî Evran want people to do?
_____.
3. What did European artists paint?
_____.
4. What did Muslims in the 16th century use to be good at?
_____.
5. Which schools did the Ottoman children use to go to work at government offices?
_____.
6. When did primary education for all children become compulsory in the Ottoman period?
_____.



"Leonardo Da Vinci Drawings" (1452-1519),
Private Collection



WORKBOOK TIME

Go to Workbook pages
34-35 (part 5, 6, 7)



"Hustle and Bustle on the Galata Bridge" by Fausto Zonaro (1854-1929),
Oil on canvas (36.5 x 61.5 cm), Private Collection



WRITING TIME

19.

Read the sample paragraph and write about a town, street, place etc. you used to live when you were children. What did you use to do there?



I used to live on this street when I was a child. It was really quiet and beautiful then because there didn't use to be such buildings. There used to be nice houses and small shops. We used to play in front of our houses. There was a small park, but they cut the trees to build these blocks and this huge street. Our parents used to take us to that small park to have picnics. Life used to be very pleasant here 60 years ago.





Activity

IDIOM TIME

Old habits/traditions die hard. Old habits/traditions change very slowly.

e.g.

Mustafa : No one comes to visit me during Bayram, but I must buy some candies.

Paul : Well, traditions die hard.

SPEAKING TIME

20. *Talk about your childhood. Use "used to".*

e.g.

1. My grandmother used to make bread at home, but nowadays, we buy bread.
2. My mother used to take me to Turkish baths and have rituals there.
3. I used to go to school on foot, but now I travel on the local service bus.
4. I didn't use to play with dolls.



WORKBOOK TIME

Go to Workbook page 36 (part 8, 9)

PROVERB TIME

21. *Read the proverb, the explanation and the sample dialogue.*

The young cannot teach tradition to the old.

(We should respect the old people's wisdom.)

e.g.

Harry : I don't want to visit them. I don't care for traditions!

Mother : The young cannot teach tradition to the old.



? QUIZ TIME

A. Choose the best alternative for the blanks.

- I'm sorry you moved to another city.
_____. I miss those days.
 - Why don't you take up a hobby?
 - Playing house with my cousins used to be my favourite game when I was a child.
 - It was really fun to go on a cruise holiday with my family.
 - We used to have a great time together.
- A:** Mum, what are we looking for? I'm tired.

B: A bookshop! There used to be a very good bookshop on this street. It was somewhere near here. Oh, this is the place!

A: _____.

B: Yes, the street has changed a lot.

 - I don't want to walk any more.
 - But there is now a really cool café there!
 - Did you enjoy living in this city?
 - When did you last visit it?

B. Which sentence is related to the given photo?



- Women used to iron clothes with hot water bottles.
- The price of this electric iron is too much for me.
- When people first started ironing clothes, they used coal irons.
- I never used to iron my shirts before you gave me an automatic iron.



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 habits and routines in the past

Making oral presentations on a specific topic



THEME 5

TRAVEL

FUNCTIONS

1. Talking about past and present events/experiences
2. Booking
3. Exchanging ideas and plans
4. Asking for approvals and/or confirmations



Introduction



Introduction

Listening : Listing phrases for booking in a recorded text

Pronunciation : Practising intonation in question tags (both rising and falling)

Speaking : Asking and answering about their own and other people's travel experiences

Booking a room at a hotel/ a table in restaurant etc.

Confirming information during a conversation

Taking part in a dialogue in a group to make a travel plan

Reading : Making use of written instructions in order to draw a route

Classifying different vacation types in a reading passage

Writing : Writing an e-mail to a friend about their holiday experiences

Preparing a travel guide of a city they have visited



WARM UP TIME

1. Read the means of transportation and categorize them.

plane - taxi - helicopter - car - ship - rocket - ambulance - truck - hot air balloon - fire engine - zeppelin - subway - aircraft - parachute - sailboat - speed boat - canoe - bike - van - tram - bus - skateboard - tricycle - tractor - motorcycle - jeep - train - yacht - submarine



BY LAND

BY AIR



BY RAIL

BY SEA
submarine



LISTENING TIME

2. Answer: Which country would you like to see? Why?

3. Listen to the dialogue and answer: How many countries has the travel writer Ms Lucky visited? (Track 17)



4. Listen again and complete these sentences.



1. Ms Lucky has been a travel writer for about _____ years.
2. She has been a traveller since _____.
3. Ms Lucky hasn't been on a _____ yet.
4. She's seen the _____ many times.
5. Ms Lucky's just finished a book about _____.



Note!

* We use "Present Perfect" for a past action that happened / didn't happen in our lives.

* We don't give the exact time. We use "Past Simple" when we give the exact time.

I have been to Brazil many times. My uncle has lived there for many years / since 1996.

She has never been to Canada.

I have read "The Turkish Embassy Letters" by Lady Montagu.

I've just tidied my room.

Have you finished your final report yet? Yes, I have already finished it.

Where have you been?

We haven't seen her for 2 hours.

I've just read the news.

I went to Brazil last year.

I didn't go to Brazil in 2014.





SPEAKING TIME

5.

Work in pairs. Read the roles. Ask and answer questions about travelling. Then, change roles.

e.g.

Do you like travelling?

Which countries / cities have you visited? When did you go there? What did you see there? Did you like there?

Have you ever been to İstanbul/Paris, etc.? Yes, I've been there once/twice, etc.

No, I've never been there.

How many cities have you visited so far?

Have you ever travelled in a truck/van, etc.?

Have you ever travelled by train/ship/plane/bus/car?

Have you ever stayed at a hotel?

Have you ever travelled alone? How did you feel?



Student A

You have never been to a foreign country.

You've been to some cities in Türkiye.

You've flown once.

You have stayed at a motel / pension house.

You've never travelled in a truck.

You've travelled alone. It was boring.

Student B

You have never flown in a plane / stayed at a hotel / been to other cities.

You've been to neighbouring towns / villages by minibus.

You've travelled in a tractor many times.

You've camped near your village / town, etc. with friends. It was fun.

IDIOM TIME

travel by something: to make a journey using a means of transportation, to make a journey under particular conditions

e.g.

1. I will go by train because I don't like travelling by plane.

2. I've always travelled by day because we can see the scenery. We've never travelled by night.

WORKBOOK TIME

Go to Workbook pages 38-40 (part 1, 2, 3, 4, 5)



READING TIME

6. *Answer: Which cities have you been to in Türkiye?*

The itinerary below and on page 72 includes information about the cities the travellers will visit.

7. *The first two cities to visit are İstanbul and Ankara and they are marked as 1 and 2 on the map on page 72. Read the itinerary and draw the holiday route marking the other cities they will travel to.*

10-DAY ANATOLIA TOUR

Day 1, Friday

Welcome to İstanbul. We'll pick you up from the airport and transfer you to the hotel. Free time to explore İstanbul. Overnight in İstanbul.



Day 2, Saturday

You'll tour the exotic old city visiting the Blue Mosque, the Hagia Sophia Grand Mosque, Topkapı Palace and the Hippodrome. Enjoy an optional "Half-day Bosphorus cruise" in the afternoon. Overnight in İstanbul.



Day 3, Sunday

After breakfast we'll drive towards the nation's capital, Ankara to visit Anıtkabir, the Mausoleum of Atatürk, the great Turkish leader. Then, departure to Cappadocia. Overnight in Cappadocia.



Day 4, Monday

You'll tour the Göreme open-air museum, Uçhisar Castle and Kaymaklı underground city. Visit a carpet village to learn how to make traditional Turkish carpets. Don't miss the optional Turkish folklore evening with folk dancing and belly dancers. Overnight in Cappadocia.



Day 5, Tuesday

Leaving Cappadocia, we will head south and stop at Konya to tour the Mevlana Museum. Overnight in Pamukkale, Denizli.



Day 6, Wednesday

We'll visit the ruins of Hierapolis, the Temple of Apollo, Necropolis and walk over the magnificent white calcium terraces of Pamukkale. Then, we'll drive to Aphrodisias, home of the famous temple of Aphrodite. Overnight in Kuşadası, Aydın.



Day 7, Thursday

You will go back to the past and enjoy history while you are touring Ephesus and visiting the Temple of Artemis. In the afternoon it is possible to buy leather goods. Overnight in Kuşadası.



Day 8, Friday

After breakfast, it is time to drive along the Aegean coast to the ancient city of Pergamum. You'll visit the magnificent Acropolis of Pergamum, the temples and the library. Then, driving to the legendary city of Troy. Overnight in Çanakkale.



Day 9, Saturday

You'll visit the Gallipoli Battlefields, cemeteries, memorials, the war museum and listen to mysterious war stories. Driving back to İstanbul.



Day 10, Sunday

Saying goodbye to our guests and transfer to the airport.



SPEAKING TIME

8.

Imagine you are on the fifth day of the tour. Talk to your friends and tell them which places you have already seen/been to and you haven't seen/been to yet.

e.g.

I have just visited the Mevlana Museum.

We haven't been to Çanakkale yet.

WRITING TIME

9.

What have you done / haven't you done on your holidays so far? Write an e-mail to your friend about your experiences.

e.g.

I have flown in a plane twice.

I have never travelled alone.

PRONUNCIATION TIME

10.

Listen and repeat the sentences in part A. Read part B yourself, and then listen and check your pronunciation. (Track 18)



Part A
They live in London, don't they? ↗
It's a beautiful day, isn't it? ↘
She'll come at six, won't she? ↗
You can't answer all the questions, can you? ↗
She hasn't eaten all the cake, has she? ↘
They mustn't come early, must they? ↘

Part B
You won't tell him, will you?
John and Max don't like Maths, do they?
Peter didn't know the answer, did he?
You will help me do the dishes, won't you?
You have cleaned your bike, haven't you?

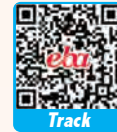
Note!
Rising intonation in question tags (↗)
(It is like a real question. The speaker doesn't know the answer.)
Falling intonation in question tags (↘)
(It is not a real question. The speaker actually knows the answer.)



LISTENING TIME

11. Answer: How do you/your family make a bus/plane/hotel reservation?

12. Listen to the dialogue and list four phrases/sentences or questions for booking. (Track 19)



1.	_____	.
2.	_____	.
3.	_____	.
4.	_____	.

13. Complete the dialogue. If necessary, listen to the dialogue again.



Receptionist : Welcome to the Zivy Hotel. How can I help you?

Traveler : _____

Receptionist : Would you like a single or a double room?

Traveler : _____

Receptionist : May I have your name, please?

Traveler : _____

Receptionist : Could you spell your last name, please?

Traveler : _____

Receptionist : How many nights would you like to stay?

Traveler : _____

Receptionist : How would you like to pay?

Traveler : _____

Receptionist : Thank you. Here is your key.



SPEAKING TIME

14.

Work in pairs. Read the example and book a room at a hotel or a table in a restaurant. Ask for approvals/confirmations.

e.g.

A: Corner Restaurant.

B: Hi, I'd like to make a dinner reservation.

A: Of course, which evening will you be our guest?

B: On Tuesday evening.

A: You said Tuesday, didn't you?

B: Yes, I did.

A: At what time?

B: At 7 o'clock.

A: How many diners will be in your group?

B: We need a reservation for four.

A: I have a table for four. It is for Tuesday at 7 o'clock.

Is that correct?

B: Yes, that is correct.

A: Please, give me your name.

B: Foster.

A: See you at 7 this Tuesday, Mr Foster.

B: Thank you so much.



READING TIME

15.

Answer: What do most people do on holiday in Türkiye?

16.

Read the dialogue below and the holiday brochure on the next page. Then, write what type of vacations are described in the brochure.

Kevin : Could you help me make a holiday reservation?

Amy : Sure. Have you chosen your destination?

Kevin : No, I haven't decided yet.

Amy : Have you ever been to Türkiye?

Kevin : No, I have never been there. Have you?

Amy : Yes, I have. It is the most beautiful place I have ever been to. You may have different kinds of vacations there.

Kevin : You mean Beach Holidays, Nature Holidays, Safari Holidays, Walking and Active Holidays, Spa Holidays, don't you?

Amy : Yes, I do. And more: Cultural Holidays, Cruise Holidays, Skiing holidays, Gastro Holidays, Adventure Holidays and so on. You aren't travelling alone, are you?

Kevin : No, I'm not. What type of holiday should I have?

Amy : I think you should check holiday tours in Türkiye. Let's read this brochure.

Do you want a holiday with a difference? Türkiye is the right place for you because Türkiye holidays are for everyone of all ages. It has a lot to offer from white sandy beaches to the historical sites and museums, from its unique nature to extreme sports, from shopping to Turkish baths... Here are some examples:

1

Aydın, Muğla and Antalya enjoy a widespread reputation for their magnificent beaches. Pick a modern beach resort with top-class entertainment and enjoy the mouth-watering Turkish cuisine.

2

Türkiye's natural hot springs have been famous since antiquity. Pamukkale has rich mineral waters. You can bathe in the mineral-rich mud in Caunos nearby Köyceğiz Lake. Balçova, İzmir hot springs are located on the site of the Baths of Agamemnon.



Ölüdeniz (Fethiye)



Midyat (Mardin)



Mount Nemrut (Adıyaman)



Karagöl (Şavşat)



Pamukkale Antique Pool (Denizli)

3

Şavşat in Artvin is an alpine village with meadows of wild flowers and butterflies and rushing streams. Karagöl-Sahara National Park, 17 km from Şavşat, has one of the most beautiful Karagöl alpine lakes. It'll probably be the most beautiful scenery you have ever seen.

4

When you travel over the Mesopotamian plains, you will see Mount Nemrut with the mausoleum of the Commagene King Antiochus. In Diyarbakır, city walls are a superb example of medieval military architecture. Mardin has a fantastic regional architecture and Gaziantep is a large trade and industrial center containing the remains of late Hittite cities.

17. Read the sentences and write true (T) or false (F).

1. Kevin has been to Türkiye. (.....)
2. You can't have a winter holiday in Türkiye. (.....)
3. Türkiye is the right place for adult holidaymakers only. (.....)
4. You can have delicious food at beach resort hotels. (.....)
5. Şavşat has an amazing natural beauty. (.....)
6. Over the Mesopotamian plains, it is not possible to see any antique remains. (.....)

18. Read the text on page 76 again and complete these sentences with one of the words in the box. There are two extra words.

stream - meadow - beach - resort - plain - spring

1. When hot water comes up out of the ground and forms a pool, it is a _____.
2. A small river is a _____.
3. Grass and wild flowers grow in a _____.
4. If many people go to a place for a holiday, it is a _____.

WORKBOOK TIME

Go to Workbook pages 40-41 (part 6, 7, 8)



WRITING TIME

19. Read the sample map and the brochure about London. Then, prepare a travel guide of a city you have travelled.

ONE DAY IN LONDON?

This walking tour explores the most important attractions in the city. Just take your map and walk around these places!

- Trafalgar Square
- St. James' Park
- Houses of Parliament
- Thames River
- Westminster Abbey
- Oxford Street



Blank writing area for the travel guide.



SPEAKING TIME

20.

Work in groups of four. Read the roles and make a travel plan. Talk about your past and present experiences, exchange ideas and ask for approvals/confirmations. Use the questions/sentences/phrases in the boxes.

Student A

You would like to go somewhere interesting in Türkiye in summer with student B. Ask advice from your friends.

You have been to Ankara and İzmir.

Ask student C "Bodrum is too crowded in summer, isn't it?"

Say you will go to İstanbul and thank your friends.

Student B

You have been to Antalya and Kuşadası. You have never been to Bodrum.

You liked Antalya very much, but it is too hot in summer.

Say "We should go to ... because ..."

Student C

You have been to Ankara, İstanbul and Bodrum.

Ask: "Have you ever ...?" questions.

Say: "İstanbul is the most beautiful city you have ever been to."

Tell student A: "Take a sightseeing tour in İstanbul."

Student D

Ask student A "Did you like Ankara?"

Ask student C "Which cities did you like most?"

Advise student A to go to İstanbul and stay there for a week. Your uncle has a hotel there.

Where would you like to go?

Have you ever been _____ ?

Would you like to ... ?

Let's go to ... / stay at ... / travel by ... / see ... I'd like to ...

What kind of holiday do you like?

How many times have you _____ ?

_____, haven't / didn't / don't / can't / aren't you?, etc.

_____, have / did / do / can / are you? etc

Pardon? Sorry? Excuse me? Did you say ...? Is that right?



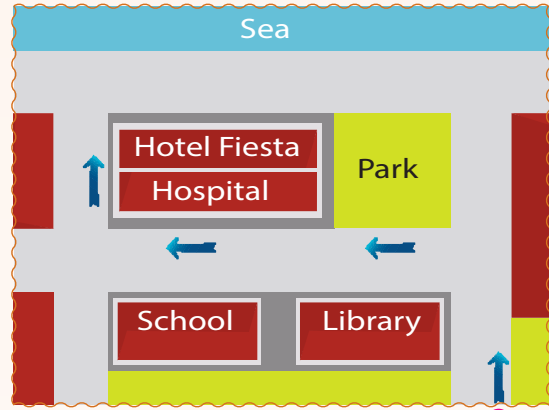


PRACTICE TIME

21.

Read the sample dialogue and the sentences. Then, in pairs, practise "How can I go to the ...?" question using the map.

- A:** Good morning sir! I'm sorry to trouble you, but could you tell me how I can get to Hotel Fiesta?
- B:** Pardon?
- A:** How can I go to Hotel Fiesta?
- B:** Well, turn left at the library. Keep walking and pass the school. Take the first turning on the right. The hotel is next to the hospital. You cannot miss it!



You are here.

e.g.

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

Where is the nearest supermarket?

How can I go to the park?

I'm trying to get to Park Avenue.

Go straight on. When you see the museum, turn left into 6th Street.

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

The hospital is **opposite** the museum.

The school is **near** the post office.

Mary's Flowers is **next to** the shoe store.

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



You are here.



Activity

WORKBOOK TIME

Go to Workbook pages 42-43 (part 9, 10)

PROVERB TIME

22.

Read the proverb, the explanation and the sample dialogue. Then, find a Turkish proverb / saying with a similar meaning.

Bad news travels fast.

(Information about trouble goes from one person to the other more quickly than good news.)

e.g.

John: Hi, Susan. I'm sorry to hear you lost your job.

Susan: How did you know about that already? It only happened this morning.

John: Bad news travels fast.

? QUIZ TIME

A. For the questions 1-2, read the paragraph below and choose the sentence that is closest in meaning.

My neighbour Bill says he moved to this country five years ago for a job. Before that, he worked in Germany, Poland and Sweden.

- A) Bill has already decided to change his job.
 B) Bill has lived in this country for five years.
 C) Bill has always lived in his mother country.
 D) Bill has never changed his job since 2015.
- A) Bill hasn't moved to this country yet.
 B) Bill has worked in Sweden for five years.
 C) Bill has found a new job in Germany.
 D) Bill has been to Germany, Poland and Sweden.

B. If you want to make a reservation in a hotel, what do you say?



- I'd like to book a room, please.
- Double bed or twin bed?
- For how long?
- Could you spell your name?

C) Complete the sentence.

I heard Katie has gone to South Africa.




She has a cousin there, _____ she?

- does
- isn't
- doesn't
- has



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 and present events/experiences			
Booking			
Exchanging ideas and plans			
Asking for approvals and/or confirmations			



THEME 6

HELPFUL TIPS

FUNCTIONS

1. Giving and receiving advice
2. Talking about rules and regulations
3. Talking about consequences



Listening : Analyzing the situation and the phrases related to giving and receiving advice

Pronunciation: Practicing intonation in advice structures

Speaking : Talking about the consequences of wasting energy sources
Talking about household chores they are responsible for

Reading : Identifying the advice, rules and regulations in a text
Making use of contextual clues to infer the possible consequences about helpful tips

Writing : Writing a paragraph about possible consequences when they don't obey the rules
Writing an advice letter about youth problems



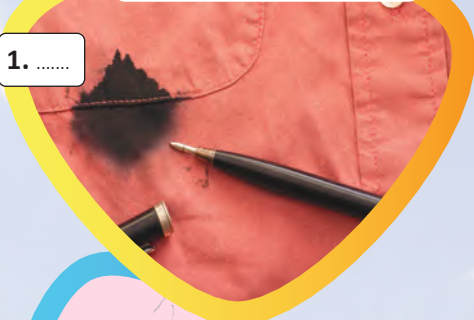
WARM UP TIME

1.

Try to match the problems and the solutions. Then, check your answers with your teacher.

pen marks and stains

1.



A. Sprinkle black pepper where you can find them. They will run away.

B. Drink warm milk to have a relaxing effect on the nervous system.

C. Eating almonds, avocados and bananas will reduce them.

D. Take a lime, cut it in half and rub it on your forehead.

E. Rubbing vinegar will remove them.

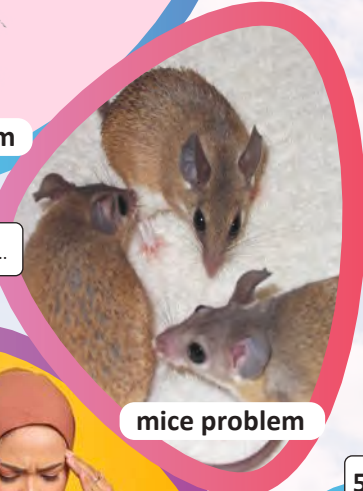
F. Keep the skin of cucumbers near the place where they are or their holes.

2.



ants problem

3.



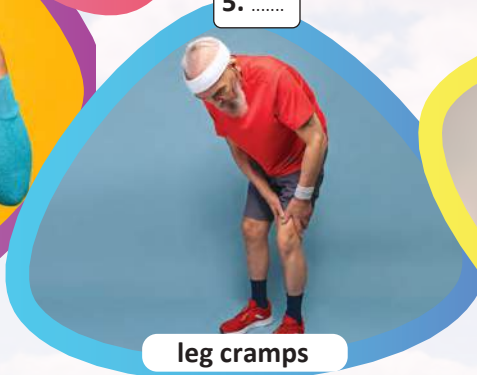
mice problem

4.



headaches

5.



leg cramps

6.



sleep problems



LISTENING TIME

2. Answer: Have you ever used a home remedy? What for?

3. Listen to the dialogue and answer: How long have people used home remedies? (Track 20)



dandruff



apple vinegar



acne



baking soda



4. Listen again and complete these sentences. Then, mark the sentences giving advice.



1. Dorothy has got _____. () She **should** use _____ to treat it. ()
2. Sharon's problem is _____. () She **must** try _____. ()
3. She **mustn't** use _____ to treat it. ()

5. Write true (T) or false (F) according to the listening text on page 83.

1. Dorothy should put a little apple vinegar on cotton pad and apply it on her skin. (.....)
2. Dorothy should drink apple vinegar after meals. (.....)
3. She must use it once a day. (.....)
4. Sharon cannot get rid of dandruff. (.....)
5. Sharon must wash her hair with baking soda after using shampoo. (.....)

6. Read the "Note!" and mark the sentences that ask for advice.

1. What should I do? (.....)
2. Should I apply it to my skin? (.....)
3. What is it? (.....)
4. Can you help me? (.....)
5. You must try baking soda. (.....)
6. What must I do? (.....)

Note!

* We use "should" for advice and suggestions.

*We **should** go by train.*

*You **should** buy her a ring.*

*You **should** visit the patients and your relatives more.*

* We use "must" for strong advice.

*You **must** study hard for the exam if you want to get a high grade.*

IDIOM TIME

get rid of: free oneself from

e.g.

Wife : I can't get rid of these insects in my kitchen.

Husband: You shouldn't leave sweet food on the table.



WORKBOOK TIME

Go to Workbook pages 45-46 (part 1, 2, 3)



SPEAKING TIME

7.

Work in pairs. Read the example, use the clues in part 1 and talk to each other giving and receiving advice.

e.g.

Sharon: I have dandruff. What **should / must** I do?

Dorothy: You **should / must** use baking soda. You **should** wet your hair and then rub a handful of baking soda into your scalp and rinse.



READING TIME

8.

Answer: What do you do if you have a sore throat?

9.

Read the text and the note. Then, complete the sentences.

Cure Bad Breath, and Excessive Sweating with a Home Remedy

Halitosis, bad breath, is an everyday health problem. It is embarrassing, but it is easy to cure at home. If you have upset stomach, tooth decay and real illness, such as stomach ulcers or tumors, you can have bad breath. If you eat some food like garlic or onion, they will cause it, too.

You must try this home remedy from the USA. You need baking soda (sodium bicarbonate), salt, water and a tongue cleaner to do it. First, mix a glass of water and a tablespoonful of baking soda. Next, add a pinch of salt. It shouldn't be very salty, but you should still taste the salt. This is your mouth wash. If you add some oil or peppermint, it becomes tastier, but it is not necessary. Then, you must clean your tongue with a tongue cleaner or brush it with a toothbrush. You shouldn't brush too hard! Finally, gargle with your mouthwash for a couple of minutes. You should repeat this twice a day.



Hyperhidrosis, excessive sweating, is also another common problem. People say that it is more embarrassing than acne or dandruff. Hyperhidrosis causes excessive sweating in the underarms, hands or feet. Sage is a remedy for curing excessive sweating because it is antibacterial and antifungal. Boil a tablespoon of dried sage leaves in one to two cups of water. Let it cool to room temperature and then use the liquid to clean your underarms, hands or feet.

Repeat two more times each day for best results.



Note!

* We express a possible condition and its result/consequence with an "if" sentence.

If you freeze water, it turns to ice. (The result will always happen.)

If the sun shines, we will walk to the park. (It is possible that this condition will happen.)

If she studies for the test, she can get a good grade. (Ability)

If you have a toothache, you should see a dentist. (Suggestion)

If you try this home remedy, you could cure your illness. (Possibility)



If you mix baking soda and salt in water and gargle with it, _____

_____.

You can cure excessive sweating if _____

_____.

10.

Read the text in part 9 again. Then, complete the table and write the home remedy instructions for excessive sweating.

Health Problem: Halitosis (Bad Breath)

Causes: _____

Remedy: _____

Ingredients: _____

Tools: _____



Instructions: _____



WRITING TIME

11.

Read the example and write advice on given occasions. Use the clues.

e.g.

If you have muscle aches, peppermint oil will /can /could help you. You should apply it to the skin. When you apply it to the skin, it makes the surface warm and it relieves pain.



Problem	Remedy
Upset stomach	drink - ginger tea
Smelly feet	water - baking soda - lemon - soak feet

WORKBOOK TIME

Go to Workbook page 47 (part 4, 5)

LISTENING TIME

12. Answer: What would you like to study at university?

13. Listen to the dialogue and answer: What must Sharon study to be an environmental scientist? (Track 21)



14. Listen to the dialogue again and complete these sentences.



1. If you work in buildings, you _____.
2. If you _____, you could be an executive.
3. If you want a clean and healthy world, you _____.
4. If we _____, the earth will run out of fossil fuels.
5. In my opinion, you must study hard for the exam if you _____.

Note!

* We use "Can /Could you ...?" for requests.

Can you help me?

Can you bring me a glass of water?

Could you say it again more slowly? (more polite)

Could you please give me a seat? (more polite)

Note!

* We use "must" for obligation and necessity / rules and regulations.

You **must** stop at a red light.

You **mustn't** sleep all day.

We **must** wear a seatbelt when we drive.



SPEAKING TIME

15.

Talk about the consequences of wasting energy sources and what we should do to prevent it. Use the clues.

e.g.

- * If we use some natural sources like water, sun, wind, soil, animals and plants thoughtfully, they will not run out too quickly.
- * If we don't want to run out of fossil fuels, we should use them carefully.
- * We should keep water clean and we shouldn't waste it.

IDIOM TIME

run out of (something): to use or sell all of something

e.g.

Mother : We have run out of sugar. Can you buy some?

Daughter : Of course, Mum. It is easy, but one day, we will run out of energy sources. What shall we do then?

- use fossil fuels – pollute the air
- put waste into water – pollute water
- use economy bulbs – save energy
- not enough energy – no gas or oil to drive the car

- not waste non-renewable sources
- not use so many fossil fuels
- turn lights off - when leave the room
- save energy at school / at home

PRONUNCIATION TIME

16.

Read the "Note!". Listen and notice the falling intonation in sentences which give advice in part A. Then, read the sentences in part B yourself and check your intonation. (Track 22)



Note!

We use a falling intonation at the end of sentences which have "should".

Part A

You should send an e-mail.

You should go by train.

We should meet at the weekend.

You shouldn't eat out tonight.

You should take a rest.

We should sleep.

PART B

You should call her.

We should leave now.

You should listen to his advice.

You shouldn't swim in that pool.

You should come to London with me.

We shouldn't go to that party.



READING TIME

17. *Answer: How often do you come to school late?*

18. *Read the dialogue and underline the advice sentences. Then, read the “Note!” and write the school rules in England and Spain.*

Edward : You look sad. What happened, Maria?

Maria : Yeah, I feel bad. Some schoolchildren don't treat everyone with respect. An old lady at the bus stop said to a girl: “Could you please give me a hand?” before getting on the bus because she had a few bags and the girl didn't care. An elderly man said to a boy very kindly: “ Excuse me, can you tell me where I can buy some CDs for my grandchildren?”. The kid looked at the man angrily and said: “I don't know!”.

Edward : Oh, they mustn't behave like this. In England, students must behave at all times because if they behave well, they will bring credit to their school. This is a school rule. We should always obey it when we travel to and from school and on public transport.

Maria : Can you tell me some more school rules?

Edward : Well, students must be polite to staff, to each other and to visitors. They should be punctual for school.

Maria : Must they wear a school uniform?

Edward : Yes, they must, but they mustn't wear jewellery, you know rings, bracelets and so on.

Maria : What happens if they wear jewellery?

Edward : Teachers tell them that they mustn't do. If they still don't obey the rules, teachers could punish them. What about your school rules in Spain, Maria?

Maria : We must arrive on time with the correct equipment. If you arrive late, you miss the lesson. We should work hard and follow instructions. We must do our assignments and listen to the directions. We shouldn't use mobile phones and other electronic equipment inside the school buildings.

Edward : It is the same everywhere. We must obey the school rules.



School Rules in England

School Rules in Spain

19.

Answer these questions.

1. What happens if students wear jewellery in England?

_____.

2. What happens if students don't obey the rules?

_____.

3. What should students do in Spain?

_____.

4. What shouldn't students do in Spain?

_____.

20.

Match the words and their definitions/synonyms. There is one extra choice.

1. staff



a. hard-working

2. punctual



b. the necessary tools or machines for a job

3. equipment



c. personnel

4. assignment



d. piece of work, duty, job

e. in or on time

IDIOM TIME

a must: necessary

e.g.

Susan : I can't read this book.

Mike : I know this book is difficult, but it is a must if you enjoy literature.

Susan : If it is a must, I must go on reading.



Activity



WRITING TIME

21.

What must/mustn't you do at school? What happens when you don't obey the rules? Write a paragraph.

Three horizontal lines for writing a paragraph.



SPEAKING TIME

22.

Work in groups of four. Talk about rules and regulations, give and receive advice using the clues and the sample dialogue.

e.g.

- We mustn't be late for school.
- What happens if we are late?
- If we are late, the teacher will get angry.
- You are right. We should hurry up.
- Should we take a taxi?
- Yes, we should.
- You must take off your earrings. You know we mustn't wear jewellery.

Rules

1. Arrive on time.
2. Listen to others and participate in class discussions.
3. Follow the instructions.
4. Never enter a laboratory without the teacher's permission.
5. Do not touch gas, water or electrical fittings in the lab.
6. Never eat or drink in the lab.

WORKBOOK TIME

Go to Workbook pages 48-49 (part 6, 7, 8)



WRITING TIME

23.

Read the letter and write an advice letter.

Dear doctor,

I'm seventeen years old and I have a serious problem with my parents. I have a lot of arguments with them because they get angry with me for talking with my friends on the phone. They say that if I talk on my phone to my friends, it'll interrupt my studying on weekday evenings and I won't do my schoolwork. I need my friends and I think they are wrong. What should I do?



Susan

SPEAKING TIME

24. Work in pairs and talk about your chores at home. Read the sample dialogue and use the clues.

I must ...
 What should I do?
 What must you do?
 You should /could ...
 If you ..., you will/can/could/ should/ must...

wash dishes - clean the bathroom
 change bed sheets - keep rooms tidy
 dust - babysit - prepare food
 do shopping - do gardening

- e.g.
- Must you help your parents with housework?
 - Yes, I must do some chores.
 - What must you do?
 - I must do ironing, but I hate it. What should I do?
 - You should do it while you are watching TV. If you have a good iron, you will do it easily.

House Rules



WORKBOOK TIME
 Go to Workbook pages 49-50 (part 9, 10)

SONG TIME



25. Listen and sing the song. (Track 23)



LET ME BE MYSELF

My teacher says
 you must do it!
 My mother says
 you could do it!
 My father says
 you should do it!
 ...

Must I do it?
 Should I leave it?
 How do I feel?
 Is it my future?
 Is it your future?
 Where will I go?

Can you help me?
 Could you tell me?
 What should I do?
 Can you please
 let me be myself?
 That's all I want.



PROVERB TIME

26. Read the proverb, the explanation and the sample dialogue.

There is a remedy for everything except death.

(We can cure everything, but we cannot cure death.)

Joe : I've got a lot of problems. I don't know what to do.

Mickey : Don't lose hope! Everything will be fine. There is a remedy for everything except death.




? QUIZ TIME

- If you want to be very polite, which of the following sentences/questions do you say/ask?
 - Tell me how to get to the town center.
 - Could you tell me how to get to the town center?
 - You must tell me how to get to the town center.
 - You should tell me how to get to the town center.
- If you want to give advice, which of the sentences below do you say?
 - If you want to be healthy, you should eat a lot of fruit and vegetables.
 - When you are driving, you mustn't drive above the speed limit.
 - If you don't know the meaning of a word, ask your teacher.
 - When you have backache, you cannot carry heavy things.
- Which of the following sentences expresses a rule or a regulation?
 - You should respect your parents.
 - You cannot solve this problem.
 - You could study economics at university.
 - You mustn't talk loudly in a library.



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.
Giving and receiving advice			
Talking about rules and regulations			
Talking about consequences			



THEME 7

FOOD AND FESTIVALS

FUNCTIONS

1. Talking about national and international festivals
2. Describing actions and processes



Listening : Ordering the steps of a process given in a TV Show

Pronunciation: Practising the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc)

Speaking : Taking part in a dialogue about introducing national and international festivals
Describing the steps of a process related to national and international festivals

Reading : Evaluating a text to classify various cuisines around the world
Diagrammatizing a text about different festivals all around the world

Writing : Writing a process paragraph/blog about their favourite festival



WARM UP TIME

1.

What festivals are these photos related to? Guess and match.

1. Ramadan Feast

2. Alaçatı Herb Festival

3. Adana Orange Blossom Festival

4. Montreux Jazz Festival

5. Sacrifice Feast

6. Cannes Film Festival

7. Harbin International Ice and Snow Sculpture Festival





LISTENING TIME

2.

Answer: What are your best Ramadan Feast (Eid al Fitr) and Sacrifice Feast (Eid al Adha) memories?

3.

Listen to the dialogue and complete the sentences. (Track 24)



1. _____ is celebrated at the end of Ramadan with a three-day festival.
2. _____ are always offered.
3. _____ are given some money, so they like religious festivals.
4. On the first, second or third day of the festival, _____ are sacrificed according to Islamic traditions.
5. _____ is prepared and eaten in almost all families at lunch time on the first day of the Sacrifice Feast.



4.

Read the "Note!", listen again and answer these questions.



Note!

* We use "Passive Voice" when the focus is on the action.

*The Ramadan Feast is celebrated at the end of Ramadan with a three-day festival.
Bread is sold here.*

The documents are printed every year.

The olive oil is put into the pan.

Every street, building and house is decorated with red paper cutting designs during the celebrations of Chinese New Year.



1. What do Turkish people do during religious festivals?

_____.

2. What is given to the poor?

_____.

3. How often are religious festivals celebrated?

_____.

4. When is Chinese New Year celebrated?

_____.

5. What is done in Chinese New Year celebrations?

_____.

IDIOM TIME

(not my) cup of tea: something you enjoy (It is usually used negatively)

e.g.

Peter : Let's have Chinese food.

İbrahim : No thanks. Chinese food is not my cup of tea.

Peter : Why don't you try it?

İbrahim : I prefer to eat Turkish food.



PRACTICE TIME

5. Read the paragraph and complete it.



Chocolate Festival _____ is held
(hold) in Amsterdam every October. When you
_____ (guide) by your favourite
chocolate makers, flavours in good cocoa
_____ (discover) and better chocolate
_____ (taste). You can also learn how
chocolate _____ (make) from bean to
bar there.



SPEAKING TIME



6. Work in pairs. Make a dialogue and introduce national and international holidays / festivals. You can use the clues.

National Sovereignty and Children's Day – April 23

the anniversary of the Turkish Parliament's foundation – hold official and local ceremonies – invite children from different countries / stay with Turkish families – perform folk dances – sing songs

Halloween – annual holiday – October 31

light bonfires – wear costumes to send off ghosts – carve a pumpkin to make a lantern – say “trick or treat?” – give candies, chocolates, etc.

WORKBOOK TIME

Go to Workbook pages 52-53 (part 1, 2, 3)



READING TIME

7. Answer: Is there a local festival around your town / city? What is it?

8. Read the text and complete the diagram on page 102 by adding festival names in the circles.

A festival is a special event. It is celebrated by a community for religious, traditional or cultural reasons. Some festivals are associated with food and folklore. Seasonal festivals are determined by the calendar. During festivals, people share love and enjoyment.

Here are some examples from around the world:

May Day, England

Children in England celebrate the end of winter and the arrival of spring on May 1. A maypole is decorated with flowers and streamers. Children hold the streamers and dance around the pole. A May Queen is crowned each year.



Holi

Hindus have this festival in March to celebrate the arrival of spring. Between drinks, food and a lot of music, people throw coloured powders and paints at each other.

Yi Peng Lantern Festival, Thailand

The celebration is a symbol to obtain Buddhist merit. So many people are attracted by the lights in the air.





Pizzafest, Naples, Italy

Everybody knows that pizza was born in Naples, so such a “delicious” event takes place in the city each year. The best, most famous pizzas from Naples are tasted by pizza lovers. The Pizzafest is celebrated for 11 days long.

The International Istanbul Biennial

The International Istanbul Biennial is held every two years. It is organised by the Istanbul Foundation for Culture and Arts. Visual arts artists from different cultures meet and exhibit their works.



Harbin Ice and Snow Sculpture Festival, China

It is the world’s biggest winter festival and it lasts one month. Ice is cut into blocks and sculptors turn them into huge amazing sculptures. Lights are used to give colour to ice.



Aspendos International Opera and Ballet Festival

It is held at the Aspendos Ancient Theatre in Antalya every year in the summer. Opera and ballet companies from several different countries participate in it.



The Infiorata Festival, Italy

The word “infiorata” means “decorated from flowers”. The festival is celebrated in May and June. Carpets out of flowers are made on the streets. Artists display their talent on the side streets and guests are attracted to this “flower street gallery”.



9. Write true (T) or false (F).

1. Festivals give people happiness and joy. (.....)
2. People are covered with paints and coloured powders at the Infiorata Festival. (.....)
3. Sky lanterns are used at the Yi Peng festival. (.....)
4. You can visit the International Istanbul Biennial every year. (.....)
5. Tourists make pizzas at the Pizzafest. (.....)
6. Opera and Ballet Festival is performed at the Aspendos Ancient Theatre. (.....)

 **WRITING TIME**



10. What is done at your favourite festival? What are the series of steps? Write a process paragraph.

WORKBOOK TIME

Go to Workbook pages 54-55 (part 4, 5)

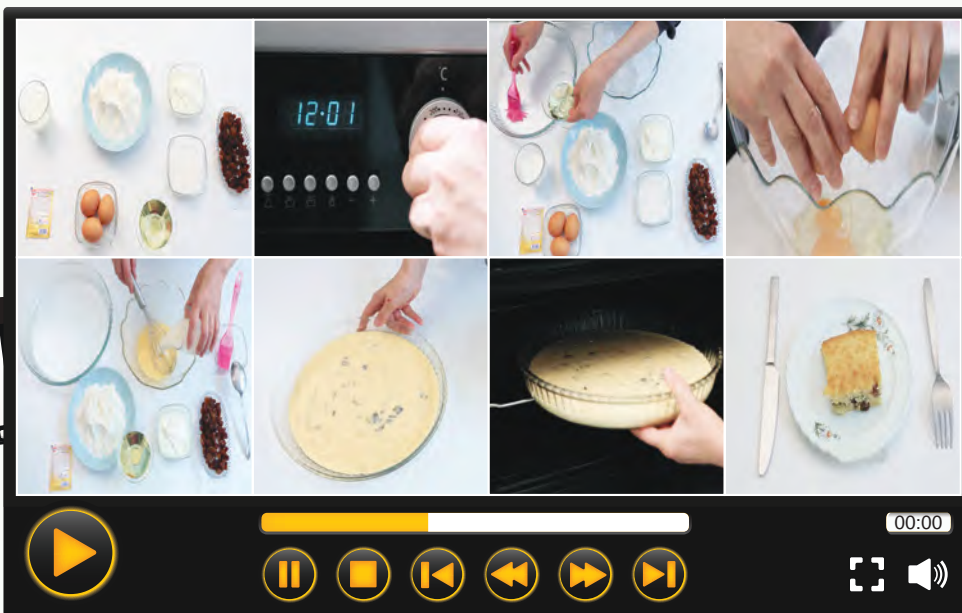
VIDEO TIME

11. Answer: What kind of cake do you like?

12. Watch the "Raisin Cake" recipe on a TV cooking programme or listen to the text and tick the words you hear. (Track 25) (Video 3)



cleaned beaten cut stirred greased chopped
 cooked added poured sliced baked



13. Watch the video again or listen to the text and order the steps.



- a. Oven is preheated to 180 °C and the cake tray is greased. (1)
- b. It is baked at 180 °C for 35 minutes. (.....)
- c. Eggs and sugar are beaten in a bowl. (.....)
- d. Raisins coated with flour are put into the bowl. (.....)
- e. The cake mixture is poured into the prepared tray. (.....)
- f. Milk, yoghurt and oil are stirred into the mixture. (.....)
- g. Flour and baking soda are added and mixed well. (.....)

PRACTICE TIME

14. **How to make tea? Read the paragraph and complete it.**

First, some tea _____ (put) in a pot. Next, the water _____ (boil) and the tea _____ (rinse) in hot water. Then, the pot _____ (fill) with boiling water. After that, it _____ (leave) to brew for at least 10 minutes. Finally, it _____ (serve).



SPEAKING TIME

15. **How to make "scrambled eggs"? Read the instructions and tell the steps to your friends as in the sample sentence.**

e.g.

First, onions are chopped and peppers are sliced into small pieces.



Ingredients

- 1 onion
- 2 green peppers
- 2 tomatoes
- 2-3 eggs
- 2 table spoons of olive oil

- First, chop onions and slice peppers into small pieces.
- Chop tomatoes.
- Later on, break eggs into a bowl and beat.
- Put olive oil into the pan.
- Turn on the stove and put the pan on it.
- Heat the pan.
- Add onions and peppers and cook for 5 minutes.
- Stir in the tomatoes.
- Finally, add the egg mixture, a little salt and cook.
- Set the table.





READING TIME

16. **Answer:** Are you interested in cooking? What can you cook?

17. **Read the text about various cuisines. Read the ingredients of the given dishes on the menu on page 106. Then, guess and classify their cuisine.**

CUISINES

A cuisine is a style of cooking. It is characterized by distinctive ingredients, techniques and dishes. A cuisine is influenced by local ingredients, regional food preparation traditions and religious food laws. Delicious food is made all over the world and every region has its own characteristics. It is impossible to objectively decide which cuisine is the most delicious. The best cuisines of the world have different characteristics.

Italian: Home of pasta and the pizza. Italian food is a simple dish with only a few ingredients. Tomatoes and basil, olive oil and cheese are typical Italian products in Italian food.

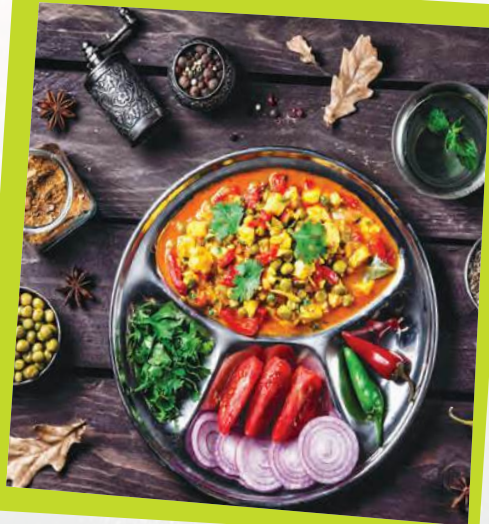
Indian: Dishes are based on rice and often vegetarian or with chicken and seafood. Spices like coriander, ginger, cumin, saffron, chili flavour these dishes.

Thai: Chili is widely used in stir-fried rice and noodle dishes with lots of vegetables, coconut, basil, lemon grass, tofu, spices and curry-sauces.

Mexican: Chicken, tortillas, corn, rice and beans are the basics of Mexican food. You can also have sweet potatoes, peanuts, avocados, tomatoes, chili, garlic, cinnamon and onions in Mexican dishes.

Turkish: Turkish cuisine is both healthy and delicious. All vegetables are cooked in an extremely delicious way. Kebabs are the most popular dishes. Meat is cooked directly on fire.

English: Typical English food consists of fish and chips, a full English breakfast, a Sunday roast, pies and stews. English food is much simpler than the other cuisines.



Chinese: Most meals are served in small pieces. Basics include rice and noodles. Vegetables, chillies and fish sauce are always served with the dishes.

French: French cooking is known for its class and superb ingredients. Onions, cheese, mushrooms, sea food, croissants and the baguette are the typical ingredients for a French dish.



MENU

Caprece Salad with Pesto Sauce (tomatoes, mozzarella cheese, olive oil, pesto sauce, basil)

(_____)

Beef Bourguignon (beef, cream, garlic, mushrooms, fresh herbs, onions)

(_____)

Khao Pad (rice, egg, onion, herbs, lemon, cucumber, prawns, chicken, basil, chili, vegetables, coconut)

(_____)

Tacos (Lettuce, chili, onion, tomato, corn, green pepper, beans, olive oil, garlic, cumin, coriander, black pepper, taco shells)

(_____)

18. Complete these sentences.

1. A cuisine is influenced by _____
2. If you want to eat the best pasta, you should go to _____.
3. _____ cuisines use spices a lot.
4. Chili is used in _____ cuisines.

19. Write at least three names/words for each column.

Cooking Terms	Spices	Popular Dish Names	Vegetables





PRONUNCIATION TIME

20.

Listen and repeat the words in part A. Then, read the words in part B and check your pronunciation. (Track 26)



Part A

awkward - building - comb - drawer - guard - sword - talk - whole - career - determine - whale - examine

Part B

answer - chalk - climb - guest - guide - law - scene - walk - wrote - foreign - wheel



SPEAKING TIME

21.

What preparations are done before a festival? Read the sample paragraph / clues and describe the steps of a process related to national and international festivals.

e.g.

Bozcaada vintage festival is organized at the beginning of September every year to celebrate the grape harvesting. Grapes are picked all together in the gardens of the island and brought to the city center. They are welcomed with clarinets and drums and the festival begins.



How to organise a festival for your school / community, etc.?

Pick a theme. (What kind of event? Music? Spring?, etc.)

Organise games, competitions, shows, entertainment, etc.

Get a good team.

Find a location.

Get the necessary permits.

Get sponsors.

Organise some attractions (popular people / celebrities, etc.)

Sell tickets.



WORKBOOK TIME

Go to Workbook pages 57-58 (part 6, 7, 8)



WRITING TIME

22.

Read the card and prepare a greeting card for a religious or a national festival.

Eid Mubarak to you and your family.
Hope your home is filled with good
cheer On Eid al-Fitr and always.

Happy Eid!



PROVERB TIME

23. Read the proverb and the sample dialogue.

An apple a day keeps the doctor away.

Child : I don't want to eat this apple.

Grandmother: Apples protect you against illnesses. "An apple a day keeps the doctor away."

? QUIZ TIME

Choose the sentence which has exactly the same meaning as the sentence in italics.

1. *They sell festival costumes in the shop next door.*
- A) Festival costumes are on sale in the next shop.
- B) If you want to buy festival costumes, the shop next door is the best place.
- C) Festival costumes are sold in the shop next door.
- D) The shop next door is the only place to buy festival costumes.



2. *What is used to make a strawberry cake?*



- A) What do you use to make a strawberry cake?
- B) What should I buy to make a strawberry cake?
- C) Do you need milk to make a strawberry cake?
- D) Can you make a strawberry cake?
3. *They don't serve anything at local festivals.*
- A) You cannot eat or drink anything at local festivals.
- B) Nothing to drink is served at local festivals.
- C) People hate drinking anything at local festivals.
- D) Nothing is served at local festivals.



Self Assessment

Read and tick (✓) the right column.

Talking about national and international festivals

Describing actions and processes



I haven't understood this yet.



I need some help to do this.



I understand and I can do this by myself.



THEME 8

DIGITAL ERA

FUNCTIONS

1. Stating personal opinions in everyday conversations
2. Stating preferences
3. Stating causes and effects
4. Giving an extended description and detailed information about people/places/events



- Listening** : Identifying detailed information from podcasts in English
 Determining personal opinions about technology in a video/recorded text
- Pronunciation**: Practising /w/ and /v/ sounds
- Speaking** : Making comments on innovations by stating causes and effects
 Talking about their preferences in technological devices
- Reading** : Scanning a text about the evolution of technology for specific information
 Evaluating the effects of social media in a written text to draw conclusions
- Writing** : Writing a cause and effect paragraph about the importance of netiquette
 Writing an online-digital collaborative story



WARM UP TIME

1.

Match the names and the inventions.

1. USB flash drive

2. drone

3. music player

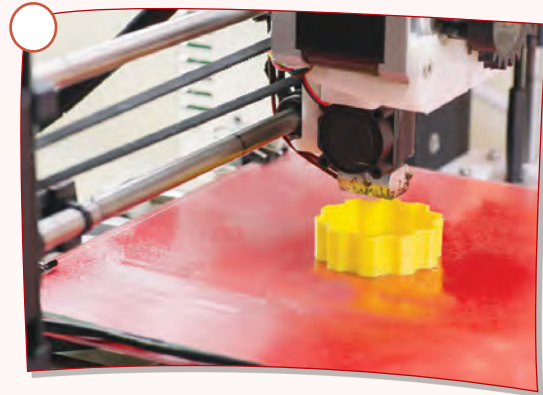
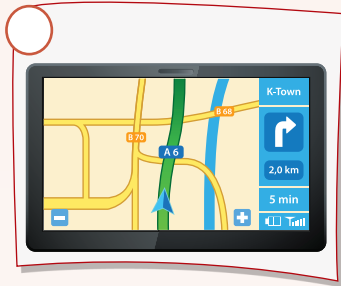
4. tablet

5. digital camera

6. GPS

7. 3D printer

8. wireless earphones





LISTENING TIME

2.

Answer: Which digital/electronic devices are the most important for you?

3.

Listen to the dialogue and guess the meaning of "gadget". (Track 27)

- It is an electronic device which shows the time.
- It is a small tool which has a particular function.
- It is a part of a computer which uploads photos.



GADGETS

4.

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



- Brian thinks he should try every gadget. (.....)
- Ruth believes the internet is necessary. (.....)
- Ruth thinks technology changed social life in a good way. (.....)
- Brian thinks everyone should learn computer skills. (.....)

5.

Listen again and complete the sentences.



- Ruth: I prefer to buy gadgets **which** are really _____.
- Ruth: My aunt, **who** is a fashion designer, _____.
- Ruth: I miss the days **when** people really _____.
- Ruth: We prefer places **where** _____.

Note!

* We use relative pronouns to define or describe something.
We use "who" for people, "which" for things, "where" for places and "when" for time nouns.

The woman **who** discovered radium was Marie Curie.

I bought a new car **which** is very fast.

Children like books **which** have a lot of pictures.

1881 was the year **when** Atatürk was born.

The flat **where** we live is too small.

* When we give more information about a noun, we use commas.

My boss, who is 65, has just retired.



PRACTICE TIME

6.

Read the sentence halves and match them to make meaningful sentences.

1. I watched a documentary (.....)

a. tells a user where he/she is.

2. A USB flash drive is a very little device (.....)

b. who has the coolest avatar.

3. Carol is my digital friend (.....)

c. where there are a lot of universities.

4. 1996 was the year (.....)

d. which was about technology and the use of social media.

5. I'd rather live in a city (.....)

e. when WWW became available for everyone.

6. GPS, which is a navigation system, (.....)

f. which can store data.

7. An architect is someone (.....)

g. uses PowerPoint to teach us English.

8. My teacher, who is very good at digital subjects, (.....)

h. who works on the planning and design of buildings.

IDIOM TIME

it's not rocket science: It is not difficult to understand.

e.g.

Sandy : I can't solve this problem. I think no one can solve it.

Joshua : It's just an easy Math problem. It isn't rocket science.



Activity

WORKBOOK TIME

Go to Workbook pages 59 (part 1, 2)



SPEAKING TIME

7.

Read the samples and talk about your preferences in technological devices. Use the clues. You can refer to part 1.

I prefer tablets over notebooks to read online because it is easier to carry. I think every student should have a tablet.

prefer / 'd rather

think / believe / suppose / guess

I'd rather have a smartphone than a tablet. It is pocket size, therefore you can take it everywhere. I suppose it is the most important device of our age.

because / so / therefore

I prefer a GPS to a drone because it is a practical device. It tells us which way to go.



READING TIME

8. *Answer: Who is the best at computer skills in your class?*

9. *Read the evolution of computers and answer these questions:*

1. Did people first use the word “computer” for people or machines?
2. Why was 1979 important for the home computer users?

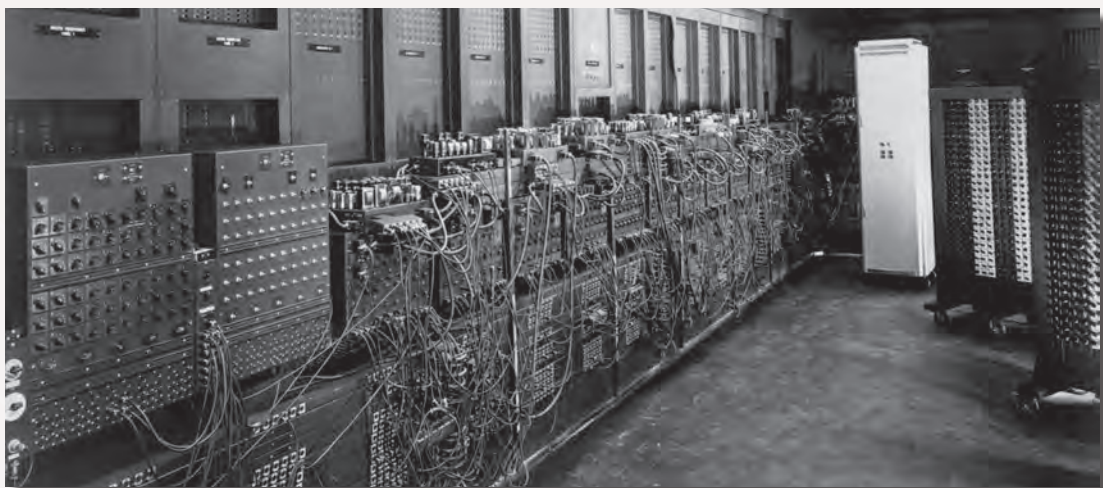
Computers are now an important part of our lives. In 1613, the people first used the word “computer” for the people who carried out calculations or computations. From the end of the 19th century, the word took its meaning as a machine which carries out computations. In the beginning, people needed larger places where they put computers because computers were as big as a large room. Later, they became smaller and smaller.

Computers don't have one specific inventor. Many people have added their creation. 1936 was the year when the first computer appeared. In the next years, inventors all over the world tried to improve them. In 1954, they created the first successful programming language, so more people could begin to program computers. In 1955, they began to use the first computers in banks. The chip, which is a very important part of modern computer systems, came out in 1958. 1962 saw the creation of the first computer game, which is an important part of the computing experience now.

Douglass Engelbart created the “mouse”, one of the most basic components of modern computers, in 1964. It obtained its name from the “tail” which leads out of the device.

1979 was perhaps one of the most important years for the home computer user. The first word processing program was for public sale.

After this point in computer history, many changes have occurred. Today, we have microcomputers and, young or old, we cannot do without them.





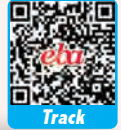
LISTENING TIME

12.

Answer: Have you ever listened to a digital recording on a computer or an MP3 player? What was it about?

13.

Listen to the podcasts and answer: What kind of stories does the host of the podcast tell? (Track 28)



14.

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



1. Only four lifeguards were training at sea. (.....)
2. The lifeguards didn't see the white shark swimming around them. (.....)
3. The shark swam off because a pod of dolphins made a lot of noise. (.....)
4. A fisherman nearby saved the lifeguards from possible death. (.....)
5. A boy saved a cat from a dog attack. (.....)
6. The boy, Jim Kays, was living next to the playground. (.....)
7. The dog ran away because Tommy, the cat, jumped on to him. (.....)
8. Tommy has lived with Jim's family for ten years. (.....)

SPEAKING TIME

15.

Read the sample dialogue and act out a similar dialogue. Use "prefer / 'd rather", "so / because / therefore" and the keywords.



e.g.

- A:** I think I'll ask my father to buy an airfryer for my mother's birthday.
- B:** I'd rather buy a personal present.
- A:** I prefer a machine which makes cooking easier. I think an airfryer is healthier because it fries food by circulating warm air around it.
- B:** So, you believe it is a good choice.



WORKBOOK TIME

Go to Workbook pages 60-61 (part 3, 4)



READING TIME

16.

*Answer: How much time do you spend on social media in a day?
Mark the best answer for you.*

- a. I don't engage at all on social media.
- b. Less than an hour in a day.
- c. 1-2 hours.
- d. 3-4 hours.
- e. More than 4 hours per day.



17.

Read the text and write the positive and negative effects of social media.

Social Media

Humans like to remain in some group or another because they are social creatures and they prefer to follow what this group does. Therefore, billions of people use social networking to stay connected, make friends and satisfy their social needs. 72 percent of high school and 78 percent of college students would rather spend time on social media than do different activities. If they use social media too much daily, it will have negative effects on their health. It will also cause antisocial behaviours, anxiety, depression and other psychological problems. It can affect learning negatively, too. Studies show that middle school, high school and college students who check social media at least once during a 15-minute study period get lower grades.

On the other hand, people are free on these sites. They upload photos, songs, poems which they like and talk to people who they prefer. They make new friends and comment on the lives of different people. Young adults share their problems and learn to show empathy to their online friends. Shy teenagers learn how to socialize, too.

Social media definitely affects our lives, so we should use it carefully.



Positive effects

Blank space for writing positive effects.

Negative effects

Blank space for writing negative effects.

18. Answer these questions.

1. Why do people like to remain in a group?
_____.
2. What do people do to satisfy their social needs?
_____.
3. What percentage of high school students spend time on social media?
_____.



WRITING TIME

19.

Read the note on netiquette rules and write a paragraph about the importance of netiquette. Use “because, so, therefore”.

e.g.

Don't write in capital letters because it means shouting.

Always say “Please.” and “Thank you.” when you ask for help from your classmates, so they will always help you.

Large lined area for writing a paragraph about netiquette.



Note!

Netiquette (The Internet Etiquette)

- * Make yourself look good online.
- * Avoid hurting someone's feelings.
- * Avoid using bad language.
- * Avoid online arguments.
- * Respect other's privacy.
- * Avoid writing in capital letters. It means shouting.
- * Respect other people's online rights.
- * Don't steal content.
- * Learn and use smileys.





SPEAKING TIME

20.

Look at the photos, read the sample sentences / clues and talk to your friends about innovations. Make comments using “prefer / 'd rather”, “think / believe / suppose / guess” and “because / so / therefore”.



e.g.

virtual reality glasses

I'd rather have virtual reality glasses because when I watch videos, I can see three dimensional images. I think they are great.



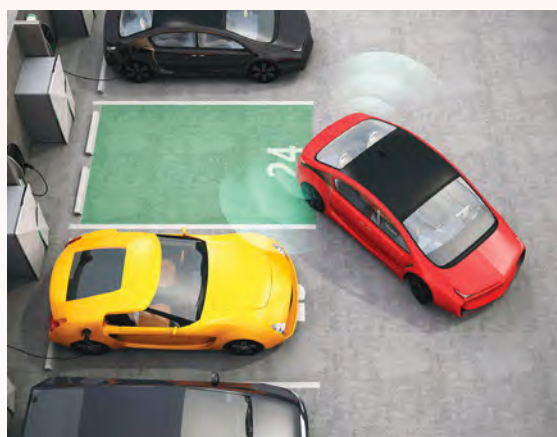
smart home system

connect to devices at home by your smartphone
turn on / off electricity, gas, water, heat



home security cameras

watch home while you are out



self-parking cars

offer easier parking

WORKBOOK TIME

Go to Workbook page 62 (part 5, 6)



WRITING TIME

21.

Work in groups. Read the explanation and write an online-digital collaborative story.



A group of people creates a story in collaborative storytelling.

What you do:

- If you write it online, one writer starts the story and others keep on adding sentences to it. In the end, you have an interesting story.
- If you write your story in class, one of you will write two sentences on a piece of paper. He/She will fold the paper on the first sentence and pass the paper to the next person. So, the next writer can only see the second sentence. Then, he/she adds his/her story sentences according to that sentence. Folding the paper again, he/she passes the paper to another person. It goes on like this.

e.g.

Student 1

It was just the time to use his cell phone. But the phone was dead and his charger was at home.

Student 2

He looked for a telephone booth. There was no telephone booth and no one around.

Student 3

He was always afraid of lonely and dark places. He wanted to shout, but he couldn't.

Student 4

Just at that moment, he heard a sound far away. Perhaps it was an animal.

Student 5

Student 6





PRONUNCIATION TIME

22.

Listen and repeat the words in part A. Then, read the words in part B yourself and check your pronunciation. (Track 29)



PART A

when – while – weather – worm – which – flower – awake – very – various – voice – village – video – above – vary

PART B

winter – woman – week – award – between – word – warm – vampire – variety – cover – ever – give – have – drive



LISTENING TIME

23.

Do you ever read blogs online? What kind of blogs are there?

24.

Listen to the text and answer: How do bloggers make money online? (Track 30)



25.

Listen to the text again and write true (T) or false (F).



1. A blog is a website or a web page. (.....)
2. Blogs are a formal platform. (.....)
3. Blogs are usually fun to read. (.....)
4. Bloggers who have a lot of followers can earn money if they don't offer advertising. (.....)
5. Blog readers would rather visit blogs with advertisements. (.....)

IDIOM TIME

pull the plug: to put an end to an activity

e.g.

Elizabeth: They are going to pull the plug on the new TV show because it didn't get any sponsors.

Macy: I'm sorry to hear that. The first show was really good.

Elizabeth: Yeah, but it costs a lot of money.



WORKBOOK TIME

Go to Workbook pages 63-64 (part 7, 8, 9)

QUOTE TIME

26.

Read the quote and the explanation. Then, tell what you think about it.

One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.

Elbert Hubbard

Smart machines can do a lot of work, but there are some jobs which smart machines cannot do. Only extraordinary men can do them. Programming computers, etc..

? QUIZ TIME

1. Complete the dialogue using the appropriate expression in the box.

prefer 'd rather because

- Let's go out and buy a digital photo frame.
- I _____ stay at home _____ I'm tired.
- Oh, really? Would you like me to buy something for you? Video games? Magazines?
- I _____ video games to magazines.
Thanks.

2. Write the correct relative pronoun (who, which, where, when) in the blanks.

Yesterday I went to a technology cafe _____ I go every Saturday. I began going to this cafe in 2015 _____ I was a university

student. The waiter _____ I know very well brought me a black coffee. While I was drinking my coffee, I looked at the cafe newspaper _____ was on the table. I noticed the photo on the front page _____ showed a smartphone with 3 cameras. It was new. The assistant _____ answered our questions said it was the best camera ever.

3. Speaker B doesn't share speaker A's idea. What does speaker B say?

- A) I guess it is fun to make digital art.
- B) I suppose it will be the most important thing in our lives.
- C) I don't think everyone will enjoy the Metaverse.
- D) I quite agree with you.



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.

Stating personal opinions in everyday conversations

Stating preferences

Stating causes and effects

Giving an extended description and detailed information about people / places / events



THEME 9

MODERN HEROES AND HEROINES

FUNCTIONS

1. Talking about imaginary situations
2. Expressing wishes
3. Guessing meaning from the context



Introduction



Introduction

Listening : Recognizing the phrases related to imaginary situations in a recorded text
Making use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/heroines

Pronunciation: Practising the contraction of "I would" I'd /aid/

Speaking : Talking about their personal hero (who he/she is and why he/she is their hero/heroine)

Talking about what they would do if they were a hero(ine)

Reading : Guessing the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines

Interpreting a text to identify the author's wishes

Writing : Writing a paragraph imagining themselves as a hero/heroine



WARM UP TIME

1.

Do you know these people? What did / do they do? Say.



LISTENING TIME

2. Answer: Who is your hero or heroine? Why?

3. Listen to the dialogue and answer the questions: (Track 31)



- What did Kelly's favourite hero/heroine do?
- Who is our national modern hero for Mehmet? Why?

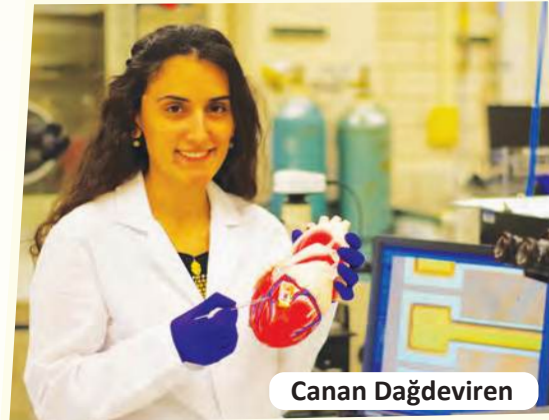


Uğur Şahin

Özlem Türeci



Aziz Sançar



Canan Dağdeviren

Note!

In the following "if" sentences, I don't expect the situation to change, but I just **imagine** what would happen if ...

If I found her address, I would send her an invitation.

If I **were** you, I would tell the truth.

4.

Do the expressions below express imaginary situations or real situations?
Listen again and mark as (I) or (R).



- a. If I were a superhero, I would stop criminals. (.....)
- b. There is too much crime everywhere. (.....)
- c. Aziz Sançar is also our national modern hero. (.....)
- d. I would help all the people who have problems. (.....)
- e. If you worked harder, you could be a scientist. (.....)

5.

Listen again, guess and match the words with their meanings. There is one extra choice. Then, use them in the given sentences.



- a. proud (.....)
- b. intelligent (.....)
- c. elect (.....)

- 1. choose someone to hold public office or some other position by voting
- 2. clever, brilliant
- 3. feeling pleasure and satisfaction because he/she has done something good
- 4. worried and anxious

1. He was _____ as president.
2. A person or animal that is _____ has the ability to think, understand and learn.
3. I am _____ of my students because they are ready to learn a lot of things.

6.

Write true (T) or false (F) according to the listening text on page 125.

- 1. If Mehmet were a superhero, he would kill the criminals. (.....)
- 2. Kelly would like to have strength and intelligence. (.....)
- 3. If Kelly had superpowers, she would stop wars. (.....)
- 4. If Mehmet were rich, he would travel around the world. (.....)

IDIOM TIME

if I were in your shoes ...: You can use it when you want to tell someone what you would do in their situation.

e.g.

Emine : I miss my cousin who works in Germany, but I can't call her. I broke her heart and I know I'm guilty.

Barbara : If I were in your shoes, I would write to her immediately and tell my feelings.

PRACTICE TIME

7.

What would/could you do if you were...? Complete the sentences.



1. If I were a king/queen _____.
2. If I were a prince/princess _____.
3. If I were a president, _____.
4. If I were a boy/girl, _____.



SPEAKING TIME

8.

What would you do if you were a hero / heroine? Talk to your friends.

e.g.

1. If I were a hero/heroine, I would take risks to help people.
2. If I were a hero/heroine, I would save the world from evil forces.

READING TIME

9.

Answer: If you had a superpower that you could use for good, what power would it be and why?

10.

Read the text and guess the meanings of the words "fantasy, cause, goodness" and match them with the suitable definitions. There is one extra choice.

1. cause

2. fantasy

3. goodness

a. the quality of being good.

b. a reason for an action, a motive

c. the feeling of being happy.

d. imagination

Heroes/Heroines of Our Time

As children, we all had our favourite superheroes. We loved their fantasy worlds, behaved like them, dressed like them and even talked like them. We always said, "If I were a superhero, I would ...".

When we grow up, we learn the difference between fantasy superheroes and real heroes. Now, we all know that a modern day hero is someone who makes a positive difference in the world and fights for a good cause such as human goodness, environment or education.

Anyone who gives himself to help his city or country is a hero. If there weren't any scientists, artist or sportspeople and their achievements, how would our lives be?

Professor Aziz Sancar worked on DNA molecules and he showed that certain protein molecules can repair DNA and with this knowledge, they can find the cause of cancer. If they found the cause of cancer, so many people wouldn't die of cancer.

When a national sportsperson wins a medal, or an artist wins an award he/she is the hero or the heroine of the whole country. We are proud of his/her achievement.

Zeliha Ağrıç is a world champion Turkish taekwondo practitioner. She has won a lot of bronze, silver and gold medals at taekwondo championships.



Zeliha Ağrıç



Bülent Bezdüz

Turkish opera singer Bülent Bezdüz is a world famous tenor. He has performed many times in Istanbul State Opera and Ballet and in major opera houses all around the world. He has won 3 Grammy awards, one of the most important music awards in the world.

If we give more importance to our modern day national heroes and heroines and if children see them as role models, there will be many more success stories in our country's history. Success comes with hard work, patience and goodness.

11. Answer these questions.

1. What does a modern day hero do?
2. What did Aziz Sancar show?
3. What would happen if scientists found the cause of cancer?
4. Who is Zeliha Ağrıç?
5. What is Bülent Bezdüz's achievement?



PRONUNCIATION TIME

12.

Listen and repeat the sentences in part A, practising the contraction of "I would" /aid/. Then, read the sentences in part B and check your pronunciation. (Track 32)



PART A

I'd like to go with you.
If I had more money, I'd buy a car.
If you gave me more time, I'd help you.
If she asked my opinion, I'd say "No."
If I were a teacher, I'd give a test every week.

PART B

If you took my sister to the cinema, I'd work better.
If I knew Italian, I'd study in Italy.
If I were you, I'd buy this red one.
If it were true, I'd tell you.
If she were my sister, I'd be very happy.



WORKBOOK TIME

Go to Workbook pages 66-67 (part 1, 2, 3).



WRITING TIME

13.

Write a short paragraph about a modern day hero / heroine. What would you do if you were him/her?

My hero/heroine is _____ *because* _____

If I were him/her, _____

LISTENING TIME

14. Answer: If a genie granted you three wishes, what would they be?

15. What do Daniel and Ashley wish? Listen to the dialogue and complete the sentences. (Track 33)



Daniel: I wish _____.

I wish _____ very well.

Ashley: I sometimes wish _____.

I wish _____ everything I want to do.



16. Listen again. Guess the meaning of these words, match with their definitions and complete the sentences with one of them. There is one extra choice.



a. invisible



1. the cause of something

b. vision



2. the ability to see

c. intelligence



3. ability to learn, understand and make judgements

4. impossible to see

– She has very little _____ in her left eye.

– Do you think all children are born with equal _____?

– If you wear these magic clothes, you will be _____.

17. Read the "Note!", listen to the text on page 130 again and write true (T) or false (F).



Note!

* We use past tense forms to talk about wishes.

e.g.

I don't like my work. I wish I could get a better job.

My bicycle is very old. I wish I had a new bicycle.

I wish you were here.

He wishes he had some free time.



1. Ashley wishes she had superpowers. (.....)
2. If Ashley were invisible, nobody would see her. (.....)
3. Beytullah Eroğlu won a gold medal at the World Paralympic Championships in 2017. (.....)
4. Daniel wishes he were more intelligent. (.....)



WRITING TIME

18. Write your wishes.

I wish _____



SPEAKING TIME

19. Talk about your personal hero/heroine. Who is he/she? Why is he/she your hero/heroine? Use "If I were ..." and "I wish ...".

e.g.

My personal heroine is a doctor because she works day and night and she tries to save people's lives. I wish I were a doctor. If I were a doctor, I would like to be a travelling doctor to treat people in villages.



READING TIME

20. *Answer: What is your biggest wish in life?*

21. *Read the text and write the writer's wish about people.*

He/She wishes people were _____.



What is your biggest wish in life?

This question runs in our minds at different stages and ages in our life, but the answer keeps changing frequently at the earlier ages. Wishes are sometimes so simple as “I wish to fly!”, “I want to have my own business and be very successful at it.” or “I want to become a singer.”

Then a time comes when we want to discover ourselves and our potential. We say: “I want to be a person who can bring light to a dark room. I want to make people smile and laugh. I just want to live happily and spend a part of it to bring a smile on other's face. I want good friends to be a part of my celebrations and provide strength in hard times. I want to make sure that I don't hurt anyone and treat everyone well and right. I want people to be just, honest and generous. People don't respect each other. I want them to be respectful and patient, too.”

22. Read the text again and interpret the writer's wishes as in the examples.

e.g.

He/She wishes he/she could become a singer.

He/She wishes he/she could bring light to a dark room.



WRITING TIME

23. Write a paragraph imagining yourself as a hero/heroine. Use "If I were ..." and "I wish".

WORKBOOK TIME

Go to Workbook pages 68-69 (part 4, 5, 6).



▶ VIDEO TIME

24. Answer: What cartoons did you watch as a kid?

25. Watch the video or listen to the text. Guess and match these words with their meanings. There is one extra choice. (Track 34) (Video 4)



1. fictional

2. humour

3. adventurous

4. moral **b**

a. willing to take risks

b. good, proper, honest, just

c. imaginary, made up

d. comic side, funny side

e. full of energy



NASREDDIN HODJA



26. Complete the sentences with one of the words in part 25.

1. If a person is rude to waiters, he/she is not a _____ person.
2. The most _____ people try to climb Mount Everest.
3. The character in a novel, play, film, etc. may be _____ or based on a real life person.
4. I can't understand the _____ in this joke.



27.

Watch the video or listen to the text again. Tick (✓) the characteristics of cartoons.



humour ()	romance ()	entertainment()	magic ()	moral characters ()
moral ()	music ()	violence ()	fictional powers ()	mystery ()

28.

Answer these questions.

1. Who watches cartoons?

_____.

2. What do Nasreddin Hodja and Keloğlan cartoons teach children?

_____.

3. What do moral characters show children?

_____.

IDIOM TIME

go from zero to hero: to change one's position from being unsuccessful, negative, unfortunate, etc. to being very successful, positive, fortunate, etc.

e.g.

Jack : Do you think we can be very successful in future?

Mehmet : Why not? My cousin went from zero to hero in his career. Now, everybody knows him.



POEM TIME



29.

Read the poem and look up the new words in your dictionary.

My Life

I would like my life to be something more than a simple race,
 I would like my life to be not only full of summit and disgrace.
 I would like my life to be as an arrow in the sky,
 I would like my life to be as a chance for me to fly.
 I would never let it go just as another day or two,
 I would never let it be something false and untrue.
 I would never let it take away all my happiness and dreams,
 I would never let it lose its way in the many streams.

*Penka Alexandrova
 Bulgaria*

WORKBOOK TIME

Go to Workbook pages 70-71 (part 7, 8, 9, 10)



PROVERB TIME

30. Read the proverb, the explanation and the sample dialogue.

If wishes were horses, beggars would ride.

(If wishing could make things happen, then, even the people in the most difficult position would have everything they wanted.)

e.g.

Daisy : I wish I could be a world famous film star.

Casey : If wishes were horses, beggars would ride.

? QUIZ TIME

- You are not science gifted, but you wish to be. What do you say?
 - I wish I were a science gifted person.
 - If I try hard, I can be good at science.
 - I think I am hopeless at science.
 - I wish you were good at science.
- How would you express the sentences below in one sentence? Imagine you met your favourite hero/heroine. What would you say?
 - What will you say when you meet your hero/heroine?
 - What would you say if you met your favourite hero/heroine?
 - You wish you would meet your favourite hero/heroine.
 - If I meet my favourite hero/heroine, I will say "I respect you."

- Complete the paragraph with the words given in the box.

if wish will would could had

I wish I _____ superpowers and a status to rule the world. If I ruled the world, I _____ stop men to cut down trees. _____ we don't protect the environment, we _____ have a lot of problems in the future.

If I ruled the world, I _____ give more chance to young people and their projects because they always _____ they _____ create new things. I _____ also help the poor countries because all people deserve to live in better conditions.



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 imaginary situations

Expressing wishes

Guessing meaning from the context



THEME 10

SHOPPING

FUNCTIONS

1. Making comparisons
2. Talking about different kinds of clothing and shopping
3. Describing objects, and people



Introduction



Introduction

Listening : Categorizing the descriptive vocabulary related to objects and people in a recorded text

Filling in the blanks in a recorded dialogue in a clothes shop

Pronunciation: Practising intonation in comparative and superlative structures

Speaking : Comparing clothes by using key words and phrases related to shopping
Acting out a dialogue in clothes shop

Reading : Answering comprehension questions of a text on clothing in different cultures

Writing : Preparing a blog about new trends on technology/architecture/fashion etc.
Writing an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences



WARM UP TIME

1. Look the words up in your dictionary and write them under the pictures.





LISTENING TIME

2. Answer: Do you go shopping alone or with your parents?

3. Listen to the dialogue and fill in the blanks. (Track 35)



Assistant : _____?

Customer : Yes, please. I'm looking for some jeans, but I'd rather not go over €50.

Assistant : OK. I'll show you some cheap ones. What size are you?

Customer : Large.

Assistant : _____ do you want? Regular cut, straight cut or slim jeans?

Customer : Regular cut please.

Assistant : Here. These are regular cut jeans in _____.

Customer : I don't want blue jeans. I am going to try the grey jeans on.

Assistant : The changing rooms are over there.

... pause

Customer : I'd like to buy this pair. They suit me very well.

Assistant : Can I help you with anything else?

Customer : Yes. I need some boxers and socks.

Assistant : Boxers and socks are on the hanger there. _____, you'll pay for 2.

Customer : Well, then, I've chosen 3 pairs of boxers and 3 pairs of socks.

Assistant : Do you need a shirt or a T-shirt? They are on sale, €8 each.

Customer : I'll take this V-neck T-shirt. That's all. How much are they?

Assistant : That's €83,50, please.

Customer : _____.

Assistant : I'm sorry. You have to pay in cash.



Note!

€83,50 = Eighty-three euros and fifty cents
(Eighty-three, fifty)
(Eighty-three, fifty euros)



straight cut



regular cut



slim cut

4.

Listen again and answer these questions.



1. Can the customer afford an expensive pair of jeans?
_____.
2. Where are the boxers and socks?
_____.
3. How many pairs of jeans does the customer try on?
_____.
4. How many pieces of clothing does the customer buy?
_____.

SPEAKING TIME

5.

Work in pairs. Read the roles, sample dialogue on the next page and act out a dialogue. Use the clues and the words in part 1.

Student A

You are a customer. You would like to buy a shirt / blouse, tie / belt and shoes, etc. Ask for help / the price / to pay by credit card.

Student B

You are an assistant at a clothes shop. Help the customer to choose his / her clothes, shoes, etc. Tell the price.

long / short sleeve shirt / blouse
solid black / red tie
red and white striped tie
loafers / running shoes / espadrilles, etc.



short sleeve / long sleeve T-shirts



loafers



solid ties



striped ties

A: Pardon me. Could you help me?
B: Of course. How can I help you?
A: I am looking for a sweater.
B: What size do you wear?
A: Medium, I think.
B: Here. How do you like this one?
A: It's pretty. Can I try it on?
B: You can try it on in the fitting room over there.
A: Does it look too big?
B: Well, yes. I'm afraid we don't have a small size in red. How about this blue sweater?
A: Yes, I like it. I'll get it. How much is it?
B: €40. How would you like to pay for it?
A: Here's my credit card.
B: Enter your pin, please!
A: Here you are.
B: Thank you.

How can I help you?
 Do you need any help?
 What size?
 What do you think?
 How will you pay for it?
 Cash or card?
 That is ... (price)

Pardon me? Could you help me?
 I'd like ...
 Do you have any ...?
 Can I try it on?
 How much?

WORKBOOK TIME

Go to Workbook page 73 (part 1)

READING TIME

6. *Answer: What piece of clothing do you spend your money on most? Why?*
7. *Read the dialogue on the next page and underline the sentences comparing clothes.*



Kenneth : I think this cardigan is small. Do you have a larger size?

Assistant : I'm afraid we don't have a bigger cardigan than that one. Would you like to try a shirt or sweater?

Kenneth : Um, a shirt please.

Assistant : Here they are in different colours and styles.

Kenneth : How much are these?

Assistant : They are €80 each.

Kenneth : Oh, they are much more expensive than the cardigan.

Assistant : Yes, but they have a very good quality.

Kenneth : I can't afford it. I shouldn't spend more than I earn. Can you show me something cheaper? Because I'd like to buy trousers, too.

Assistant : How about a T-shirt? They are cheaper and more modern than the shirts. This blue polo T-shirt is the most popular and the cheapest one. Only €25.

Kenneth : OK, I'll take it. And I'm looking for a pair of trousers.

Assistant : What style of trousers? There are several choices for trousers.

Kenneth : High waisted.

Assistant : How about these? Cotton, wool or corduroy trousers? Wool trousers are the most expensive and cotton trousers are the cheapest of all.

Kenneth : I'd like to try the cotton trousers on.



Note!

* We use comparative adjectives to compare two things or two people and superlative adjectives to compare more than two things or people.

We add **-r/er/ier** to one or two syllable adjectives to form comparative adjectives and **-st/est/iest** to form superlative adjectives. For the adjectives with two/three or more syllables, we put **more** in front of the adjective to form the comparative and **the most** to form the superlative.

e.g.

*My house is **larger than** your house.*

*I think this dress is **prettier than** the red one.*

*This car is **faster and more comfortable than** that one.*

*My house is **the largest house** in the neighbourhood.*

*You are **the most intelligent** student in this school.*

8.

Answer these questions.

1. Which clothing is more expensive? A cardigan or a shirt?

_____.

2. Why does the assistant advise Kenneth to buy a T-shirt?

_____.

3. Which clothing is the cheapest?

_____.

4. Why would Kenneth like to try on cotton trousers?

_____.



IDIOM TIME

go window shopping: to go about looking at things in shop windows without actually buying anything

e.g.

Jane: Do you like shopping?

Pam: Yes, I do, but I can't afford to buy new clothes. So, I usually go window shopping at the weekend.

Jane: I try to do the same, but I'm not good at it. I just went window shopping yesterday and I came home with a new pair of shoes.



WRITING TIME

9.

Read the sample and prepare a blog on the next page about new trends in technology/ architecture/fashion, etc. and make comparisons.



MY BLOG



CHAT

If you are looking to buy a laptop right now, the answer is XXP 11. It is light, portable, powerful and beautiful. It starts at \$800. It is the most popular laptop available now.

SHARE

If you want a cheaper one, XXP 15 laptop is just for you. It is also smaller and lighter than XXP 11. You can buy it for \$600.

DOWNLOAD

Our pick for you is XXP 13 because it is portable, fast, attractive and the lightest. If you have \$700 to spend, you must prefer it.

MAIL

PRINT



Still, you should always remember that repairing your laptop is cheaper than buying a new one.

Handwriting practice area with 10 horizontal lines on a yellow background.

PRONUNCIATION TIME

10.

Listen and repeat the sentences in part A. Then read the sentences in part B and check your intonation. (Track 36)



PART A

New York is much bigger than Istanbul.

I think that's the biggest apple I've ever seen!

Sasha is older than Mark.

They have three boys. Richard is the oldest and Simon is the youngest.

This question is easier than the other questions.

That is the easiest exam I've ever taken.

The biggest animal in the world is the blue whale.

PART B

We were busier last week than this week.

He is always the busiest man in the world.

I'm feeling happier now.

It was the happiest day of my life.

I am more handsome than you.

John is the most handsome boy in the school.

I have to buy the cheapest shoes.

WORKBOOK TIME

Go to Workbook pages 74-75-76 (part 2, 3, 4, 5)





LISTENING TIME

11. Answer: Do you like to dress well? Why/Why not?

12. Listen to the dialogue, read the words on the table and write "P" if it describes people and "O" if it describes objects. (Track 37)



curly	(...P...)
casual	(...Q...)
chic	(.....)
plain	(.....)
slim	(.....)
tall	(.....)
floral	(.....)
helpful	(.....)
trendy	(.....)
fashionable	(.....)
tight	(.....)
friendly	(.....)



Note!

Irregular comparatives and superlatives:

good	better	the best
bad	worse	the worst
little	less	the least
much	more	the most
far	farther/further	the farthest/furthest

e.g.

This is the **least** expensive sweater in the store.

Her mobile phone is **better** than mine.

It is the **best** book I've ever read.



plain dress



floral dress



denim dress

13.

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



1. Sue doesn't want to go to A&B because it is expensive. (.....)
2. The salespeople in A&B are helpful. (.....)
3. Star Store salespeople are more helpful and friendlier. (.....)
4. The woman in the green sleeveless dress is not smart at all. (.....)
5. Kelly thinks the denim dress is the smartest one. (.....)



SPEAKING TIME

14.

Work in pairs. Read the roles, sample sentences and talk to each other. Describe and compare the people and shopping things using the clues.

Student A

You are at a shopping center. You want to buy a present for your mother. Describe your mother to your friend. Compare and describe pieces of clothing or things. Share ideas with your friend.

Student B

You are shopping with your friend. You are looking for some sandals, etc. Describe and compare sandals, salespeople, etc. Share ideas with your friend.

I must buy my mother a present. I don't know the size. She is taller and fatter than me. She wears modern clothes, etc.

Which one is more expensive?

Which is the cheapest one?

The blue blouse/shirt/sandals is/are cheaper than the red one(s).

I think the blue headscarf is nicer.

The white shirt is the cheapest.

I want a smaller size shirt, please.

colourful

formal

full-length

loose-fitting

tight-fitting

cotton

woolen etc.

thin

overweight

good-looking

handsome

attractive

blonde

short etc.

IDIOM TIME

shop around (for something): to shop at different stores to find what you want at the best price.

e.g.

Maryam: I want to buy a new handbag, but they are very expensive.

Farah: You have to shop around to find the best one.



WORKBOOK TIME

Go to Workbook pages 77 (part 6)



READING TIME

15. **Answer: Have you ever worn a Turkish traditional costume?**

16. **Read the text and answer:**

1. In which country men wear long shirts?
_____.

2. In which culture women usually wear coloured jewellery?
_____.

3. Whose traditional costume is the kimono?
_____.



TRADITIONAL CLOTHES

Nowadays, if you go to different countries, you will see people wearing modern clothes, but in the past, they used to wear different traditional clothes. You can identify a particular country on national holidays and public performances.

Today most Turks wear modern dresses. Some women wear headscarves. The traditional clothing for women of Türkiye includes a shalwar (baggy trousers) and an over dress. The overdress is long and open down the front. They use a belt at the waist. They also wear a scarf, gold accessories around their head and necks. Men wear shalwar, collarless shirt and cepken or vest. In some villages, men and women still wear shalwar.

In India, women wear sari. It is a large piece of cloth. They usually wrap it around the waist with one end over the shoulder. Most women wear a short sleeved blouse under it. Traditional clothing for men is a knee-length shirt over loose trousers.

Traditional Japanese costume is the kimono. Women wear the kimono and tie it with an obi (belt). If they wear it outside, they must wear zori sandals.

Tunics and kaftans with loose trousers are traditional African costumes for men. Women wear garments wrapped around their bodies and heads. Bright-coloured materials and jewellery are popular.

17. **Complete these sentences.**

- Nowadays, in most countries, people wear _____.
- When we look at their traditional _____, it is possible to identify a country.
- A Turkish traditional woman costume has a _____.

18.

Read the text on page 147 again and complete these sentences with one of the words in the box in the correct form. There are two extra words.

wear - loose - wrap - waist - sleeved

1. She _____ the present and attached a birthday card to it.
2. Wear comfortable, _____ clothing when you do exercise.
3. The _____ of this skirt is too tight.



WRITING TIME

19.

Read the sample and write a paragraph about a product. Compare prices and characteristics of it and state your preferences.



Mountain Bike: £269. Perfect bike, comfortable with 18 speed gears

Women's bike: £199. 18 speed gears, easy to go up hills

Road Bike: £219. Perfect for road cycling, 18 speed gears, strong brakes

Professional bikers always prefer mountain bikes. With 18 speed gears, you will easily climb up mountains. It is available online shopping sites or on bargain websites at lower prices.

This women's bike is the cheapest of the three. It is easier to ride and carry. You can buy a smaller one for less money, but you have to ride it carefully. So I'd rather buy this one.

If you are a new cyclist, you should prefer a road bike. It is cheaper, faster and stronger than most of the bikes. Perfect choice for your money.

Handwriting practice area with five horizontal lines on a yellow background.

WORKBOOK TIME

Go to Workbook pages 78 (part 7, 8)



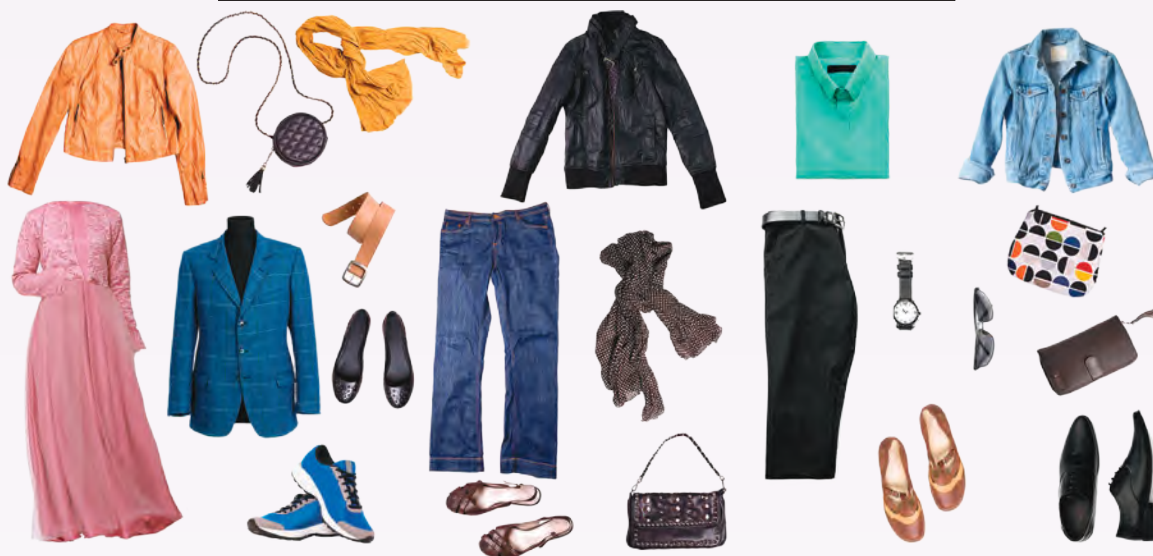


DISCUSSION TIME

20.

What kind of clothing will be appropriate to wear for the situations below? Read the examples, choose a situation and prepare for a discussion. Use the Internet to find the items of clothing, find their prices and compare them.

- a graduation party
- a picnic
- a job interview
- a formal reception



e.g.

- You must wear a suit for a formal reception. You mustn't wear casual shoes.
- We must wear an evening dress for a graduation party because it is a special occasion for us. This party dress online is only €53. It is cheaper and better than the dress you've found.

IDIOM TIME

a bargain: If you buy something much cheaper than its normal price, it is a bargain.

e.g.

- I bought it for only €20. It was a real bargain!



PROVERB TIME

21.

Read the proverb, the explanation and the sample dialogue. Then, tell what you think about it.

Clothes make the man.

(People will look at your clothes and then they will judge you.)

e.g.

James: You must dress very well before you have your job interview. I believe that clothes make the man.

Hailey: Yeah, I know the story of Nasreddin Hodja "Help yourself my fur coat!".

? QUIZ TIME

1. Complete the dialogue with the sentences below.

- A) The changing room is over there.
- B) I'm looking for an evening dress.
- C) Have you got it medium size?
- D) I want something more elegant.

A: Can I help you?

B: Yes, please. _____ (1)

A: What colour would you like?

B: Black.

A: How do you like this one?

B: _____ (2)

A: What do you think of this one?

B: _____

A: Yes, here you are. _____ (4)

2. Read the descriptions of some shopping products and match them with the given names.

video game console smartphone laptop

- A) It is a product that is used at work, in education or for web browsing. Its shape is rectangular. It is made of plastic and glass. It has a screen and a keyboard. It is easy to carry and use in different locations. (_____)
- B) It is a product that is used to communicate. It is solid and it includes a glass touch screen. It is small enough to fit in a pocket, but it has advanced features. It can browse the web and accept a lot of applications. (_____)
- C) It is a product that is used for entertainment. It is electronic and it has a basic computer and keyboard that is connected to another computer or a TV. It is played with buttons and a joystick. (_____)

3. Look at the photos and choose the correct sentence.



- A) The V-neck sweater is the cheapest of all.
- B) The cardigan is more expensive than the others.
- C) The colourful sweater is the most expensive one.
- D) The cardigan is cheaper than the V-neck sweater.



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 comparisons

Talking about different kinds of clothing and shopping

Describing objects and people

WORD LIST

Theme 1

anime (n)
archery (n)
average (adj)
calculator (n)
facility (n)
get on (phr v)
grooming (n)
lecture (n)
refer (v)
split (v)
survey (n)
treat (v)

Theme 2

charity (n)
expense (n)
hire (v)
rehearse (v)
reunion (n)
ritual (n)
task (n)
tidy up (phr v)

Theme 3

battlefield (n)
bayonet (n)
cannon (n)
capture (v)
compliment (n)
dip (v)
fort (n)
knight (n)
martyr (n)
mighty (adj)
port (n)
reputation (n)
revenge (v)
shabby (adj)
shell (n)
sword (n)
wrestler (n)

WORD LIST

Theme 4

accurate (adj)
appliance (n)
compulsory (adj)
dispell (v)
foundation (n)
humanist (adj)
jeered (n)
slave (n)
spirit (n)
vocational school (n)

Theme 5

antiquity (n)
cruise (n)
departure (n)
diner (n)
memorial (n)
mud (n)
optional (adj)
overnight (n)
ruins (n)
submarine (n)
temple (n)

Theme 6

acne (n)
antifungal (adj & n)
apply (v)
cinnamon (n)
dandruff (n)
decay (n)
embarrassing (adj)
executive (n)
forehead (n)
get rid of (phr v)
ginger (n & adj)
peppermint (n)
remedy (n)
sage (n)
scalp (n)
sensitive (adj)
sprinkle (v)
vinegar (n)

WORD LIST

Theme 7

baguette (n)
bean (n)
bonfire (n)
brew (v)
carve (v)
chop (v)
coriander (n)
croissant (n)
cuisine (n)
cumin (n)
distinctive (adj)
grease (v)
harvest (n & v)
heritage (n)
lantern (n)
merit (n)
noodle (n)
pumpkin (n)
saffron (n)
scramble (v)
sculptor (n)
tortilla (n)
trick (n & v)
vintage (n & adj)

Theme 8

apparatus (n)
chip (n)
component (n)
computation (n)
device (n)
drown (v)
evolution (n)
gadget (n)
grab (v)
host (n & v)
hug (v)
navigation (n)
slam (v)
therefore (adj)
unlock (v)

Theme 9

achievement (n)
cast a spell (v)
citizen (n)
elect (v)
eyesight (n)
fictional (adj)
goodness (n)
heroine (n)
humour (n)
illusion (n)
incredible (adj)
intelligence (n)
invisible (adj)
just (adj)
moral (adj & n)
proud (adj)
respectful (adj)
speed (n)
spread (v)
strength (n)
weapon (n)
wisdom (n)

WORD LIST

Theme 10

beige (n)

belt (n)

cardigan (n)

chic (adj)

corduroy (n)

denim (n)

flip flop (n)

floral (adj & n)

garment (n)

gear (n)

loafers (n)

plain (adj)

polo shirt (n)

sleeve (n)

sleeveless (adj)

sneaker (n)

striped (adj)

stylish (adj)

tight (n & adj)

turtleneck (n)

waist (n)

wrap (v)

IRREGULAR VERBS

V1	V2	V3
Base Form	Past Simple	Past Participle
<i>awake</i>	<i>awoke</i>	<i>awoken</i>
<i>be</i>	<i>was, were</i>	<i>been</i>
<i>beat</i>	<i>beat</i>	<i>beaten</i>
<i>become</i>	<i>became</i>	<i>become</i>
<i>begin</i>	<i>began</i>	<i>begun</i>
<i>bend</i>	<i>bent</i>	<i>bent</i>
<i>bet</i>	<i>bet</i>	<i>bet</i>
<i>bid</i>	<i>bid</i>	<i>bid</i>
<i>bite</i>	<i>bit</i>	<i>bitten</i>
<i>blow</i>	<i>blew</i>	<i>blown</i>
<i>break</i>	<i>broke</i>	<i>broken</i>
<i>bring</i>	<i>brought</i>	<i>brought</i>
<i>broadcast</i>	<i>broadcast</i>	<i>broadcast</i>
<i>build</i>	<i>built</i>	<i>built</i>
<i>burn</i>	<i>burned or burnt</i>	<i>burned or burnt</i>
<i>buy</i>	<i>bought</i>	<i>bought</i>
<i>catch</i>	<i>caught</i>	<i>caught</i>
<i>choose</i>	<i>chose</i>	<i>chosen</i>
<i>come</i>	<i>came</i>	<i>come</i>
<i>cost</i>	<i>cost</i>	<i>cost</i>
<i>cut</i>	<i>cut</i>	<i>cut</i>
<i>dig</i>	<i>dug</i>	<i>dug</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>draw</i>	<i>drew</i>	<i>drawn</i>
<i>dream</i>	<i>dreamed or dreamt</i>	<i>dreamed or dreamt</i>

V1
Base Form

drive

drink

eat

fall

feel

fight

find

fly

forget

forgive

freeze

get

give

go

grow

hang

have

hear

hide

hit

hold

hurt

keep

know

lay

lead

learn

V2
Past Simple

drove

drank

ate

fell

felt

fought

found

flew

forgot

forgave

froze

got

gave

went

grew

hung

had

heard

hid

hit

held

hurt

kept

knew

laid

led

learned or learnt

V3
Past Participle

driven

drunk

eaten

fallen

felt

fought

found

flown

forgotten

forgiven

frozen

got (sometimes gotten)

given

gone

grown

hung

had

heard

hidden

hit

held

hurt

kept

known

laid

led

learned or learnt

V1 Base Form	V2 Past Simple	V3 Past Participle
<i>leave</i>	<i>left</i>	<i>left</i>
<i>lend</i>	<i>lent</i>	<i>lent</i>
<i>let</i>	<i>let</i>	<i>let</i>
<i>lie</i>	<i>lay</i>	<i>lain</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>make</i>	<i>made</i>	<i>made</i>
<i>mean</i>	<i>meant</i>	<i>meant</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>pay</i>	<i>paid</i>	<i>paid</i>
<i>put</i>	<i>put</i>	<i>put</i>
<i>read</i>	<i>read</i>	<i>read</i>
<i>ride</i>	<i>rode</i>	<i>ridden</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>
<i>rise</i>	<i>rose</i>	<i>risen</i>
<i>run</i>	<i>ran</i>	<i>run</i>
<i>say</i>	<i>said</i>	<i>said</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>sell</i>	<i>sold</i>	<i>sold</i>
<i>send</i>	<i>sent</i>	<i>sent</i>
<i>show</i>	<i>showed</i>	<i>showed or shown</i>
<i>shut</i>	<i>shut</i>	<i>shut</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>sink</i>	<i>sank</i>	<i>sunk</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>
<i>sleep</i>	<i>slept</i>	<i>slept</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>
<i>spend</i>	<i>spent</i>	<i>spent</i>

V1
Base Form

stand

stink

swim

take

teach

tear

tell

think

throw

understand

wake

wear

win

write

V2
Past Simple

stood

stank

swam

took

taught

tore

told

thought

threw

understood

woke

wore

won

wrote

V3
Past Participle

stood

stunk

swum

taken

taught

torn

told

thought

thrown

understood

woken

worn

won

written

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