

ENGLISH 11th Grade



ENGLISH 11th Grade

Yazar

Çiler GENÇ KARATAŞ

Millî Eğitim Bakanlığı Talim ve Terbiye Kurulunun **02.06.2023** tarih ve **29** sayılı kurul (ekli listenin 64. sırasında) kararı ile **2024-2025** öğretim yılından itibaren 5 (beş) yıl süre ile **Ders Kitabı** olarak kabul edilmiştir.

Kurulca bu kitabın kabul edilmiş olması ders kitabından yayınevi ve yazarın sorumluluğunu kaldırmaz.

YILDIRIM  **YAYINLARI**[®]

Bahçekapı Mah. 2460. Sok. No.: 7 06370 Şaşmaz/ANKARA
tel.: (0 312) 278 30 11 (pbx) belgeç: (0 312) 278 30 48

Haberleşme Adresi

YILDIRIM YAYINLARI

Bahçekapı Mah. 2460. Sok. No.: 7 06370 Şaşmaz/ANKARA

tel.: (0 312) 278 30 11 (pbx) belgeç: (0 312) 278 30 48

www.yildirimyayinlari.com.tr

e-posta: yildirim@yildirimyayinlari.com.tr

Sertifika No.: 49460

ISBN: 978-975-6050-90-3

Editör

Pınar CENK

Görsel Tasarım Uzmanı

Serkan AVCI

Program Geliştirme Uzmanı

Türkan YILDIRIM

Rehberlik Uzmanı

Filiz KONCA

Ölçme ve Değerlendirme Uzmanı

Özgür Emir BAYDAN

Bu kitabın tamamının ya da bir kısmının, kitabı yayınlayan şirketin izni olmaksızın elektronik, mekanik, fotokopi ya da herhangi bir kayıt sistemi ile çoğaltılması, yayımlanması ve depolanması yasaktır. Bu kitabın tüm hakları, YILDIRIM YAYINLARI'na aittir.

Baskı ve Cilt

TUNA
MATBAACILIK SAN. VE TİC. A.Ş.

tel.: (0 312) 278 34 84 (pbx) belgeç: (0 312) 278 30 46

www.tunamatbaacilik.com.tr

e-posta: tuna@tunamatbaacilik.com.tr

Sertifika No.: 49461

Baskı Yeri ve Yılı

Ankara, 2024



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 yarım, 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

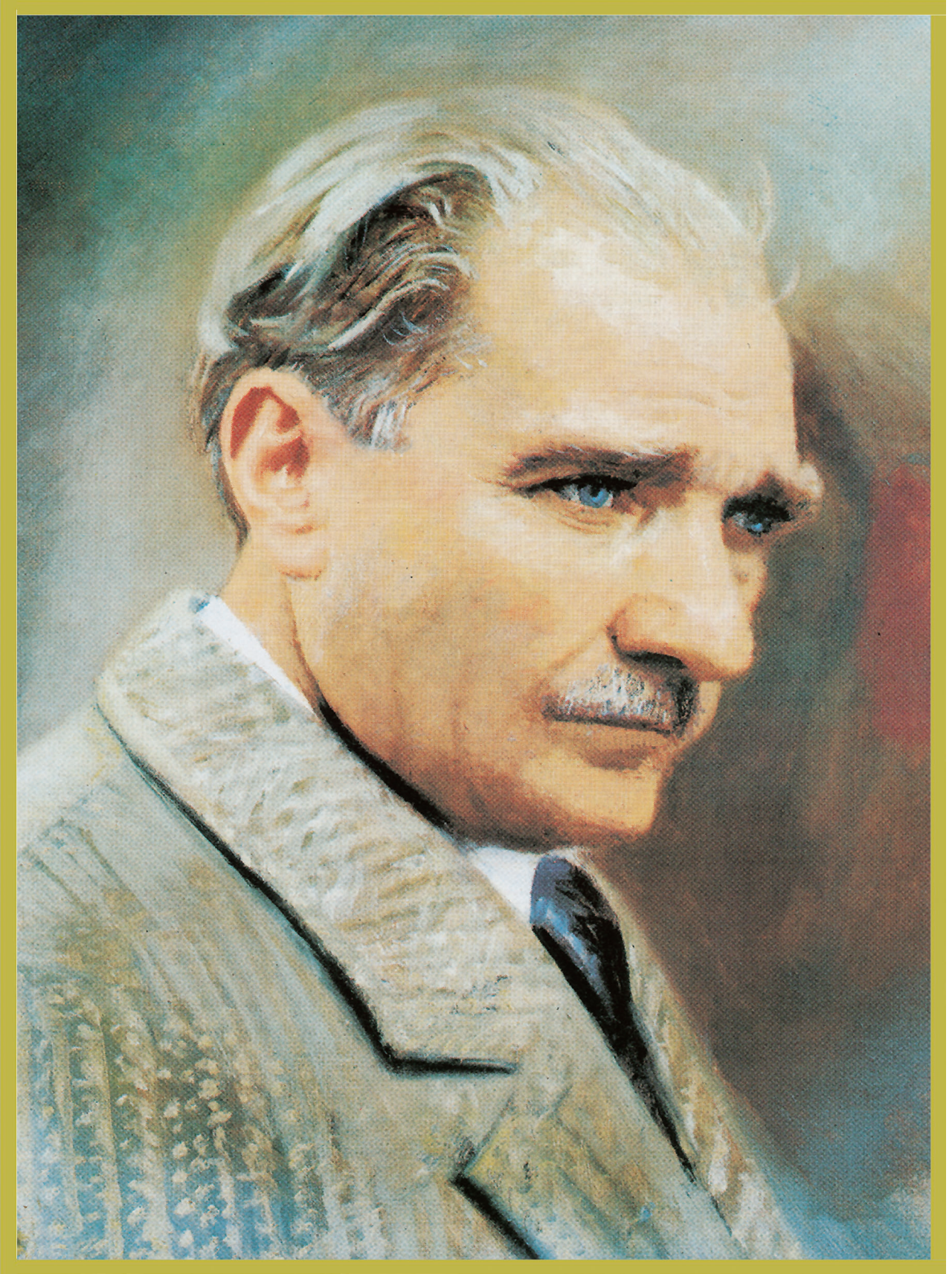
GENÇLİĞE HİTABE

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

TABLE OF CONTENTS

	MAIN SECTIONS OF STUDENT'S BOOK	8
THEME	1 FUTURE JOBS	9
THEME	2 HOBBIES AND SKILLS	25
THEME	3 HARD TIMES	37
THEME	4 WHAT A LIFE	51
THEME	5 BACK TO THE PAST	63
THEME	6 OPEN YOUR HEART	75
THEME	7 FACTS ABOUT TÜRKİYE	87
THEME	8 SPORTS	99
THEME	9 MY FRIENDS	111
THEME	10 VALUES AND NORMS	123
	LANGUAGE STRUCTURES	136
	SELF-EVALUATION CHECKLISTS	146
	ANSWER KEY	151
	ANSWER KEY TO FURTHER PRACTICE SECTIONS	151
	LIST OF IRREGULAR VERBS	151
	REFERENCES	152

MAIN SECTIONS OF STUDENT'S BOOK

LISTENING & **S**PEAKING



READING & **W**RITING



IDIOMS / **P**ROVERBS **C**ORNER



PRONUNCIATION



E-PORTFOLIO **E**NTRY



VIDEO **B**LOG **E**NTRY

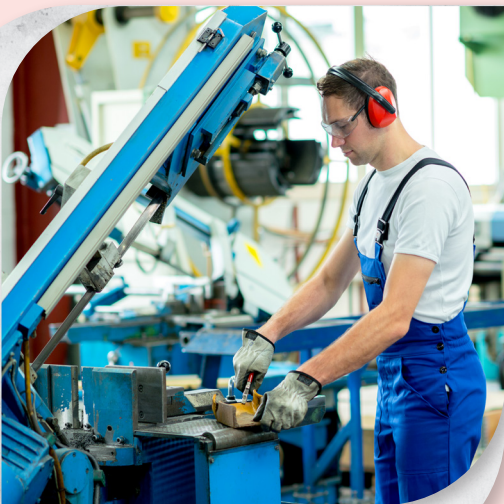


DISCUSSION **T**IME



THEME 1

FUTURE JOBS



Communicative Functions:

- F1.** Making plans and predictions
- F2.** Making an appointment
- F3.** Talking on the phone



1. Work in pairs and answer the following question in turn.

What is your father's / mother's job?

2. Work with your partner and make a list of jobs. Let's see which pair can write the longest list.

3. Look at your list again and think about your answers to the questions below. Then work in groups and take turns to share your answers with the group members.

Which job do you think is the most interesting? Why?

4. Look at the list below. Tick the jobs that you believe will be more popular than the others in the near future. Share your answers with the class. Give reasons to support your opinions.

Are these jobs likely to be popular in the near future?

- | | |
|--|---|
| <input type="radio"/> computer systems analyst | <input type="radio"/> electrical and electronics engineer |
| <input type="radio"/> information security analyst | <input type="radio"/> genetic engineer |
| <input type="radio"/> market research analyst | <input type="radio"/> biomedical engineer |
| <input type="radio"/> physical therapist | <input type="radio"/> nanotechnologist |
| <input type="radio"/> psychologist | <input type="radio"/> digital content specialist |
| <input type="radio"/> laboratory technician | <input type="radio"/> digital advertising manager |
| <input type="radio"/> solar energy technician | <input type="radio"/> human resources manager |
| <input type="radio"/> mechanical engineer | <input type="radio"/> statistician |

5. Use the following jobs to label the pictures. There is an extra job.

- wind energy technician
- virtual reality designer
- mechatronics engineer
- surgeon
- fashion designer
- civil engineer
- accountant



6. A career counselor is giving a talk to a group of teenagers. Listen and choose the correct answer. (Audio 1.1)



This part of the talk is mainly about - - - .

- A) how to make a good career choice
- B) some students' career choices for the future
- C) the explanations of some popular future jobs

7. Listen again and circle the correct alternative.

1. Jason is planning to become a **statistician / mechanical engineer** in the future.
2. According to Jason, it's also likely that he'll become a **psychologist / an accountant** in his future career.
3. Melanie thinks she'll study **genetic / mechatronics** engineering at university.
4. Judy hopes she'll work as a **surgeon / computer systems analyst** in her future career.

8. Listen again and fill in the blanks.

1. Jason is keen on working with
2. Melanie is very interested in
3. Judy loves

9. Listen to the second part of the talk and tick the correct jobs. (Audio 1.2)



Which jobs below does the career counselor mention?

- information security analyst
- digital content specialist
- electrical and electronics engineer
- virtual reality designer
- biomedical engineer
- civil engineer
- nanotechnologist
- human resources manager
- wind energy technician
- solar energy technician

10. Listen again and complete the sentences (1-5) using the words in the list. There is an extra word.

- employment
- renewable
- advances
- decline
- addition
- demand

1. Most of tomorrow's jobs will possibly result from today's scientific and technological
2. Our lives are closely connected with computers, so information security analysts are very important. I believe the career's popularity won't in the future.
3. We can't think of a life without digital devices, so digital content specialists will probably be in high as well.
4. Due to the rapid developments in biotechnology, it's obvious that biomedical engineers aren't going to have difficulty in finding in the years ahead.
5. Another field that will definitely attract a lot of interest is energy sources such as wind and solar power.

11. Choose the correct words from activity 10 for the definitions below and fill in the blanks.

- a. a need for something to be supplied:
- b. work, especially when it is done to earn money:
- c. developments in a particular area:
- d. to become smaller, weaker, fewer, etc.:
- e. capable of being replaced by natural ecological cycles:
- f. a thing that is added to something else:

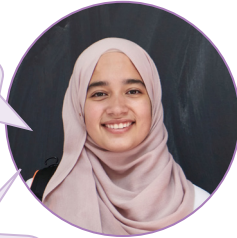
12. Look at the jobs in activity 9 again. Work in groups and discuss the following questions, and then share your group's opinions with the class.

Do you agree with the career counselor's guesses about the popular jobs of the future? Why/Why not?

 See page 136 for Language Structures.

13. Work in pairs. Ask and answer as follows.

What are you going to do in your future career?



I'm going to be a vet because I think working with animals is great. I love them. What about you?

I hope I'll be an architect. It's my dream job. I'm keen on designing different kinds of buildings.

IDIOMS / PROVERBS CORNER



1. Read the following extracts from the first audio. Pay attention to the idioms in italics. Then choose the correct meaning for each one.

1. **Career counselor:** Of course, it's not easy to choose the right career, but I'm sure some of you have already *made up your minds*. For example, some students are going to be teachers, doctors or fashion designers.

make up your mind: **A)** remember

B) decide

2. **Melanie:** I guess I'll study mechatronics engineering because the idea of designing a new machine makes me feel *on top of the world*.

on top of the world: **A)** extremely happy

B) extremely tired

3. **Career counselor:** Creativity is necessary for that career. If you can *think outside the box*, you'll be a very good mechatronics engineer.

think outside the box: **A)** think unimaginatively

B) think creatively

2. Complete the following sentences using the correct form of the idioms above.

1. Sally felt when she won the tennis tournament.

2. If you want to solve this puzzle, you must

3. "Which dress would you like to buy?" "I don't know. Both of them are very nice. I can't"

PRONUNCIATION



1. The following sentences are from the audios. Listen to them by paying attention to the pronunciation of the **highlighted** words. (Audio 1.3)



I'm going to study statistics at university.

I guess I'll study mechatronics engineering.

I believe the career's popularity won't decline in the future.

Note:

We use contractions (*I'm, I'll, etc.*) in everyday speech and informal writing.

2. Listen again and then practise saying the sentences.

3. Listen to the following sentences and repeat them. (Audio 1.4)



1. I'm not going to study law at university. I'm going to be a dentist.
2. My brother isn't going to study medicine. He's going to be a software engineer.
3. My best friends aren't going to work in an office. They're going to be actors.
4. I'm sure Lucy won't go to university. She'll probably be a dancer.

4. Work in pairs and take turns to talk about your plans and predictions for next week. Pronounce the contractions correctly.

E-PORTFOLIO ENTRY



1. Read the paragraph and underline the correct alternative in the sentence below.

The paragraph is about **how to start an e-portfolio / why an e-portfolio is beneficial**.

An e-portfolio is an electronic portfolio where you can upload your assignments, projects and any other academic works to showcase your learning process. If you have an e-portfolio, it will be possible for you to share items with others. In addition, you will be able to get feedback and comments on your work. Above all, it is a good way to evaluate your progress.



2. Read the information below.

You should have an individual blog and then you can use it as your e-portfolio. Since it is a part of your studies, you ought to keep it under the supervision of your teacher. At the end of the first and second terms, you should submit all your projects to your teacher as well.

3. Read the instructions and do the project.

- ◆ Choose one of the jobs in activity 4 on page 10 and prepare a poster about it. You can make the poster online.
- ◆ Hand in your project next week.
- ◆ When your teacher gives it back, take a photo of the poster and upload it to your blog.

LISTENING & SPEAKING

PART - 2



1. Learn the following pieces of information.

1. CV stands for the term *curriculum vitae*.
2. The word *resume* is a synonym for CV.
3. A letter of intent is an application letter in this context. It is also called *cover letter*.

2. Study the following table.

Word	Part of speech	Definition
1. degree	noun	the qualification obtained by the students who successfully complete a university course
2. vacancy	noun	a job that no one is doing and is available for someone new to do
3. schedule	verb	to arrange an event or activity that will happen at a particular time

3. Number the following pictures according to the captions.



Contact the company and schedule an interview.



Search for vacancies and choose one.



Graduate from university and get a degree.



Write your CV and send it to the company with a letter of intent.

4. Listen to Robin calling the human resources manager of the company and fill in the blanks. (Audio 1.5)



Mr Taylor : Hello.

Robin : May I speak to Bill Taylor, please?

Mr Taylor : Speaking. Who is calling?

Robin : This is Robin Wayne. I've applied for the (1) position at your company, and I got an e-mail yesterday, asking me to contact you to schedule an interview.

Mr Taylor : Okay, Mr Wayne. Is it possible for you to see me (2) ?

Robin : Yes, sure.

Mr Taylor : Is 2 o'clock on (3) a good time for you?

Robin : I'm terribly sorry, but I'm afraid I'll be at the (4) then. I have an appointment. Can we meet at (5) ?

Mr Taylor : Well, let me check my calendar, please... No, sorry. I'm not available then. What about (6) morning? Is 11 o'clock all right for you?

Robin : Yes. That's fine by me.

Mr Taylor : The interview is at 11 o'clock on (7) , then.

Robin : All right, Mr Taylor. Thank you for your time.

Mr Taylor : You're welcome, Mr Wayne. And would you please e-mail me a letter of intent this week?

Robin : Certainly. Have a nice day.

Mr Taylor : Have a nice day.

5. Work in pairs and act out the phone conversation in activity 4. Then change roles and act it out again.

6. Correct the mistakes in the following sentences according to the phone conversation in activity 4.

1. Robin applied for the vacant position of market research analyst at the company.

2. The human resources manager wanted to schedule the interview for next Tuesday at first.

3. Robin refused to schedule the interview for 2 p.m. on Monday because of an appointment with the physical therapist.

4. They agreed to schedule the interview for 9 September at last.

7. You're going to watch a video featuring part of a job interview. Guess the interviewer's questions.

Can you tell me a little bit about yourself?
 Why do you want to leave your current job?
 What are your strengths?
 What are your weaknesses?
 What was your salary in your last job?
 Why do you want this job?
 Why should we hire you?



8. Skim through the questions in activity 7 again. Watch the video and underline the ones you hear. (Video 1.1)



9. Fill in the blanks (a-c) below using the questions you've underlined.

Mr Taylor : Let's begin the interview, Mr Wayne. (a)
 ?

Robin : I graduated from university a few months ago. I got an honors degree since I did my best to **achieve** success. I also took part in many (1) **projects / competitions** at university. Besides, I had some **temporary** jobs during my holidays. That provided me with extremely (2) **valuable / useful** experience. In addition, I spend most of my spare time (3) **following / researching** the new trends in web designing to **upgrade** my professional skills.

Mr Taylor : (b) ?

Robin : My friends say I'm good at solving problems. I can **cope** well with a crisis by finding (4) **effective / practical** solutions. Furthermore, I'm a **competent** team member. In my view, teamwork is (5) **beneficial / essential** to an organization.

Mr Taylor : (c) ?

Robin : Working for different companies has given me the opportunity to see what I really want. I'm a very skillful and (6) **ambitious / creative** web designer. I hope I'll be very successful one day. And I'm sure I'll reach this goal in your company. For this reason, I'm **determined** to work really hard here.

10. Look at the words in bold (1-6) in the conversation above. Watch the video again and circle the correct alternative.

11. Find the **highlighted** words in activity 9 and guess the meaning from the context. Then match the definitions (a-e) with the words (1-6). There is an extra word.



- | | |
|--|---------------------------|
| <input type="radio"/> a. to improve something so that it works better or gets more effective | 1. achieve (verb) |
| <input type="radio"/> b. not lasting or needed very long; not permanent | 2. temporary (adjective) |
| <input type="radio"/> c. to deal successfully with something difficult | 3. upgrade (verb) |
| <input type="radio"/> d. to succeed in reaching an aim | 4. cope (verb) |
| <input type="radio"/> e. having the necessary knowledge or skill to do something well | 5. competent (adjective) |
| | 6. determined (adjective) |

12. Discuss the following questions with your partner.

1. If you were the human resources manager, would you employ Robin? Why/ Why not?

2. Robin says, "I did my best to achieve success." Do you believe people should do their best to achieve success?

3. Have you ever had a temporary job during your summer holidays? If yes, what did you do? Are you planning to have one next summer?

13. Read the role cards below. Follow the instructions and role-play the phone conversation.

STUDENT A

You are the HR (human resources) manager of a company. You would like to employ someone appropriate for a vacant position. A candidate is calling you to schedule an interview. Use activity 4 on page 16 as a model and role-play a phone conversation.

STUDENT B

You are a candidate applying for a vacant position. You have received an e-mail from the company asking you to contact the HR manager to schedule an interview, and now you are calling him/ her. Use activity 4 on page 16 as a model and role-play a phone conversation.

14. Change roles and role-play the phone conversation again.

15. Now, present your phone conversation to the class. Remember to ask a classmate to record it and then upload it to your blog.

VIDEO BLOG ENTRY



1. Read the following information. Do you think it is a good idea to use video blogs as part of English classes? Why/ Why not?

Video blog entries, which are short video clips, are currently used as part of classwork or homework assignments. They provide opportunities for students to take more control of their learning. *Vlogs* can be recorded using a smartphone, laptop, tablet or digital camcorder. And then students can share them in class, but the recordings should be checked by their teachers beforehand.



2. Work in pairs. Read the following instructions and prepare your video blog entry.
 - ◆ Imagine one of you is the HR (human resources) manager of a company, and the other one is a candidate at a job interview. Prepare a conversation.
 - ◆ First, write the script together. You can choose from the questions in activity 7 on page 17 or write different ones. Use your imagination for the answers. Then choose the roles.
 - ◆ Record your conversation. Upload your vlog this weekend and share it on your blog.
 - ◆ After watching the video, you and your partner should fill in the peer evaluation checklists to evaluate each other's fluency and accuracy.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



1. Degree acronyms are used in job ads. Use the following to fill in the blanks.

M.A.	M.S.	B.A.	B.S.
------	------	------	------

1.: Bachelor of Arts (a first university degree in the arts or social sciences)
2.: Bachelor of Science (a first university degree in a science)
3.: Master of Arts (a degree for postgraduates in the arts or social sciences)
4.: Master of Science (a degree for postgraduates in a science)

2. Look at the ways of job hunting below. Which one(s) would you choose if you were unemployed? Why?

- A) door-to-door job hunting
- B) job ads in newspapers
- C) job search websites
- D) recruitment agencies (employment agencies)

3. Read the ads on the job search website and complete the following sentence.

The ads contain two main sections called (1) and (2)

The screenshot shows a job search website with a header that says "FIND THE RIGHT JOB". Below the header are four job listings, each with a title, location, and employer information. The listings are numbered 1 through 4.

1. **Mechanical Engineer**
Responsibilities:
◆ Design and develop products
◆ Build and manage systems
◆ Test products and systems
◆ Collaborate with the research and development department
Qualifications:
◆ B.S. or M.S. in Mechanical Engineering
◆ 4 to 7 years of relevant experience
◆ Strong team player

2. **Digital Advertising Manager**
Responsibilities:
◆ Plan and manage marketing campaigns
◆ Evaluate new digital technologies
◆ Use web analytics tools to measure website traffic
Qualifications:
◆ B.A. in Marketing or Advertising
◆ 5 years minimum experience in a Digital Marketing or Advertising position
◆ Excellent communication skills

3. **Public Relations Director**
Responsibilities:
◆ Direct public relations department
◆ Develop strategies for creating a positive public image for clients
◆ Get media results for clients on a daily basis
Qualifications:
◆ B.A. or M.A. in a relevant field
◆ 7 years minimum experience in Public Relations
◆ Proven leadership skills
◆ Excellent interpersonal skills

4. **Laboratory Technician**
Responsibilities:
◆ Support scientific investigations and experiments
◆ Record and analyse data; write reports
◆ Provide technical support
Qualifications:
◆ B.S. in a relevant field such as Biology, Biochemistry or Chemistry
◆ 3 to 5 years of relevant or similar experience
◆ Good at time management



4. Choose the correct answer according to the ads in activity 3.

1. The responsibilities of the Mechanical Engineer DO NOT include ---- .

A) building systems	B) performing tests on systems
C) developing products	D) planning marketing campaigns
2. The candidates who have ---- can apply for the position of Mechanical Engineer.

A) a B.A.	B) a B.S. or an M.S.
C) an M.A.	D) only an M.S.
3. The candidates for the position of Mechanical Engineer must have good ---- skills.

A) communication	B) interpersonal
C) leadership	D) teamwork
4. One of the responsibilities of the Digital Advertising Manager IS NOT ---- .

A) performing tests on products
B) managing marketing campaigns
C) evaluating the latest digital technologies
D) measuring website traffic
5. The candidates can apply for the position of Digital Advertising Manager if they have ---- .

A) 3 years of experience in Advertising	B) 4 years of experience in Digital Marketing
C) 5 years of experience in Advertising	D) 6 years of experience in Engineering
6. The responsibilities of the PR (Public Relations) Director include ---- .

A) creating a positive public image for clients
B) measuring website traffic using web analytics tools
C) getting media results for clients on a weekly basis
D) developing strategies for designing products
7. The responsibilities of the Laboratory Technician DO NOT include ---- .

A) supporting scientific investigations	B) recording and analysing data
C) testing and managing systems	D) providing technical support
8. Having ---- IS NOT one of the qualifications for the position of Laboratory Technician.

A) at least 3 years of relevant or similar experience
B) an M.S. in a relevant field such as Biology, Biochemistry or Chemistry
C) a B.S. in a relevant field such as Biology, Biochemistry or Chemistry
D) good time management skills

5. Think about your own skills and interests. Which vacant position in activity 3 would you apply for if you were unemployed? State your reasons.

6. Read the following texts. Are they examples of CVs or letters of intent?

1.



Catherine Jackson

5 Paper Road, Oxford,
England
(555) 123 4567
catherinejackson@
jobmail.com

SUMMARY

I am a highly organized public relations professional with great experience in the field. I am skilled at managing all aspects of PR operations. I can communicate effectively through strategic campaigns. I cope well with unexpected situations by thinking outside the box.

HIGHLIGHTS

- Team leadership • Client relations • Media relations • Critical thinking

EXPERIENCE

04/2015 to Current **Public Relations Director**

- ◆ Direct all media, press and PR issues

- ◆ Develop successful strategies to improve public image

12/2011 to 04/2015 **Public Relations Coordinator**

- ◆ Coordinated news conferences
- ◆ Created and maintained social media accounts

10/2009 to 11/2011

Public Relations Assistant

- ◆ Assisted with the integration of public relations campaigns

EDUCATION

09/2007 – 06/2009	Master of Arts, Communications	Cambridge University
09/2003 – 06/2007	Bachelor of Arts, Public Relations	Cardiff University

REFERENCES ON REQUEST

2.



David Newton

(674) 987 4507
david_newton@
workmail.com

PERSONAL STATEMENT

I use my skills and knowledge effectively to come up with original ideas in order to improve the quality of products and introduce new ones. I am a competent team player who can produce practical solutions. As I took specialized courses during my master studies, I have good knowledge of designing different systems.

WORK EXPERIENCE

05/2014 - present **Mechanical Engineer**

Actively engage in all steps of product development. Collaborate with the research and development department to build systems.

09/2012 - 05/2014

Junior Mechanical Engineer

Provided technical support to prepare designs for certain projects. Performed safety tests and recorded results.

EDUCATION

06/2012 M.S. in Mechanical Engineering, University of Michigan

08/2010 B.S. in Mechanical Engineering, University of Toronto

SKILLS • Extensive computer skills • Strategic planning • Problem solving

HOBBIES AND INTERESTS • 3D modeling and animation • Table tennis • Board games

REFERENCES Available on request

7. Examine the CVs and say which vacant positions in activity 3 they are for.



8. Read the CVs again and write Catherine or David to complete the sentences below.

1. took specialized courses during his/ her master studies.
2. has good leadership skills.
3. has a master's degree from the University of Michigan.
4. is skilled at client relations and critical thinking.
5. improves public image by developing successful strategies.
6. is good at strategic planning and problem solving.
7. received a B.A. from Cardiff University in 2007.
8. is interested in playing table tennis and board games.

9. Read the CVs in activity 6 again. Discuss the following questions with your partner.

1. Would you hire Catherine if you were the human resources manager? Why/ Why not?
2. Would you hire David if you were the human resources manager? Why/ Why not?

10. Read the following text and choose the correct answer.

The text is mainly about Wendy Kopp's attempts to - - - - .

- A) do a project as an undergraduate B) start and develop her original idea
C) begin a global network of education D) get awards from different universities

THE LEADER OF *TEACH FOR AMERICA*

Wendy Kopp grew up in Texas. After high school, she chose to study Public and International Affairs at Princeton University. She met many students from disadvantaged communities there, and she saw that they were less prepared than those from richer areas. As an undergraduate, she organized a conference on improving the system of public education, particularly in poorly served areas.

For her senior thesis, Kopp prepared a project on a national service organization, which would employ graduates of the top universities to teach in poor areas. After receiving her degree, she moved to New York City, where she visited schools and hired a small staff. After many attempts, her staff grew, so she built a network of members on the campuses in the USA, called *Teach For America*. That attracted media attention and drew more **volunteers**.

Donations increased after the success of *Teach For America* in its first year. In the following years, the number of areas which were served by the organization **expanded** rapidly. In 2005, *Teach For America* received 17,000 applications.

In 2007, Kopp also decided to start a global network to apply the principles of *Teach For America* all through the world, so she founded *Teach For All*. By 2013, more than 10,000 members of *Teach For America* were teaching in the country's neediest areas, reaching **approximately** 750,000 students.

Because of her achievement, Kopp has received awards and honors from many universities. She is regarded as one of the most successful female **entrepreneurs** of the world. Today she continues to be an active member of *Teach For America* and serves as the CEO (Chief Executive Officer) of *Teach For All*.



11. Read the text again and put the sentences (a-f) in the correct order.



- a. She built a network of members on the campuses all over the USA.
- b. She decided to study Public and International Affairs at Princeton University.
- c. She increased the number of areas which were served by *Teach For America*.
- d. She got her degree and started *Teach For America* in New York City.
- e. She founded *Teach For All* to teach poor students all over the world.
- f. She prepared her senior thesis on a project to teach in poor areas with the graduates of the top universities.

12. Find the **highlighted** words in the text and work out the meaning from the context. Then use the correct form of the words to complete the following sentences.

1. Tom's uncle is a creative; he's continually dreaming up new projects.
2. Charities aim to help people in need and they always try to get more to support them in their work.
3. The number of department stores has in recent years.
4. The job will take 5 weeks and cost over €4,000.
5. The charity has received more than \$5 million in

13. Work in pairs and discuss the following question.

What do you think about Wendy Kopp's success story?

14. Read the following instructions and prepare a CV.

- ◆ Choose one of the CV types on page 22. Write your CV for one of the ads on page 20. (You can write your CV for a different job.)
- ◆ Hand in your CV next lesson. When your teacher gives it back, take a photo of the CV and upload it to your blog.

DISCUSSION TIME



Work in groups and discuss the following quote. Share your group's opinions with the class.

"No wind favors he who has no destined port."

Michel de Montaigne



See page 146 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 2

HOBBIES AND SKILLS



Communicative Functions:

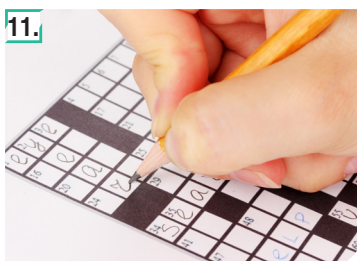
- F1.** *Expressing likes, dislikes and interests*
- F2.** *Expressing preferences*
- F3.** *Talking about present and past abilities*

LISTENING & SPEAKING

PART - 1



1. Look at the pictures of hobbies below. Label them with your partner.



2. Look at the pictures again. Discuss these questions with your partner.

1. Which of the hobbies have you already had?
2. Which of them would you like to take up? Why?

3. Work in groups. Brainstorm hobbies and make a list.

4. Listen to the TV presenter and underline the hobbies that she mentions. (Audio 2.1)



- | | | |
|-------------------|-----------|------------------|
| reading magazines | pottery | camping |
| embroidery | gardening | making jewellery |
| writing blogs | astronomy | hiking |
| origami | cycling | arts and crafts |

5. Listen to the TV presenter and her guest Roger. Which of the hobbies below is Roger's favorite pastime? Choose the correct picture. (Audio 2.2)



A)



B)



C)



6. Listen to the conversation again and fill in the blanks.

- Roger is fond of
- He is keen on
- His sister Jackie loves
- improves the relationship between Roger and Jackie.
- Jackie is very interested in
- She is skilled at and

 See page 137 for Language Structures.

7. Discuss the following questions with your partner.



- Which ones do you like, indoor or outdoor activities?
- What's your favorite pastime?
- Roger thinks contact with nature is good for physical and mental health. Do you agree with him? Why/ Why not?
- Do you think gardening is interesting?
- What are you good at doing?
- Are you interested in arts and crafts?
- Are you skilled at embroidery and/ or pottery?

8. Work in pairs and role-play a dialogue as follows.

1 What are you fond of doing in your free time?

2 I'm fond of playing table tennis. What about you?

3 I'm fond of building websites.

4 What are you interested in doing?

5 I'm interested in watching history documentaries. What about you?

6 I'm interested in learning foreign languages.

9. Work with your partner and take turns to ask and answer as in the example. Use different hobbies in your questions.

Example:

A: Do you prefer skiing or snowboarding?

B: I prefer skiing to snowboarding.

A: Would you rather play chess or checkers?

B: I'd rather play checkers than chess.

IDIOMS / PROVERBS CORNER



Read the following extracts from the conversation between the TV presenter and the guest. Choose the correct meaning for each idiom in *italics*.

Presenter : Hello, Roger. Welcome to our studio.

Roger : Thank you very much.

Presenter : *My pleasure.*

Roger : I think gardening is great because contact with nature is good for physical and mental health.

Presenter : Yes. *You can say that again!*

Roger : Well, when I'm in the garden, I feel relaxed.

Roger : My sister Jackie says I'm very good at it. She loves flowers, too. She usually helps me in the garden. She watches me carefully trying to learn *the nuts and bolts* of gardening.

1. The idiom *My pleasure* means ----.

A) You're welcome

B) I've enjoyed doing that

2. The idiom *You can say that again!* means ----.

A) I want you to repeat that

B) That's true, I agree

3. The idiom *the nuts and bolts (of something)* means ----.

A) the basic practical details of a subject or an activity

B) the small pieces of metal that are used to hold pieces of machinery together

P PRONUNCIATION



1. Say the verbs below. Pay attention to the final sounds.

/ s /
helps - likes

/ z /
loves - listens

/ ɪz /
watches - brushes

2. Write the **highlighted** verbs into the correct column above.

1. Martin **speaks** politely.

4. Mary **needs** a new watch.

2. Rebeca **enjoys** astronomy.

5. Jeff **teaches** geography.

3. Roy **fixes** my toys.

6. Carmen **starts** work at 8 a.m.

3. Listen and check your answers. Then listen again and repeat. (Audio 2.3)



4. Say the plural nouns below. Pay attention to the final sounds.

/ s /
gifts - steps

/ z /
items - jars

/ ɪz /
boxes - dresses

5. Write the **highlighted** plural nouns into the correct column in activity 4.

1. My mum loves **flowers**.

4. The nearby **beaches** are crowded.

2. My favorite pastime is reading **books**.

5. Can you see those colorful **birds**?

3. My dad wears **glasses**.

6. Why are these **tents** so expensive?

6. Listen and check your answers. Then listen again and repeat. (Audio 2.4)



E-P PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Research one of your hobbies on the Net and prepare a short presentation. Include:
 - ◆ why you like this hobby.
 - ◆ when you took up this hobby.
 - ◆ what the nuts and bolts of the hobby are.
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of your presentation and upload it to your blog.



1. Work out the meaning of the words underlined in the sentences below. Then complete the table with the words.

- a. Many people donate money to help the needy out of altruism.
- b. My full name was written in calligraphy on the front of the envelope.

Word	Part of speech	Definition
1.	noun	the fact of caring about the needs and happiness of other people
2.	noun	the art of producing beautiful writing, often created with a special pen or brush

2. Listen to the interview and write the interviewer's questions. (Audio 2.5)



- 1. ?
- 2. ?
- 3. ?
- 4. ?
- 5. ?

3. Listen again and underline the correct alternative in the following sentences.

- 1. Tina prefers doing **indoor / outdoor** activities.
- 2. She enjoys **reading / drawing** in her free time.
- 3. She dislikes watching **science fiction movies / reality TV shows** in her free time.
- 4. She attends a calligraphy course **once / twice** a week.
- 5. She wants to specialize in **Japanese / Chinese** calligraphy.
- 6. She took up her new hobby **2 / 3** weeks ago.
- 7. Her new interest is **altruism / sculpture**.
- 8. She is a member of a local **club / charity**.



4. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/or examples.



1. Do you think calligraphy is interesting? Do you want to specialize in Turkish calligraphy?
2. Could you write beautifully when you were at primary school?
3. Could you draw well when you were at primary school?
4. Do you want to be a member of a charity that helps the needy?

VIDEO BLOG ENTRY



Work in pairs. Read the following instructions and prepare your video blog entry.

- ◆ Imagine one of you is the interviewer and should ask the questions in activity 2 on page 30. You can add different questions. The other one should answer the questions. You can use your imagination for the answers.
- ◆ Role-play the interview and record it. Then change roles and role-play it again. Remember to record it as well.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ After watching the video, you and your partner should evaluate each other.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



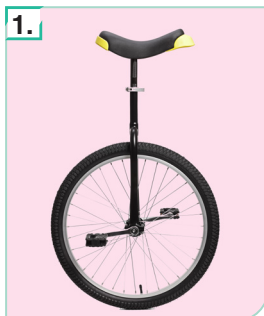
1. Do you know the hobbies of any celebrities? If yes, share them with the class.
2. Label the pictures with the words below. Use a dictionary if you need to.

typewriter

fencing

philanthropy

unicycle



3. Read the following text and complete the table.

Do you know the hobbies of celebrities? Here are a few examples.

Tom Hanks

American actor and director, Tom Hanks is known all over the world as he has a great talent for comedic and dramatic roles. He has made lots of movies and received many awards for them such as the Oscar for the movie *Forrest Gump* (1994). He has a really different hobby. He is fond of collecting typewriters. He likes the sound and the feel of the keys.



David Beckham

Many people believe David Beckham is gifted in football. He is regarded as one of the most skillful and successful footballers ever. He could play really well at the age of 10. What is he into? He is a real fan of fencing. It is known that he usually gets together with famous actors Will Smith and Tom Cruise in Los Angeles in order to fence. They are all crazy about fencing. They think it is good fun.



Leslie Mann

Leslie Mann is a famous actress who has starred in many movies. She is so good at comedies that she got the Comedy Star of the Year Award in 2014. What is her favorite leisure activity? She is keen on cycling, but she prefers unicycles to bicycles. She learned how to ride a unicycle when she was a child. She is very skilled at it. She practises regularly and she believes riding a unicycle is beneficial because it improves balance and coordination.



Oprah Winfrey

When it comes to philanthropy, one celebrity comes to mind at once: Oprah Winfrey. She is an actress and a TV personality. She could become one of the best talk show hosts in the USA, and she set up her own cable television network in 2011. She is an altruistic person, so she has dedicated her time and energy to numerous charities for a long time. As a billionaire philanthropist, she has donated millions of dollars to different charitable organizations.



Celebrity	Hobby
1.	
2.	
3.	
4.	

4. Look at the table in activity 3 again. Work in pairs and take turns to ask and answer the questions below.

1. What is Tom Hanks keen on doing?
2. What is David Beckham fond of doing?
3. What does Leslie Mann prefer doing in her free time?
4. What is Oprah Winfrey interested in?

5. Scan the text and write the name of the correct celebrity to fill in each blank.

1. This celebrity is an altruistic person:
2. This celebrity is gifted in a type of sport according to many people:
3. This celebrity could become one of the best talk show hosts in the USA:
4. This celebrity is very good at comedic and dramatic roles:
5. This celebrity received the Comedy Star of the Year Award in 2014:
6. This celebrity practises his/ her hobby with his/ her friends:
7. This celebrity finds his/ her hobby beneficial:
8. This celebrity received many awards, including an Oscar:

6. Work in pairs. Ask and answer the following questions in turn. Support your answers with reasons and/or examples.



1. Do you think collecting typewriters is interesting?
2. Are you good at playing football or any other sports?
3. Do you think fencing is good fun?
4. Are you into cycling?
5. Have you ever ridden a unicycle?
6. Are you interested in philanthropy?
7. Do you know altruistic people?
8. Would you like to dedicate your time and energy to charities in the future?
9. Would you donate money to charities if you had a lot of money?

7. Work in groups and discuss the quote. Then share your group's opinions with the class.

“Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness.”

Martin Luther King Jr.



8. Discuss the questions with your partner.

Have you ever heard of Feza Gürsey? What do you know about him?

9. Read the text about Feza Gürsey and choose the correct answer.

Which of the following CANNOT complete the sentence below?

The following magazine article gives information about the famous scientist's - - - - .

- A) achievements B) career C) education D) wife

The Inspirational Turkish Scientist



Feza Gürsey is known worldwide due to his important contributions to science, particularly theoretical physics. He was born in İstanbul in 1921. His mother was a chemist and his father was a military doctor.

He attended Galatasaray High School, and he gained the admiration of all his teachers there as he was incredibly intelligent. For this reason, he was called *Einstein* as well.

He was very good at all his lessons, but he was gifted in physics. He was also keen on maths. He could solve very difficult maths and physics problems easily.

When he finished high school in 1940, he wanted to major in theoretical physics. He started the Faculty of Science at İstanbul University and got his degree in physics-mathematics in 1944.

Soon afterwards, he got a scholarship from the Ministry of National Education to do a doctorate in physics at Imperial College in London. He completed his doctorate in 1950, and then he chose to spend a year at Cambridge University on his postdoctoral studies. Next, he returned to the Faculty of Science at İstanbul University.

From 1957 to 1961, he carried out academic research at Columbia University, Princeton University and Brookhaven National Laboratory. Meanwhile, he attracted the attention of many successful physicists and got the chance to work with some of them.

In 1961, Feza Gürsey began working as a professor at Middle East Technical

University in Ankara. In 1974, he decided to settle in the USA in order to work full-time at Yale University, and he continued his studies there until his retirement in 1991. Unfortunately, he couldn't recover from cancer, so he passed away in 1992.

He earned many awards, including the 1979 Albert Einstein Medal and the 1981 College de France Medal. He was an inspiration to many young researchers. He trained a lot of students who could get academic positions in different parts of the world.

In 1993, Feza Gürsey Science Center was founded in Ankara. The interactive demonstrations and experiments attract many visitors to the center.



10. Read the text again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Feza Gürsey is well-known for his scientific achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He was less intelligent than some of his classmates at Galatasaray High School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He graduated from high school at the age of 18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. He managed to get a B.S. in 1944.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He got married when he was 31 years old.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He chose to do his doctorate at Cambridge University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. He was given the Science Award by the Scientific and Technological Research Council of Türkiye (TUBITAK) in 1969.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. He finished his academic studies at Columbia University before 1961.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. He received around 10 national and international awards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Choose the correct answer according to the text.

- A) Feza Gürsey preferred majoring in medicine at İstanbul University.
- B) Feza Gürsey was skilled at solving especially chemistry problems.
- C) Feza Gürsey was working at Yale University when he got retired.
- D) Feza Gürsey Science Center has attracted many visitors since 1992.



12. Find the **highlighted** words in the text and guess the meaning from the context. Then write the correct words next to the definitions (1-6).

particularly admiration incredibly scholarship pass away inspiration

1. an amount of money given to someone by an organization to help pay for their education:
2. a feeling of respect for and approval of someone or something:
3. used for saying that something is very difficult to believe:
4. especially:
5. someone or something that gives you ideas for doing something:
6. to die:

13. Use the correct form of the words in activity 12 to complete the sentences. One of the words IS NOT necessary for this activity.

1. The sculptor has taken his from African art.
2. Sarah is terribly upset because her grandmother a few days ago.
3. I have great for him as a philosopher.
4. Michael won a(n) to study at Stanford University last month.
5. I'd rather visit the historic sites in Europe this summer, in Italy.

14. Discuss the questions with your partner.

1. What do you think of Feza Gürsey's life story?
2. Which information do you find the most interesting?
3. Do you think he is an inspirational person?

15. Work in pairs. Take turns to ask and answer the questions.

1. Could you solve maths problems easily when you were at primary school?
2. Could you get high grades when you were at secondary school?
3. Are you good at solving physics problems?
4. What school subjects are you skilled at?
5. What school subjects are you keen on studying?
6. Would you like to make a career in theoretical physics?

16. Write a paragraph about your interests and abilities. Check it for spelling and grammar mistakes before you hand it in next week.



DISCUSSION TIME



Work in groups and discuss the quotes below. Share your group's opinions with the class.

"The physicist doesn't try to force his/ her logic on nature. Instead, he/ she adjusts his/ her way of thinking according to the facts that he/ she learns from nature."

Feza Gürsey

"There is something that I have learned from my experiences: History will also forget the nations that forget their own scientists."

Feza Gürsey



See page 146 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 3

HARD TIMES



Communicative Functions:

F1. Describing events happening at the same time in the past

F2. Explaining people's habits in the past



1. Read the following sentences and tick the ones which you have heard your grandparents say.

- Life was really hard in the past.
- We used to use candles at home as there was no electricity.
- A couple of decades ago, we couldn't use electrical appliances in our homes, so household chores weren't easy.
- People in villages used to wash their clothes in rivers due to the lack of running water.
- When we were young, there were no mobile phones, so it was very difficult to contact our relatives who lived far away.
- Transportation was a big problem; we used to go almost everywhere on foot.
- Many women had a sewing machine, and they used to make their children's clothes at home instead of buying them.



2. Discuss the questions in pairs. Add reasons or examples to your answers.

1. Do you think many aspects of everyday life were harder in the past?
2. Do you believe all the changes in today's society are good for people?



3. Listen to the speaker and tick **Yes** or **No**. (Audio 3.1)

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. The speaker used to respect the elderly when he was young. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. His grandchildren often visit the speaker. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Neighbors used to trust each other in the past. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Neighbors used to help each other a lot. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People usually greet their neighbors when they meet them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. People used to be more productive in the past. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The speaker thinks people are more hardworking nowadays. | <input type="checkbox"/> | <input type="checkbox"/> |

4. Listen to the speaker again and complete the sentences.

1. While the speaker was waiting for during the religious festival last month, they phoned him and said they were going to
2. In the past, some of the speaker's neighbors were just like
3. When the speaker was a child, he and his friends used to make; they didn't use to buy them.
4. People used to, mow their own grass and in the past.

5. Work in groups and discuss the following questions. Then present your group's opinions to the class.

1. To what extent do you agree with the speaker?
2. According to the speaker, the young aren't respectful towards the old and they usually ignore them. What do you think?
3. The speaker thinks change is inevitable, but we should protect our moral values. Do you agree? Why/ Why not?

 See page 138 for Language Structures.

6. Think about your childhood years at primary school. Work in pairs and take turns to ask questions using the phrases in the list as in the example.



- ◆ live in a small town
- ◆ fly a kite
- ◆ like watching cartoons
- ◆ listen to pop music
- ◆ keep a diary
- ◆ visit your grandparents at weekends
- ◆ tidy your room
- ◆ do all your homework
- ◆ drink milk at bedtime
- ◆ read stories at bedtime

Did you use to live in a small town when you were at primary school?



Yes, I did. / No, I didn't.



IDIOMS / PROVERBS CORNER



1. Read the following extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then use the correct form of the idioms to complete the sentences (1-3).

"We used to visit our grandparents very often, but my grandchildren rarely come to my house. While I was waiting for them during the religious festival last month, they phoned me to say they were going to a seaside resort. *My heart sank.*"

"In the past, we used to know all our neighbors. Some of them were just like our relatives. We used to trust each other. When someone needed help, we used to *lend a hand.*"

"*As far as I'm concerned*, there's something wrong with that."

1. You should teach your children to when it comes to cleaning up after meals.
2., we should start a campaign this week. What do you think?
3. When I heard about that terrible traffic accident,

2. Work in pairs and take turns to make example sentences using the idioms above.

PRONUNCIATION



1. Study the tables and notice the difference. The examples (1-5) are from the audio.

Rising intonation

Yes/ No questions:

- (1) Can you believe (↗) that?

Lists: (Intonation rises on each item of the list, but it falls on the last item to show that the list is finished.)

- (2) In the past, we used to wash our own (↗) cars, mow our own (↗) grass and paint our own (↘) houses.

Falling intonation

Wh-questions:

- (3) Why do they behave in that (↘) way?

Statements:

- (4) Life was certainly different when we were (↘) young.

Exclamations:

- (5) I miss the good old days so (↘) much!

2. Listen to the examples in activity 1 and repeat with the correct intonation. (Audio 3.2)



3. Listen to the dialogues and repeat with the correct intonation. (Audio 3.3)



1. A: Was she sleeping when you got there? B: Yes, she was.
 2. A: Did you use to play chess when you were younger? B: No, I didn't.
 3. A: How was your trip to İstanbul? B: It was amazing!
 4. A: What did you eat for breakfast? B: I ate cheese, olives and eggs.

4. Work in pairs. Act out the dialogues above. Pay attention to the correct intonation.

5. Read the information below. Then study the examples (1-3) taken from the audio.

We also use **rising intonation** when we're in the middle of a conversation. We use it at the end of a phrase to show that we haven't finished speaking yet, but we use **falling intonation** when we finish the sentence.

1. First of (↗) all, we used to respect the elderly a (↘) lot.
 2. In the (↗) past, we used to know all our (↘) neighbors.
 3. A couple of decades (↗) ago, people were generally more (↘) productive.

6. Listen to the examples above and repeat with the correct intonation. (Audio 3.4)



E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Interview one of your grandparents or another elderly relative about the life in the past.
- ◆ Add questions about his/ her past habits.
- ◆ Ask about his/ her opinions on the changes in today's society as well.
- ◆ Translate the interview into English, and hand it in next week.
- ◆ When your teacher gives it back, take a photo of the interview and upload it to your blog.

LISTENING & SPEAKING

PART - 2



1. Do you know what the following adjectives mean? Use a dictionary if you need to.

exhausted	terrified	overjoyed	depressed	shocked
furious	disappointed	embarrassed	relieved	confused

2. Choose the correct adjectives from activity 1 to complete the sentences below.

1. While I was singing yesterday, all my classmates were listening to me. Suddenly, I forgot the words. Next, everybody started to laugh at me. I felt really
2. My grandmother had a heart attack last night, and she's at hospital now. All her children and grandchildren feel
3. My sister put on my new dress without asking me for permission, and then she spilled tea on it. I got
4. As I was driving in India a few years ago, I found myself in the tiger area. There were many tigers around my car. I felt

3. Work in pairs. Ask and answer as follows using the adjectives in activity 1.



When did you last feel exhausted?



When I got home yesterday, my mum was cleaning the house. I helped her do the cleaning. Finally, I felt exhausted.

4. Listen to the speakers and write 1 or 2 to fill in the gaps below. (Audio 3.5)



Speaker : A bus trip

Speaker : A flight

5. Listen to the speakers' stories again and circle the correct alternative.

1. Speaker 1 was going to Liverpool to visit her **friends / grandparents**.
2. When the pilot made the announcement, she was feeling **shocked / terrified**.
3. All the passengers on the plane got **relieved / happy** when the shaking stopped.
4. When Speaker 2 believed he got lost, he felt **shocked / depressed**.
5. The **police officer / bus driver** took him to the hotel where he was staying with his family.

6. Listen to the speakers again and complete the sentences.

1. While Speaker 1 was, her sister was having a chat with another passenger.
2. As the plane was shaking, some girls were, and a little boy was
3. While Speaker 2 was with his family, the bus moved and he couldn't leave it.
4. When he arrived at the hotel, his family were

7. Study the table below and learn how to tell a story or talk about a past event.

Useful tips on how to tell a story or talk about a past event

◆ **Say when the story took place.**

I was about 19 years old. / It happened 2 years ago. / It happened during my summer holiday last year. / It was in 2015. / I was in my first year at secondary school. / I was travelling through Europe last July.

◆ **Use the Past Continuous to describe the events happening at the same time in the past.**

As it was raining hard, everybody was singing and dancing.

While the pilot was talking, I remembered something important.

When the bus appeared, she was looking for her sister.

◆ **Use linking words to show the sequence of events.**

◆ *First / Firstly / First of all / In the beginning / At first...*

◆ *Second / Secondly / Then / Next / Later on / After that / After a while / Meanwhile / Soon afterwards / An hour later / About 20 minutes later...*

◆ *Finally / Eventually / In the end / At last...*

◆ **Use adjectives to describe how you felt.**

excited / furious / nervous / exhausted / scared / relieved / anxious / confused / happy...

◆ **End your story in an effective way.**

It was an unforgettable day. / That event changed my life. / It was the best day of my life. / It was one of the worst days of my life. / I'll never forget that day.

8. Work in pairs. Tell your partner one of the speakers' stories in your own words.

9. Work in groups and discuss the following questions. You can give imaginary answers. Talk about the details of the events by using some linking words like *First, Then, Finally, etc.*

1. Have you ever travelled by plane? If yes, do you remember the first time you were on a plane?

2. Have you ever got lost?

10. Prepare a short presentation about a personal experience when you felt disappointed, depressed, embarrassed, shocked or terrified. Make notes by keeping the tips in activity 7 in mind. Give your presentation to the class next lesson.



1. Say what body parts the following words mean. Use a dictionary if you need to.

shoulder

elbow

wrist

heart

lung

2. Read the title of the text and look at the photos on the opposite page. What do you think the text is about? Next, read it and check if your guess is correct.

3. Use the following sentences to fill in the blanks (1-4) in the text. There is an extra sentence.

- She was aggressively trying to rouse Patricia in order to alert her to the danger.
- I was lying in bed and there was a group of people by me: my family, my parents, a couple of friends, some doctors and nurses.
- I was crying as I was feeling terrible because of my broken wrist.
- When the paramedics arrived in less than 8 minutes, they restarted my heart, and then they rushed me to the hospital.
- When I told the problem to my wife Patricia, who is a psychiatrist, she said we should arrange to see our family doctor the next day.

4. Tick the question that **CANNOT** be answered according to the text. Then answer the other ones.



- What did Matthew use to do very often?
- What was the problem when he came home that evening?
- What happened soon after he went upstairs?
- What was Zola doing while Patricia was reading?
- What happened to Zola about a minute later?
- What did Patricia say after that?
- What happened when the paramedics arrived there?

5. Complete the table using the information in Matthew's story.

Plot (the series of events that form the story)

Setting (the place and time of the story)

Characters (the people or animals in the story)

Climax (the most exciting or important event of the story)



HEROIC DOG HONORED AT THE AWARD CEREMONY

Zola, a family pet, was on stage at the ceremony yesterday. Now her owner Matthew tells their amazing story.



“It was in December 2014. I was 55 years old. My family and I used to live in Toronto. I was keen on cycling, and I used to ride my bike in a nearby park very often. That evening, I had a long bike ride, and when I came back home at around 11:40 p.m., my shoulders and elbows were aching badly. That was strange because I usually complained about the pain in my wrists after riding. **(1)**
Actually, I thought it was not worth considering.

Soon afterwards, I went upstairs to the third floor of our house, but my wife stayed in the living room on the ground floor with our daughters, Alice and Olivia (then 23 and 17). While I was walking up the stairs, I aimed to watch TV. I used to watch sports just before bedtime every day. After a short while, things suddenly became awful. The next thing I can remember is more than 20 hours later: I found myself in a hospital room. **(2)**
All were looking at me anxiously.



I later found out that I had a heart attack soon after I went upstairs. When I fell to the floor, Patricia heard the sound and believed I dropped something. She thought about calling up to me, but she knew I wouldn't hear her if she did as I used to wear headphones when watching telly. So she kept on reading in front of the fireplace, and Zola was resting quietly at her feet. About a minute later, Zola started barking as if she went crazy. **(3)**
..... That was not typical of Zola, so Patricia stood up. Next, Zola led her up the stairs to the third floor, and they found me there lying on the floor. When Patricia checked me for vital signs, she found none. I was dead.

She immediately began CPR* while my daughters called 911. **(4)**
..... After that, I had some operations, and eventually I recovered completely. Fortunately, Zola felt that I needed help at that moment. That's the only reason I'm alive today. Now she proudly wears a brass name tag engraved with the words: I saved my human's life.”

*CPR: medical actions performed in an emergency to make the heart and lungs begin to work again



6. Answer the following questions.

1. Did you like Matthew's story? Why/ Why not?
2. Do you know a story about a heroic pet? If yes, present it to the class.
3. Have you ever done something that made you feel proud?

7. Read the story and circle the correct alternative in the sentence below.

The writer tells us an incident when **he / someone else** was in trouble.

.....

Have you ever done something that made you feel proud? I have. It happened during my summer holiday last year. I was at the swimming pool in our neighborhood. I used to go there every day during my holiday. It was 6:45 p.m. and I was feeling exhausted after spending the whole afternoon diving and swimming, so I decided to go home.

While I was swimming towards the stairs, I looked around and realized that the other swimmers were leaving as well. Next, I got out of the pool and took my towel. As I was drying my hair, I was looking at the pool. It was empty. Just then, a 10-year-old boy jumped into the water, but he didn't come to the surface again. Almost 40 seconds passed, but he was still in the water. I got really anxious.

Soon afterwards, I dived into the water and discovered that the boy was in real trouble. Unfortunately, one of his fingers was caught in the drain at the bottom of the pool, so he couldn't get free. He was trapped, and he was drowning. I got shocked. I swam to the surface and shouted for help. Luckily, there was a young man by the pool, and he immediately ran towards me. He jumped into the water and helped me to set the boy free. Finally, we took him out of the pool together. He coughed a lot of water up, and then he started breathing normally. When I saw that he was fine, I got relieved. In the end, everybody thanked me, and I felt very proud of myself. I was in the right place at the right time. I'll never forget that day.



8. Read the story again and write a good title for it.

9. Which question **DOES NOT** have an answer in the story? **Underline it, and then answer the other ones.**

1. What did the writer use to do every day during the summer holiday?
2. How was the writer feeling at the beginning of the story?
3. Why did the writer get anxious?
4. What happened when the writer dived into the water?
5. What happened when the writer shouted for help?
6. What did the boy say when he started breathing normally?



10. Use the information in the story and complete the table.

Plot	
Setting	
Characters	
Climax	

11. Summarize the story using the information in the table above. Tell it to the class in your own words.

12. When was the last time you felt proud of yourself? Tell the incident to the class.

13. Read the beginning of the story and write a good ending. First, make notes below, and then use them to write a paragraph. Remember to check it for grammar and spelling mistakes before you hand it in next week.

I was watching a movie in my bedroom a few weeks ago. It was almost 7 p.m. Suddenly, I smelled smoke. First, I looked around to check if there was something wrong in my own room, but I saw nothing to worry about. Next, I went to my parents' bedroom, and everything seemed all right there, too. After that, I ran downstairs to the kitchen. And again, there was no problem. I got so relieved. Then I looked out of the window and saw that the house next door was on fire...



14. Discuss the following question with your partner.

Do you think it is easy to reach your goals?

15. Read the following text and choose the correct answer.

The text is a(n) ---- .

A) autobiography

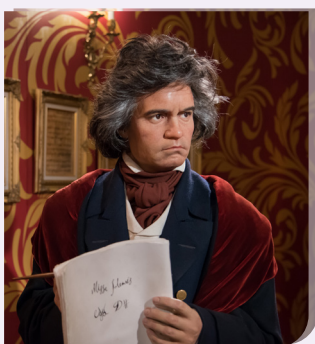
B) essay

C) letter

D) story

NEVER GIVE UP YOUR DREAMS

There is no doubt that all of us have some dreams. It is generally not easy to fulfil them, though. We may go through hard times, but we should keep trying and remember that *every cloud has a silver lining*.



To start with, we may **suffer** from health problems while trying to **attain** our goals. For example, German composer Ludwig van Beethoven lost his hearing in his mid-twenties. Despite being **deaf**, he continued to be productive. He was able to hear the music in his head, and he composed numerous pieces of music, including symphonies and piano concertos. Moreover, he had a serious liver disease and he was in chronic pain. However, the problems couldn't stop him from pursuing his goals. Beethoven is one of the most frequently performed composers in the world.

On our way to success, it is also possible for us to experience a learning disability, but that doesn't mean we cannot succeed. A good example is Agatha Christie, one of the best-selling authors of all time. At school, she used to have problems with writing because she had dyslexia*. Can you believe that she often got bad marks for her essays? As she got older, she discovered her hidden talent, and she wrote 66 detective novels and 14 short story collections, which were **published** in more than 40 languages all over the world.



Another challenge we have to cope with may be financial difficulties. Turkish scientist Aziz Sancar, for instance, was born into a family with 8 children. Furthermore, his parents couldn't read or write. He also grew up in a very small town and had to get his education in or near his hometown until he started the faculty of medicine. Nevertheless, he has always **chased** his dreams. Now he is extremely successful and has got many awards, including the 2015 Nobel Prize in Chemistry. He currently works as a professor at the University of North Carolina.

To sum up, we shouldn't give up even if we meet obstacles while attempting to achieve our aims. We may fall, but we should rise again because failure is nothing, but the first step towards success. Winners are not those who never fail, but those who never **quit**.

*dyslexia: a condition affecting the brain that makes it difficult for someone to read and write

16. Match the people (1-3) with the correct obstacles according to the essay. There is an extra obstacle.

- 1. Ludwig van Beethoven
- 2. Agatha Christie
- 3. Aziz Sancar

- a. financial difficulties
- b. health problems
- c. emotional problems
- d. a learning disability

17. Read the essay and write the thesis statement (the sentence in the first paragraph that summarizes the main point of the essay).

.....

.....

.....

18. Read the essay again and underline the topic sentence in each of the paragraphs 2, 3 and 4.

19. Read the paragraphs 2, 3 and 4 again. Find the supporting points and/ or examples for the topic sentences.

20. Answer the following questions according to the essay.

- 1. What health problems did Ludwig van Beethoven have?
- 2. What learning disability did Agatha Christie have when she was at school?
- 3. What difficulties did Aziz Sancar have when he was very young?



21. Read the essay and find the **highlighted** words. Work out the meaning from the context and use the correct form of the words below to complete the sentences (1-5). There is an extra word.

suffer	attain	deaf	publish	chase	quit
--------	--------	------	---------	-------	------

- 1. Henry eventually got a part in a movie after many years of his dreams.
- 2. If you want to your goals, you ought to keep trying.
- 3. Mike is, but he doesn't let his disability stop him from doing what he wants to do.
- 4. You can't now; you've just started.
- 5. I used to from breathing difficulties when I was younger.

22. Work in pairs and take turns to talk about the achievements of the famous people in the essay.

23. Imagine you're interviewing Aziz Sançar. What questions would you ask him?

24. To what extent do you agree with the writer of the essay?

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Imagine there's an online competition, and you should prepare a video blog entry about an unforgettable day in your life when you got **overjoyed**.
- ◆ First, write a paragraph by following the tips in activity 7 on page 43. You can use your imagination for the details. Then tell the story and record yourself.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



DISCUSSION TIME



1. Work in groups. Explain the following proverb using examples.

Every cloud has a silver lining.

2. Work in groups. Do you agree with the quotes below? Why/ Why not? Share your group's opinions with the class.

"Never give up. Great things take time."

Anonymous

"Never forget that the best view comes after the hardest climb."

Anonymous



See page 147 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 4

WHAT A LIFE



Communicative Functions:

- F1. Describing places, people and events in the past
- F2. Ordering events
- F3. Talking about personal experiences in the past



1. Work in pairs. Take turns to answer the following questions.

1. Have you ever travelled abroad? If yes, what countries have you seen so far? If not, what countries would you like to visit?
2. Has anybody ever stolen one of your possessions? If yes, what did they steal?
3. How often do you travel by plane? Have you ever checked in online?
4. Are you forgetful from time to time?
5. How often do you realize that you've left something important at home?
6. What items do you or your family members sometimes forget to take when leaving home?
Tick the correct items in the list below.

- | | | |
|-----------------------------------|--|--|
| <input type="checkbox"/> book(s) | <input type="checkbox"/> mobile phone | <input type="checkbox"/> wallet |
| <input type="checkbox"/> homework | <input type="checkbox"/> identity card | <input type="checkbox"/> (phone) charger |
| <input type="checkbox"/> key(s) | <input type="checkbox"/> driving licence | <input type="checkbox"/> glasses |

2. Listen to the conversations and match them with the speech bubbles.
There's an extra speech bubble. (Audio 4.1)



Conversation 1

Conversation 2

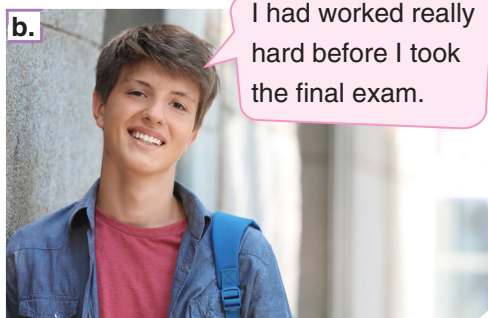
Conversation 3

a.



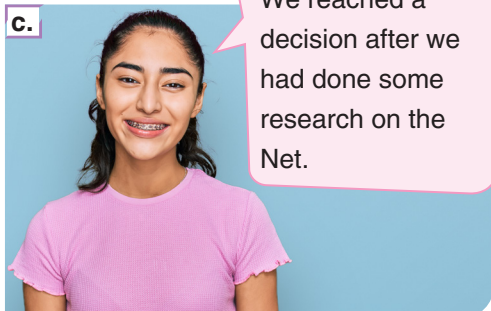
I got really shocked because someone had stolen my motorbike.

b.



I had worked really hard before I took the final exam.

c.



We reached a decision after we had done some research on the Net.

d.



I realized I had left something important at home.

3. Listen to the conversations again and choose the correct picture for each question.

1. Where did Sue spend her holiday with her parents?



2. Where was Matt an hour ago?



3. What did Emily leave at home yesterday evening?



4. Work in pairs and look back at activity 3. Take turns to ask and answer the questions.

5. Listen again and fill in the missing information in the sentences (1-4).

1. Sue's father had wanted to travel to before they decided where to go for holiday.
2. Matt went outside after he had
3. Matt didn't go to after someone had stolen his motorbike.
4. Before Emily went to the airport, she had online.

 See page 139 for Language Structures.

6. Work in pairs and take turns to talk about the incidents in the audio. Summarize them in your own words.



7. Discuss the following questions.

1. Do you think it is a good idea to go to Egypt for holiday? Why/ Why not?
2. Have you ever had an interesting holiday? If yes, describe it to your classmates.

8. Read the role cards below. Follow the instructions and role-play the situation.

STUDENT A

You are the presenter of a radio program called *Your Experiences*. Ask Student B some questions as in the examples below.

*Can you tell us the incident?
What happened? What were you doing when it happened? What did you do after it had happened? How did you feel? ...*

STUDENT B

You are a guest at the radio program. Choose one of the conversations in activity 2, and imagine you are the main character of the incident. You can also choose to share a personal experience of your own.

Answer Student A's questions. You can use your imagination to add some details.

9. Change roles and role-play the situation again.

10. Now, present your conversation to the class. Remember to ask a classmate to record it and then upload it to your blog.



IDIOMS / PROVERBS CORNER



Read the following extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then use the correct form of the idioms to complete the sentences (a-c).

1. **Jack:** Did you enjoy yourselves there?

Sue: Yes, we did. We loved Egypt. It was terrific.

Jack: Really?

Sue: Yes. We *had the time of our lives* there. I think you should definitely see Egypt.

Jack: Why not?

2. **Matt:** I couldn't find my motorbike because someone had stolen it.

Britney: Really? Are you *pulling my leg*?

Matt: No, Britney. That's true.

3. **Emily:** I went to the airport yesterday evening as I wanted to fly to Madrid. I hoped to visit my cousin there. I had bought my ticket *in advance*. That was a few weeks ago.

a. Is it really your caravan or are you

b. If you are coming to the tournament, you should tell me

c. Sam's party was great; all of us there.

P R O N U N C I A T I O N



1. Say the verbs below. Pay attention to the final sounds.

/ t /
watched - hoped

/ d /
injured - happened

/ id /
wanted - decided

2. Write the **highlighted** verbs into the correct column in activity 1.

- | | |
|--|--|
| 1. She started the project last week. | 4. They arrived too late yesterday. |
| 2. He walked through the tunnel. | 5. He washed the car a few hours ago. |
| 3. We stayed at a hotel last night. | 6. I needed to have a rest. |

3. Listen and check your answers. (Audio 4.2)



4. Listen again and repeat.

L I S T E N I N G & S P E A K I N G

PART - 2



1. Do the following quiz.

- Who is the person in the picture? He is ---- .
 A) Murad II
 B) Mehmed II (Mehmed the Conqueror)
- Which of the following sentences is correct about him?
 A) He was an Ottoman sultan.
 B) He was a well-known philosopher.



2. Listen to the information and check your answers. (Audio 4.3)



3. Work in groups and complete the table about the person in the picture above.

What do you know about him?	What do you want to learn about him?

4. Find the words in bold in the paragraph below and work out the meaning from the context. Then write the correct words next to the definitions (1-4).

Mehmed II is also called *Mehmed the Conqueror* as he **conquered** the city of Constantinople, which is now the modern city of İstanbul, on 29 May 1453. That was one of the most incredible events in history. It marked the end of the Eastern Roman **Empire** because the city had been its capital. After Mehmed II had taken control of the city, the **Middle Ages** finished according to historians. And Mehmed II **ruled** the Ottoman Empire successfully until the year 1481.

conquer

empire

Middle Ages

rule

1. a period in European history, around the years 1000 - 1453:
2. a group of countries that are controlled by a single person or government:
3. to take control of a country after a war:
4. to have power over a country, a group of people, etc.:

5. Listen to the historian and correct the mistakes in the following text. (Audio 4.4)



Mehmed II was born in 1432. When he was 13 years old, his father Murad II decided to get retired and wanted Mehmed to become the sultan. However, Mehmed was very young, and there were too many problems throughout the Ottoman Empire. For this reason, Murad II came back in 1443. So Mehmed could rule the empire only for 3 years. After his father had returned to power, he went to Kütahya and started



to live there. In 1450, his father got very ill, so Mehmed came to Edirne again. Soon afterwards, Murad II passed away. Next, Mehmed became the sultan for the second time. He was 17 years old. Before he began to rule the empire, he had had a very good education. According to some sources, he could speak 5 languages fluently. He was also interested in literature, fine arts and architecture. Above all, he was a great leader and a very brave soldier. After the conquest of İstanbul, he made lots of achievements and created a world empire. He had the power for 29 years. Eventually, he passed away in 1481. His tomb is near the Fatih Mosque in İstanbul.

6. Choose the correct option according to the text in activity 5.



Which of the following questions DOES NOT have an answer in the text?

- A) How old was Mehmed II when he became the sultan for the first time?
- B) Where did Mehmed II live after his father had come back to rule the Ottoman Empire again?
- C) How long did Mehmed II rule the Ottoman Empire after his father had died?
- D) What preparations had Mehmed II made before he conquered the city of İstanbul?

7. Look at the pictures below. Can you translate the names of the places into Turkish?



The Bosphorus



The Golden Horn



The Boğazkesen (Rumeli) Fortress

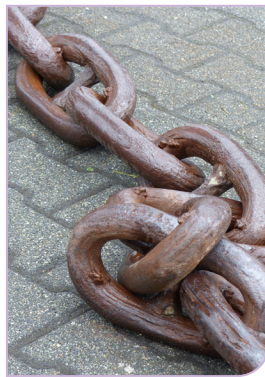
8. Label the pictures using the words in the list. Use a dictionary if you need to.

slipway

cannon

navy

chain



1. 2. 3. 4.

9. Listen to the historian talking about the conquest of İstanbul. Put the events (a-h) into the correct order. (Audio 4.5)



- a. He improved the Ottoman navy a lot.
- b. He managed to conquer the city thanks to his unbelievable plan.
- c. He began building the Boğazkesen Fortress to control the Bosphorus.
- d. He started the first attack and the cannons began to fire on the walls of the city.
- e. Mehmed II became the sultan and began the preparations for the conquest of İstanbul.
- f. The navy moved about 70 ships over land into the Golden Horn in the dark after they had built a slipway.
- g. The ships couldn't get into the Golden Horn because of the big chain closing the entrance.
- h. After he had designed the cannons, the Ottoman engineers developed them.

10. Work in pairs and take turns to describe the conquest of Istanbul in your own words. Add some linking words like *First, Then, Next, After that, Finally, etc.*



11. Look back at your notes in the second column of the table in activity 3 on page 55. Have you learned all the information you want to?

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Choose an important event in Turkish history such as a historic day in the Independence War. Surf the Net for the detailed information and the visuals.
- ◆ Use the information to write sentences. Then read them aloud and record yourself.
- ◆ Combine your audio recording with some related visuals and make a video blog entry.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



1. Read all the information on the website and answer the questions.

1. What is the website mainly about? Do you find this type of websites beneficial?
2. Who does this part of the website focus on? What do you know about him?

INTERESTING FACTS ABOUT TÜRKİYE

Search

Home

Türkiye in General

Cities

Well-known Figures in Turkish History and Culture



Mustafa Kemal Atatürk

The founder of modern Türkiye

Atatürk led the national forces that fought heroically against the occupying enemies in the Independence War. He became the first president when the Republic of Türkiye was established. After that, he introduced numerous political, social, economic and cultural reforms. His achievements were so remarkable that he was respected a lot and became an inspiration to many leaders around the world. He is regarded as one of the greatest leaders of the 20th century.

[More Information](#)

[Next Page](#)

2. Read the second part of the website. What do you know about each person in the pictures? Share your answers with the class.

INTERESTING FACTS ABOUT TÜRKİYE

Search

[Home](#) [Türkiye in General](#) [Cities](#) [Well-known Figures in Turkish History and Culture](#)

Many important figures are included here. They are chosen from different categories such as leadership, science, music, sports, literature, fine arts, philosophy, architecture, and so on.



Sultan Alparslan



Nene Hatun



Oktay Sinanoğlu



Halide Edib Adivar



Naim Süleymanoğlu



İdil Biret

[More Information](#) [Next Page ▶](#)

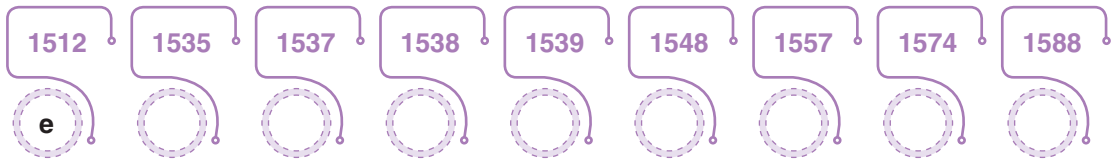
  

3. Work in groups. Brainstorm well-known figures in Turkish history and culture to make a list.

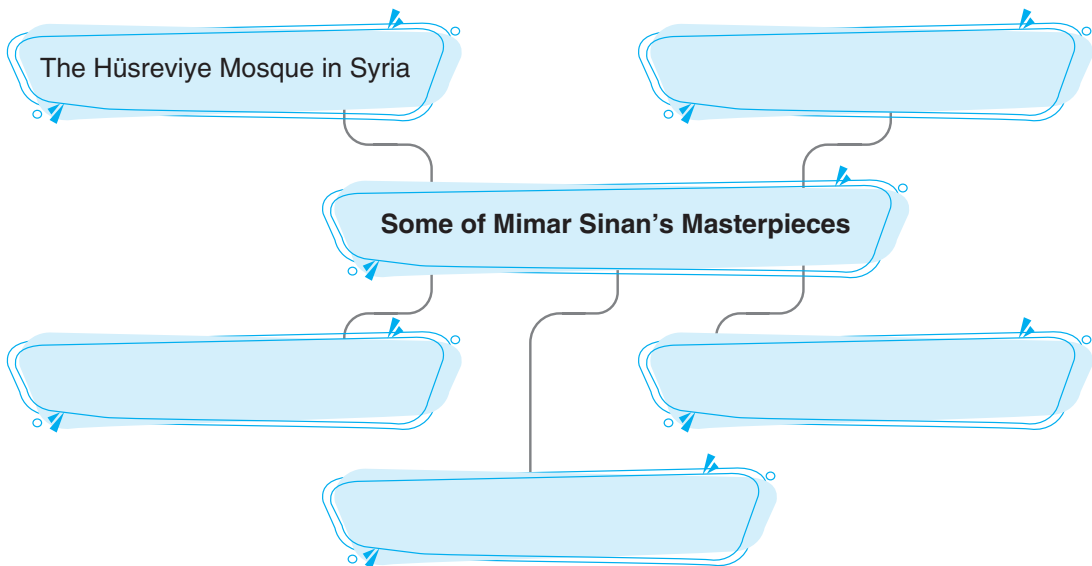
4. Read the infographic on the opposite page. Who is it about? Is his name included in your list in activity 3?

5. Fill in the timeline below with the events (a–i) according to the infographic.

- a. He joined the military campaign to Moldova and built a bridge.
- b. He became the chief architect as a result of his success.
- c. He built the Selimiye Mosque in Edirne.
- d. He joined the military campaign to Baghdad and made 3 ships.
- e. Some Ottoman officers recruited Sinan to the army.
- f. He built the Süleymaniye Mosque in İstanbul.
- g. He built his first mosque in Syria.
- h. He passed away in İstanbul.
- i. He built the Şehzade Mosque in İstanbul.



6. Complete the following diagram according to the infographic.



7. Which of the following CANNOT be inferred from the infographic?

- A) After Mimar Sinan had learned the nuts and bolts of the jobs 'stonemason' and 'carpenter', he became a member of the Ottoman army.
- B) It took only a short time for Mimar Sinan to learn many different techniques of architecture.
- C) Before Mimar Sinan built a bridge over the Prut River, he had become the chief architect.
- D) Mimar Sinan had created many different types of structures before he passed away.



8. Work in pairs. Ask each other questions about Mimar Sinan's life story.

Sinan was the chief architect and civil engineer for the Ottoman sultans *Süleyman I*, *Selim II* and *Murad III*, so he worked during the most powerful periods of the Ottoman Empire and created marvellous works of art which decorated different parts of it. He is believed to be one of the greatest architects in Turkish history.



He was born in the village of Ağırnas near Kayseri. His exact birth date is not known, but according to some sources, he was born around the year 1490. He grew up in his hometown. His father was a stonemason and a carpenter. Sinan spent his youth helping him and learned a lot.

The Most Important Architect of the Ottoman Empire

1512

Some Ottoman officers recruited Sinan to the army. He had the chance to work with successful architects and learned different techniques. He was very talented and ambitious. After a short while, he improved his skills.

Some of his achievements:

1535

He managed to make 3 ships to pass Lake Van during the military campaign to Baghdad.

1537

He completed building the Hüsreviye Mosque in Syria. It was the first of his masterpieces, which he had built all around the empire before he gained his fame in art.



1538

He attracted lots of attention after he had built a bridge over the Prut River during the campaign to Moldova.

1539

He was so successful that he became the chief architect.

1548

He finished building the Şehzade Mosque in İstanbul. It is considered his first important work in the classical Ottoman architecture.



1557

He completed the Süleymaniye Mosque in İstanbul, which was the largest mosque of the 16th century. After he had built it, he gained the title *Great*.



1574

He built the Selimiye Mosque in Edirne, which was his most important work of art.



Great Sinan undertook many projects in his lifetime. He had built over 80 mosques, 34 palaces, 41 public baths, 19 tombs, 12 inns, and so on before he passed away in İstanbul in 1588. Turkish people know him as *Mimar Sinan* and they have been fascinated by his masterpieces for centuries.

9. Work with your partner. Take turns to describe the main events in Mimar Sinan's life story in your own words.
10. What 2 questions would you ask Mimar Sinan if you could? Brainstorm with your partner and write down the questions.
 1. ?
 2. ?
11. Write an essay about a well-known figure in Turkish history whose life story affects you a lot. Before you hand it in next week, work with your partner and check each other's essays for spelling and grammar mistakes.

E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Choose a well-known figure from your list in activity 3 on page 59.
- ◆ Surf the Net to find some information about the main events in his/ her life story.
- ◆ Decide which pieces of information you want to include, and then paraphrase them in your own words. Next, check your sentences for spelling and grammar mistakes.
- ◆ Prepare a poster online using your sentences and related visuals.
- ◆ Finally, upload the poster to your blog.

DISCUSSION TIME



1. Discuss the following questions in groups, and then share your group's opinions with the class.
 1. Mimar Sinan loved his job, and he worked hard all through his career. Do you think these factors are essential to succeed? Why/ Why not?
 2. Mimar Sinan created many works of art, so people still remember him. Do you think it is important to be remembered hundreds of years later? In what ways can that be possible?
2. Work in groups. Discuss the questions below. Share your group's opinions with the class.
 1. What do you think about Mehmed II? Which information in his life story did you find interesting?
 2. Mehmed II was determined to succeed, so he didn't give up when he faced obstacles, and that changed the world. Do you agree? Why/ Why not?

 See page 147 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 5

BACK TO THE PAST



Communicative Functions:

- F1. Expressing wishes and regrets for past events
- F2. Talking about unreal past events



1. Discuss the following questions with your partner.
 1. How often do you go back home late after school?
 2. How would your parents feel if you had to go home late today, angry or worried?
 3. What do you usually spend your pocket money on? Do you ever waste it? If yes, how?
2. You're going to listen to a teenage boy who had a terrible day. Work in groups and guess what happened. Write down sentences as in the example.

Maybe...

- he argued with one of his classmates.

3. Listen to the conversation between the teenage boy and his mother. Check your guesses in activity 2. (Audio 5.1)



4. Listen to the conversation again and choose the correct answer.

1. Why was Tom's mother worried?
A) He looked extremely depressed.
B) She couldn't contact him all day.
2. Why did Tom get anxious in the morning?
A) He had a chemistry exam in the first lesson, so he had to go to school in time.
B) He couldn't hand in his chemistry project in time as he was late for school.
3. Something unexpected happened during the last lesson. What was that?
A) Tom's best friend Jason suddenly got very ill.
B) Tom's best friend Jason suddenly felt sad.

5. Listen again and match the conditions (1-6) with the results (a-g). There's an extra result.

- | | |
|---|---|
| <input type="radio"/> 1. If Tom had left home earlier, | a. he wouldn't have wasted so much money. |
| <input type="radio"/> 2. If Tom had caught the school bus, | b. Jason wouldn't have felt very bad. |
| <input type="radio"/> 3. If Tom hadn't taken a taxi, | c. he could have caught the school bus. |
| <input type="radio"/> 4. If Tom had remembered to take his mobile phone with him, | d. Tom wouldn't have gone to his home with him. |
| <input type="radio"/> 5. If Jason had felt well, | e. he could have got on a bus to go home. |
| <input type="radio"/> 6. If Tom had had some money left, | f. he could have contacted his mother. |
| | g. he wouldn't have taken a taxi. |

6. Work with your partner. Look back at activities 4 and 5. Take turns to ask and answer the questions below.

1. What could have happened if Tom had left home earlier?
2. Would he have taken a taxi if he had caught the school bus?
3. What wouldn't have happened if he hadn't taken a taxi?
4. What could he have done if he had remembered to take his mobile phone with him?
5. What wouldn't Tom have done if his best friend Jason hadn't felt very bad?
6. What could Tom have done if he had had money left?

7. Work in pairs. Take turns to describe the details of Tom's day in your own words.

8. Work in groups and discuss the following questions.

1. Have you ever had a day when you thought everything went wrong? If yes, tell your group members what happened using some linking words like *First, Then, After that*, etc.
2. When was the last time you went home late? Why were you late? What happened after you had got home? How did your parents react? Share your answers with your group members.

 See page 140 for Language Structures.

9. Study the information in the following table.

Word	Part of speech	Definition
1. trivial	adjective	having little value or importance
2. cheat	verb	to behave in a dishonest way to get what you want
3. tournament	noun	a sports competition involving a number of teams

10. Discuss the questions in groups.

1. How often do you think you waste your time on trivial things?
2. Many people believe that dishonest people cheat in an exam. What do you think?
3. Have you ever taken part in a tournament? If yes, where and when?



11. Listen to the teenagers and fill in the blanks. (Audio 5.2)

1. The first teenager had an argument with
2. The second teenager had an argument with
3. The third teenager had an argument with

12. Listen to the teenagers again and complete the following sentences.

1. The first teenager says, "If I'd, we'd have"

2. The second teenager says, "If I'd, I'd have"

3. The third teenager says, "If I'd, I'd have"

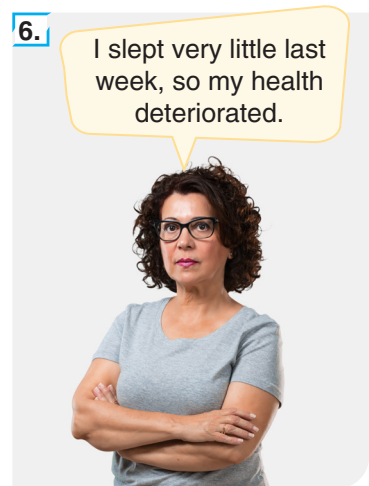
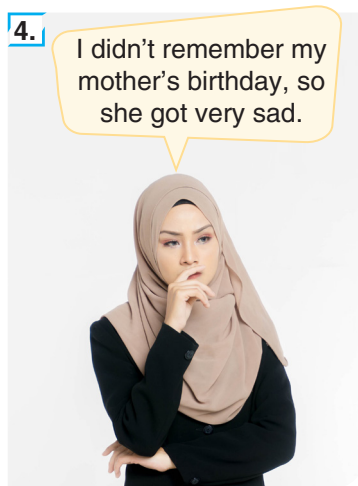
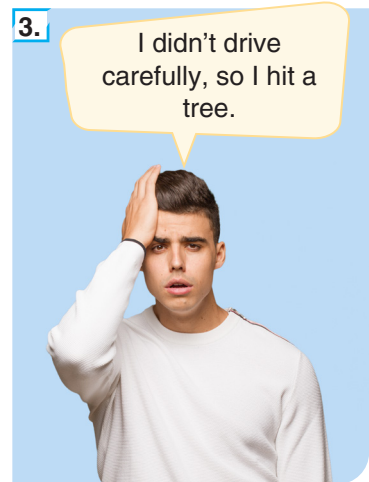
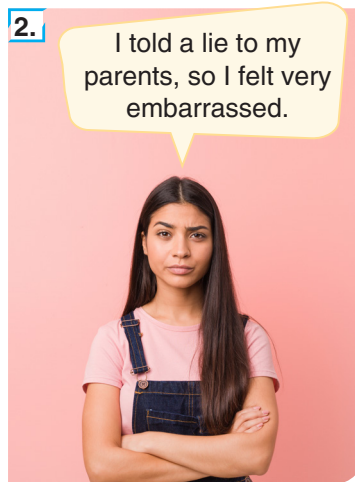
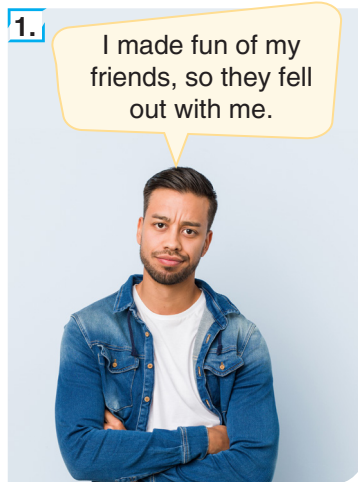
13. Work with your partner. Take turns to ask and answer the questions below.

1. What would have happened if the first teenager had ended the game earlier?
2. What would have happened if the second teenager hadn't written the word wrongly?
3. What would have happened if the third teenager had left the party earlier?



14. Work with your partner. Take turns to make sentences about the situations in the speech bubbles as in the example.

If the boy in picture 1 hadn't made fun of his friends, they wouldn't have fallen out with him.



15. Work in pairs and look at activity 14 again. Take turns to ask and answer questions as follows. You can use your own ideas for the answers.

A: What would have happened if the boy in picture 1 hadn't made fun of his friends?

B: They wouldn't have fallen out with him./ He wouldn't have got into trouble./ They would have got on well with him.



16. Remember a past event and describe its result by making a sentence as in the example. Present your sentence to the class.

If I had tidied my room last Sunday, my mother would have been delighted.

IDIOMS / PROVERBS CORNER



1. Read the following extract from the first audio. Pay attention to the idioms in italics and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

Mum : Tom! You've come home at last! *Thank God* you're all right. I've felt too worried about you. You're so late. I couldn't contact you all day. Why did you keep me *on pins and needles*?

Tom : Sorry, mum, but it was a terrible day. I'm happy it finally ended.

Mum : Why? What happened?

Tom : I'll tell you all from the beginning.

Mum : OK. I'm *all ears*.

- a. very anxious or excited while waiting to find out something:
- b. to be listening in an interested manner:
- c. something you say when you are happy because something bad did not happen:

2. Work in pairs. Take turns to make sentences using the idioms above.

P PRONUNCIATION



1. We often use the contraction of "had" and "would" in everyday speech. Listen to the following sentences by paying attention to the **highlighted** words. Then practise saying them. (Audio 5.3)



1. If **I'd** finished the game earlier, **we'd** have had a nice evening.
2. If **I'd** found my eraser, **I'd** have passed the exam.
3. If **I'd** got to the gym in time, **I'd** have joined the training.

2. Present some example sentences to the class in the same way as in activity 1.

E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Prepare a short presentation about a recent past event when you felt sorry, embarrassed or disappointed. Include what happened that day and what you had done before it happened.
- ◆ Remember to add a sentence that starts with "If I had/ hadn't"
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of your presentation and upload it to your blog.
- ◆ Then give your presentation to the class.



1. Discuss the questions with your partner.

1. Can you give an example of your wishes that you want to come true?
2. Do you have regrets about anything in the past? What would you change if you could go back to the past?



2. Watch the TV program and complete the quotes (1-4). (Video 5.1)

1. "I could have studied at a better university if I had"
2. "I would have been healthier if I had"
3. "I could have earned a better salary if I had"
4. "We would have lived together happily if we had"

3. Watch the video again and complete the following speech bubbles.

1. I wish I had
at high school. If only I had listened
to

2. I wish I had
..... habits. If only I had
.....

3. I wish I hadn't had so many
..... . If only I hadn't
.....

4. I wish my wife and I had
..... . If only we had
.....

5. I wish I had
..... in the past.

4. Discuss the questions with your partner. Support your answers with reasons and/or examples.

1. Do you do all your homework? Do you think you learn well enough?
2. Do you hope you will get into a good university?
3. Do you think you have healthy eating habits?
4. Do you exercise regularly?
5. Do you believe you will get a good job in the future?

5. Work with your partner. Imagine you regret the following past events. Express your regrets about them in turn. Start your sentences using "I wish/ If only".

- You didn't keep your promise to call your uncle.
- You didn't tidy your room last weekend.
- You didn't write your essay carefully.
- You told your sister about your friend's secret.
- You forgot your appointment with your cousin.
- You deleted all the photos from your mobile phone by mistake.
- You didn't keep in touch with your old friends.

6. Work in groups. Take turns to express your own regrets and wishes about some past events. First, make notes below. Finally, share one of your sentences with the class.

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Imagine you are a guest at the TV program called *If I Had Behaved Differently in the Past*, and you want to present your biggest regrets. You can use your imagination for the details.
- ◆ Express your regrets and record yourself.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ After watching the video, your partner should evaluate your fluency and accuracy.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory

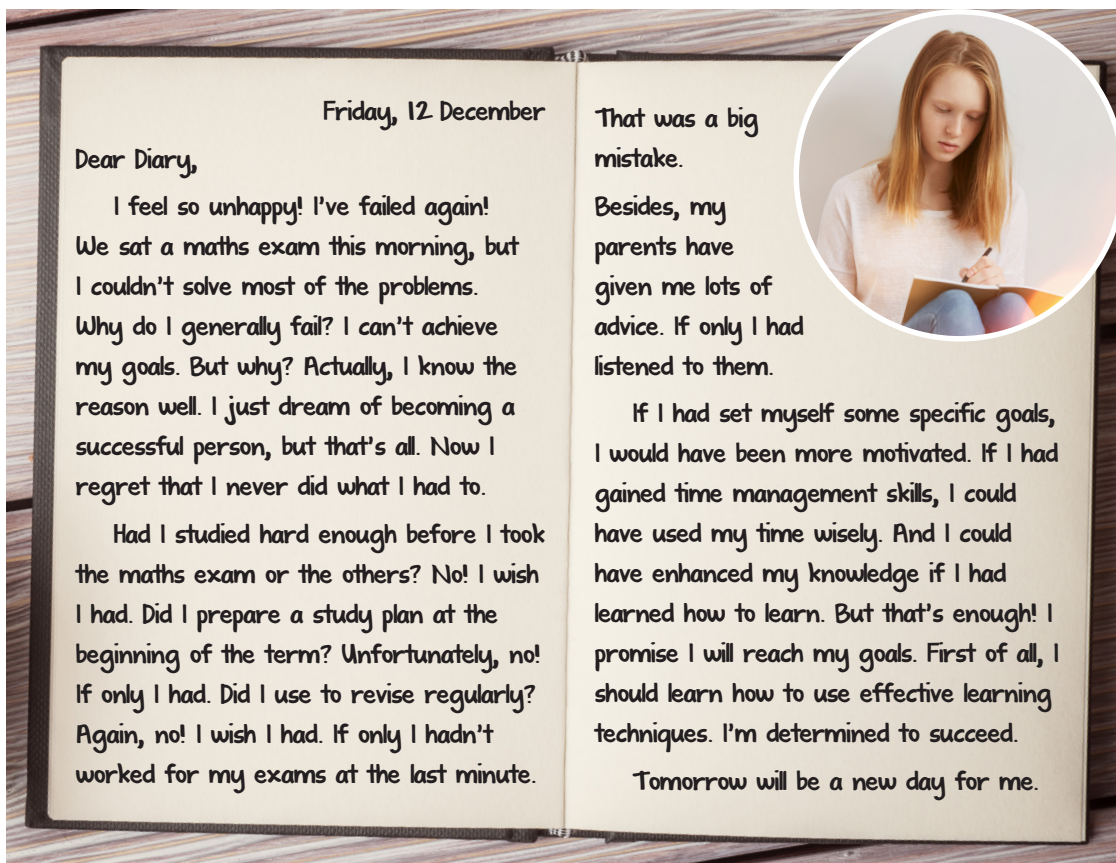




1. Discuss the following questions with your partner.

1. Have you ever kept a diary?
2. Do you think it is a good idea to keep a diary? Why/ Why not?

2. Read Emily's diary entry. What does she regret?



3. Read the diary entry again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Emily could do well in the maths exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. She feels sad because she usually fails her exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. She also took the geography exam today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Before she took the maths exam, she had studied hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. She regrets not preparing a study plan at the beginning of the term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Her parents' advice was about effective learning techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. She believes she will never reach her goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4. Answer the following questions according to the diary entry.
 1. What would have happened if Emily had set herself some specific goals?
 2. What could have happened if she had gained time management skills?
 3. What could have happened if she had learned how to learn?
5. Work in pairs and read the diary entry again. Take turns to describe Emily's wishes and regrets about past events starting with "Emily wishes".
6. Discuss the following questions with your partner.
 1. Have you ever felt in the same way as Emily did before her final decision?
 2. Do you think Emily's final decision is a good one? Why/ Why not? To what extent do you agree with Emily?
 3. How often do you join online chat groups?
7. Read the messages in the following chat group. What are they mainly about?

Search🔍Login⌵

James (12 minutes ago)

#Iwish

I wish I had made time to play games with my children. Now they are teenagers, and *they* want to spend almost all of their time with their friends.

Molly (26 minutes ago)

#Iwish

I wish I had spent more time with my family, especially my parents. Now I see they've always wanted me to be happy. *They've* never given up loving me.

Alice (2 hours ago)

#Iwish

I wish I hadn't worried too much about what others thought of my actions. It took me a long time to **overcome**. I realized that was **nonsense**.

Max (6 hours ago)

#Iwish

I wish I hadn't **resigned** from the local company. I wanted to have a more challenging job, but I couldn't find *it*. And my **income** declined a lot.

Zoe (11 hours ago)

#Iwish

I wish I hadn't been a **stingy** person. Although I had lots of money, I never helped the needy. If only I had become a member of a charity.

8. Write the correct names according to the text in activity 7. Who may the following sentences be said by?



1. : My income wouldn't have declined if I hadn't resigned from the local company.
2. : My parents would have become happy if I had spent more time with them.
3. : I would have been happier if I hadn't worried too much about what others thought of my actions.
4. : I would have helped the needy if I hadn't been a stingy person.
5. : My children and I would have spent a great time together if I had made time to play games with them.

9. Write what the following words refer to according to the text in activity 7.

1. (Line 4) they :
2. (Line 8) They :
3. (Line 16) it :

10. Find the **highlighted** words in the text and work out the meaning from the context. Then match the definitions (1-4) below with the words (a-e). There is an extra word.

- | | |
|---|-------------|
| <input type="radio"/> 1. to give up a job or position | a. overcome |
| <input type="radio"/> 2. not generous | b. nonsense |
| <input type="radio"/> 3. to succeed in controlling a problem | c. resign |
| <input type="radio"/> 4. an idea or a statement that you think is silly or not true | d. income |
| | e. stingy |

11. Use the correct form of the words in activity 10 to complete the sentences below. One of the words IS NOT necessary for this activity.




1. Eventually, Martin his fear of flying.
2. Tourism is a major source of for the families in this area.
3. My elder uncle is so that he's never bought me a present.
4. When the financial problems increased, some of the directors from the company.

12. Discuss the questions with your partner. Support your answers with reasons.


1. Did your parents use to play games with you when you were a child?
2. Do you worry too much about what others think of your actions?
3. Do you think you are a stingy person?

13. Add 3 short messages into the chat group below. Use your imagination for the details.

Search 🔍 Login


 **Adam** (30 minutes ago)
#Iwish

 **Veronica** (8 hours ago)
#Iwish

 **Albert** (15 hours ago)
#Iwish

14. Write your own short message. Express your opinions and regrets about something in the past. Start with “I wish”.

..... (7 minutes ago)
#Iwish



DISCUSSION TIME



Discuss the quote in groups. Then share your group’s opinions with the class.

“Regrets in life are just lessons learned. When you experience challenging times, the most important thing is to learn from the experience. That will teach you what you need to grow yourself.”

Anonymous

 See page 148 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 6

OPEN YOUR HEART



Communicative Functions:

- F1.** *Expressing degrees of certainty in the past*
- F2.** *Expressing criticism for the events in the past*



1. Discuss the following questions with your partner.

1. How do you think the boy in the picture is feeling?
2. Do you sometimes feel the same way as him?
3. What do you think we should do when we do something wrong? Get depressed or try hard to correct our mistakes?
4. Who do you usually talk to when you do something wrong? Tick the correct people in the list below.



- | | | |
|--|--|--|
| <input type="radio"/> your mother | <input type="radio"/> your best friend | <input type="radio"/> the psychological counselor of your school |
| <input type="radio"/> your father | <input type="radio"/> one of your cousins | <input type="radio"/> a psychologist |
| <input type="radio"/> your sister/ brother | <input type="radio"/> one of your teachers | |

2. Listen to the conversations and match them with the speech bubbles.
There's an extra speech bubble. (Audio 6.1)



Conversation 1

Conversation 2

Conversation 3

a.



I'm very sad as I won't be able to hand in the project in time.

b.



I made someone sad as I didn't visit him/ her.

c.



I made someone upset because I didn't help him/ her.

d.



I'm upset because one of my friends did something wrong.

3. Listen to the conversations again and choose the correct picture for each question.

1. What did Tom break in David's house this afternoon?



2. What did Tina forget to do after school today?



3. What did Mark's mother ask him to help her with?



4. Work in pairs. Ask and answer the questions in activity 3 in turn as in the example.

What did Tom break in David's house this afternoon?



He broke



5. Underline the correct alternative in each sentence below. Then listen to the conversations again and check your answers.

In conversation 1, Susan says to David,

1. "They could've **caused something worse / broken the TV**, thank God that didn't happen."
2. "You shouldn't have **let your friends play inside / given your friends the ball.**"

In conversation 2, Tina's mother says to her,

3. "You should've **visited / phoned** your grandma."
4. "You shouldn't have **disappointed her / forgotten about that.**"

In conversation 3, Mark says to Sophie,

5. "I shouldn't have **told a lie to my mum / broken my mum's heart.**"
6. "I should've **cleaned my room / helped her with the cleaning.**"

6. Work in groups. Read the instructions and do the activity.

- Choose one of the following questions.

1. Have you ever made someone upset as you didn't help him/ her? If yes, what happened?
2. Have you ever felt upset about something that one of your friends caused? If yes, what happened?

- Make notes below about your answer. You can use your imagination for the details.

- Take turns to share the answers with the group members.

 See page 141 for Language Structures.

7. Work in groups. Discuss the following questions by using your own ideas. Then share your group's answers with the class.

1. What do you think David should/ shouldn't have done?
2. What do you think Tina should/ shouldn't have done?
3. What do you think Mark should/ shouldn't have done?



8. Work with your partner. Take turns to express regrets about the following situations as in the example.

I wish I hadn't eaten too much ice cream. I shouldn't have eaten too much ice cream.

- I ate too much ice cream, and then I got a sore throat.
- I didn't wear my coat yesterday afternoon, so I caught a cold.
- I didn't lock the door, so the thief could enter easily.
- I cut my finger as I chopped the tomatoes very quickly.
- I didn't offer my seat to an elderly woman on the bus yesterday, and then she fell down.
- I went to a holiday resort instead of visiting my grandparents during the Ramadan Feast.
- I was late for the job interview last Monday. For this reason, I couldn't get the job.
- I sent text messages to my best friend during the lesson instead of listening to the teacher.

9. Work with a different partner and look at activity 8. Take turns to criticize the past actions as follows.



- *You shouldn't have eaten too much ice cream. / You could have eaten less ice cream.*
- *If you hadn't eaten too much ice cream, you wouldn't have got a sore throat.*

IDIOMS / PROVERBS CORNER



Read the extracts from the audio. Pay attention to the idioms in italics and work out the meaning from the context. Then complete the sentences (1-3) using the correct form of the idioms.

a. **David:** Oh, Susan. I feel so bad.

Susan: Why? If you have a problem, I can *lend an ear*. You can *open your heart* to me.

b. **Susan:** Anyway, stop worrying. It's no use *crying over spilt milk*. Now let's go to your room and clean it before mum comes. And then you should tell her the truth.

1. Sue is very understanding. I feel I can to her.
2. You've broken the glass, but you shouldn't
Just clean up the mess.
3. Kate is a true friend. She always when I have problems.

PRONUNCIATION



1. In everyday speech, we often use the contraction of past modals like “could have” and “should have”. Listen to the sentences from the audio by paying attention to the **highlighted** words. Then practise saying them. (Audio 6.2)



1. They **could've** broken the TV, thank God that didn't happen.
2. You **should've** visited your grandma.
3. I **should've** helped her with the cleaning.

2. Work in groups. Take turns to present example sentences as in activity 1. Pronounce the contraction of past modals correctly.

E-PORTFOLIO ENTRY



Work in pairs. Read the instructions below and do the project.

- ◆ Prepare a conversation about a past event which you felt sorry about. First, write the script together. Add a sentence that starts with “You should/ shouldn't have...”.
- ◆ Then choose the roles and memorize your lines.
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of the script and upload it to your blog.
- ◆ Finally, act out your conversation for the class. Remember to ask a classmate to record it, and then upload it to your blog as well.

LISTENING & SPEAKING

PART - 2



1. Use the words in the list below to label the pictures.

tablet charger

USB cable

socket

1.



2.



3.



2. Discuss the following questions with your partner.

1. Do you think it is a good idea to contact a call center when a customer has a problem with a product or service?
2. Have you ever contacted a call center? If yes, why?

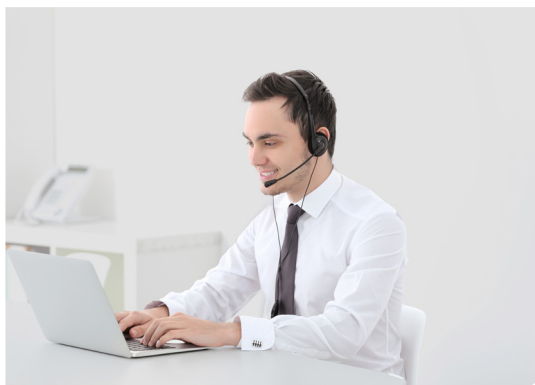
3. Listen to the phone conversation between a customer and a call center worker. What is the customer's problem? (Audio 6.3)



.....

.....

.....



4. Listen to the second part of the phone conversation and complete the sentences (1-6) using the correct form of the phrases below. (Audio 6.4)



- ◆ try using another socket
- ◆ cause the problem
- ◆ have some physical damage
- ◆ place the charger
- ◆ get out of order
- ◆ break because of any misuse

1. Several things might have

2. You should have into the socket properly.

3. The socket might have

4. You should have

5. Then your charger must have

6. The USB cable might have

5. Listen again and check your answers.

6. Choose the correct answer according to the phone conversation.

The call center worker - - - - before ending the phone conversation.

- A) advised the customer to call the technical support team
- B) offered to talk to the technical support team for the customer
- C) sent the technical support team to the customer
- D) managed to solve the problem of the customer

7. Discuss the questions with your partner.

1. Do you think the call center worker helped the customer well enough?
2. Have you ever had a similar problem to the one that the customer in the audio had? If yes, describe the details.

8. Choose the correct explanations for the following past events.

1. Lily might have taken a taxi to the airport last night.
 - A) It is certain that Lily took a taxi to the airport last night.
 - B) It is possible that Lily took a taxi to the airport last night.
2. Jay must have arrived at the bus station late last Sunday.
 - A) It is certain that Jay arrived at the bus station late last Sunday.
 - B) It is likely that Jay arrived at the bus station late last Sunday.
3. Adam couldn't have seen the accident yesterday morning.
 - A) I'm sure that Adam saw the accident yesterday morning.
 - B) I'm certain that Adam didn't see the accident yesterday morning.

9. Work in pairs and read the situations (1-9). Take turns to draw conclusions using the following past modals.



might have

must have

couldn't have

1. I can smell my sister's perfume. She / be / in my room a few minutes ago.
2. Rick went to London last Sunday. You / see / him in the post office this morning.
3. Perhaps they were ill. They / go / to the hospital.
4. This is not Pam's handwriting. She / write / the letter.
5. Mike wasn't at the factory at the time. He / cause / the fire.
6. Maybe Tracy felt very tired. She / need / a holiday.
7. Ken is very good at physics. He / solve / all the problems in the exam on his own.
8. Veronica is a very honest person. She / tell / the truth to the headmaster.
9. I'm not sure Beth waited there till the end. She / leave / the ceremony early.

10. Work in groups. Draw conclusions for the events in the newspaper headlines. Then share your group's opinions with the class.

A middle-aged man was found in his car last week. Since then, he hasn't remembered anything, even his name.

There was a fire at the restaurant next to the park after midnight last Tuesday. Nobody knows how it started.

A caravan was found near the forest last weekend. Nobody was in it, and there were no signs of violence.

Two young men went fishing last Saturday. Nobody has seen them since then.

A well-known rock star was found unconscious in a hotel room last night. Now he is in hospital.

READING & WRITING



1. Discuss the following questions in pairs.
 1. Do you like mystery stories? Why/ Why not?
 2. Have you ever read or watched about a mystery? If yes, summarize it to your partner.
2. Read the following news report about a mystery and answer the question.
Who went missing?

A sailing boat was found abandoned a few miles off the west coast of Hawaii last Saturday. When some fishermen came across it, there was nobody on the boat. They didn't see any signs of an accident or a fight as well. But according to the records, there were 8 people on board when the boat left port, and 6 of them were the crew members. And the other people were the owners, a Canadian businessman and his wife. All of them were missing. Their personal belongings were still on the boat, though.



3. Choose the correct answer according to the text in activity 2.

Which of the following information is true?

- A) The incident took place near the east coast of Hawaii.
- B) There were some signs of a fight on the boat.
- C) There were 8 crew members on the boat.
- D) The owners' personal belongings were on the boat.

4. Read the text again and choose the correct meaning for the following words.

1. (Line 1) abandoned

- A) left and no longer used
- B) reached with difficulty

2. (Line 2) came across

- A) examined thoroughly
- B) met or found by chance

3. (Line 5) crew

- A) people travelling on a ship, plane, etc.
- B) people working on a ship, plane, etc.

5. Work in groups. Make inferences for the mystery in activity 2. Then share your group's opinions with the class.

6. Read the title of the magazine article below and look at the map. Guess what the article is about.

7. Read the article and check if your guess is correct.

Have you ever heard about this mysterious place?

The Bermuda Triangle is an area of the Atlantic Ocean between Bermuda, Miami and Puerto Rico. It is well-known because many ships and planes have disappeared there for **ages**. For instance, the US Navy ship *the Cyclops* and 300 people on board got lost in the triangle in 1918. And in 1941, the US ships *the Proteus* and *the Nereus* went missing in the area. A **submarine** called *the Scorpion* also **vanished** with a crew of 99 in 1968.



Lots of planes disappeared without a trace in the triangle as well. The most famous of all is *Flight 19*. In 1945, 5 US Navy planes left Florida and flew into the triangle. After a short while, they went missing. Next, a **rescue** plane went there, and it got lost, too. Many boats and planes searched for them, but they couldn't find the planes or their crews.

There were many other disappearances like an aircraft with 42 passengers in 1954, a bomber in 1961, and an Air Force tanker with a crew of 8 in 1962. All these incidents took place suddenly, and nothing could be found afterwards. Nobody can explain the strange disappearances completely, so the Bermuda Triangle **remains** a mystery.

8. Read the text again and tick the correct column for the sentences (1-6).



	TRUE	FALSE	NO INFORMATION
1. The Bermuda Triangle is near Europe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The US Navy ship <i>the Cyclops</i> disappeared in 1928.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The US ship <i>the Nereus</i> got lost with 120 people on board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Some US Navy planes disappeared in 1945.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. A boat managed to find the crew of <i>Flight 19</i> in the ocean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. An aircraft carrying bombs went missing in 1961.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Write what the following numbers refer to according to the text.

1. 300 :
2. 99 :
3. 1954 :

10. Find the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-5).



ages	submarine	vanish	rescue	remain
------	-----------	--------	--------	--------

1. the act of helping someone out of a dangerous situation:
2. to stay in the same place or condition:
3. a very long time:
4. to disappear in a sudden, surprising way:
5. a ship that can travel underwater:

11. Discuss the questions with your partner.

Which information in the article do you think is the most interesting? Why?

12. Read the following inferences and circle the correct alternative.

1. Many people say the ships or planes which got lost in the Bermuda Triangle **might / couldn't** have sunk to the bottom of the ocean because of terrible weather conditions.
2. Lots of people believe some enemy ships or planes **must / couldn't** have attacked them.
3. Some people think something powerful **might / couldn't** have pulled them underwater.
4. According to some people, aliens **might / couldn't** have abducted them as they believe there is no life in outer space.

13. Work in groups. Make inferences for the mysterious disappearances in the Bermuda Triangle. Then share your group's opinions with the class.

14. Imagine you took part in one of the following events a short time ago, but you weren't satisfied with it. Write a letter criticizing the event. Remember to add some sentences with past modals like "should have" and "could have". Before you hand in your letter next week, check it for spelling and grammar mistakes.

- ◆ a dinner at a restaurant
- ◆ a visit to a funfair
- ◆ a cruise on a yacht
- ◆ a celebration
- ◆ a stay at a hotel
- ◆ a music festival
- ◆ a visit to a museum
- ◆ an art exhibition

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Surf the Net for a mysterious event, or you can make up a story.
- ◆ Write the summary in your own words and remember to add your inferences using "might/must/couldn't have". Next, read it aloud and record yourself.
- ◆ Combine your audio recording with some related visuals. Make a video blog entry.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



DISCUSSION TIME



Discuss the following quotes in groups. Then present your group's opinions to the class.

"Mystery creates wonder and wonder is the basis of man's desire to understand."

Neil Armstrong

"Mystery is at the heart of creativity."

Julia Cameron

See page 148 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 7

FACTS ABOUT TÜRKİYE



Communicative Functions:

- F1.** Talking about landmarks and monuments
- F2.** Describing cities and historic sites
- F3.** Asking for and giving more detailed information

LISTENING & SPEAKING

PART - 1



1. Work with your partner. Label the pictures with the words below. Use a dictionary if you need to.

tower

palace

castle

monument

bridge

amphitheater



2. Work in groups. Make a list of Türkiye's must-see tourist attractions.

3. Match the following tourist attractions with the correct pictures. There is an extra picture.

a. Cappadocia

d. Ephesus

g. The Hoşap Castle

b. The Sumela Monastery

e. The İshak Pasha Palace

h. The Varda Bridge

c. The Mevlana Museum

f. Mount Nemrut



4. Work in pairs and look at activity 3 again. Take turns to answer the question.
Have you ever been to any of these places? If yes, talk about the experience(s).

5. Listen to the phone conversation and tick the correct pictures. (Audio 7.1)



Which tourist attractions did Roy visit yesterday?



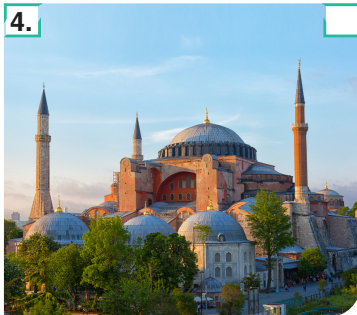
The Topkapi Palace



The İstanbul Archaeological Museum



The Sultan Ahmed Mosque



The Hagia Sophia (Ayasofya) Grand Mosque



The Aya Irini Museum



The Galata Tower

6. Listen to the second part of the phone conversation and correct the mistakes in the following extract from a travel brochure. (Audio 7.2)



The Galata Tower is located in the center of the city. It's around 75 meters tall, so it provides a spectacular view of the city.

The tower was built in the 13th century by the Genoese colonies, and it was used to watch the area nearby for any signs of danger.

In 1509, the tower was badly damaged in a fire. Then it was restored by the famous Ottoman architect Sinan.

In the 16th century, it was used as a hospital.



It was opened to the public in 1956. Nowadays, it's a very popular attraction, and it's visited by thousands of tourists every year.

In the 18th century, a man called Hezarfen Ahmed Çelebi wanted to fly, so he made wings and attached them to his arms.

Then he jumped off the Galata Tower and flew over the Bosphorus for about 8 kilometers. Finally, he landed in Üsküdar on the Asian side.

➔ See page 142 for Language Structures.

7. Work with your partner. Take turns to ask and answer questions about the text in activity 6 as in the example.



Where is the Galata Tower located?



It's located in the center of the city.



8. Discuss the questions in groups.

1. Have you ever been to any of the attractions in activity 5? If yes, talk about the experience(s).
2. Do you think the history of the Galata Tower is interesting?

9. Listen to Nisa and choose the correct picture. (Audio 7.3)



Which attraction is Nisa giving detailed information about?



A) The Çanakkale Martyrs' Monument



B) The Ancient City of Troy (Truva)



C) The Kilitbahir Castle

10. Listen again and choose the correct answer.

1. Nisa and her classmates went to Çanakkale for ---- days.

A) 2 B) 3 C) 4
2. The Çanakkale Martyrs' Monument was erected to remember the brave Turkish soldiers who died in ----.

A) 1914 B) 1915 C) 1918
3. The Çanakkale Martyrs' Monument was opened to the public in ----.

A) 1956 B) 1958 C) 1960
4. The museum underneath the monument was opened in ----.

A) 1973 B) 1975 C) 1977
5. Nisa and her classmates also visited the Mehmetçik Monument and the ---- nearby.

A) Ertuğrul Bay B) Seddülbahir Bay C) Turkish Martyrs' Cemetery

11. Work in pairs and discuss the questions.

1. Why is the Çanakkale Martyrs' Monument important?
2. Have you ever visited the monument? If yes, how did you feel there?
3. Nisa believes the whole area is impressive. Do you agree? Why/ Why not?

12. Work in pairs. Ask your partner the following questions about a monument or a historic site that he/ she has visited.

- ◆ When did you visit the attraction?
- ◆ Where is it located?
- ◆ When was it built?
- ◆ Why was it built?
- ◆ When was it opened to the public?
- ◆ What activities can be done there?
- ◆ What other places can be seen nearby?
- ◆ Which one did you like best? Why?
- ◆ Do you think the attraction is worth seeing? Why/ Why not?

IDIOMS / PROVERBS CORNER



1. Read the extracts from the audios. Pay attention to the idioms in italics and work out the meaning from the context. Then write the correct idioms next to the definitions (a-c).

1. **Tracy** : Hey, Roy. How's it going?

Roy : Great, Tracy. I'm *walking on air* in İstanbul. My holiday here is wonderful.

2. **Tracy** : Were you with your parents?

Roy : No, I wasn't. Mum *was under the weather*, and dad stayed with her. Now she's well.

3. **Roy** : Tracy, I feel exhausted. I think I'll *hit the sack*.

Tracy : OK, Roy. Take care. Good night.

- a. to go to bed:
- b. to feel extremely happy or excited:
- c. to feel slightly unwell:

2. Use the correct form of the idioms to complete the following sentences.

1. I when I passed my history exam.
2. We have a busy day tomorrow, so we should
3. My nephew didn't go to school yesterday because he

3. Work in pairs. Take turns to make example sentences using the idioms.

PRONUNCIATION



1. Study the information in the table below.

The pronunciation of "was"	
In negative sentences and short answers	In positive sentences and questions
strong form /wɒz/	weak form /wəz/
<ul style="list-style-type: none">◆ He wasn't at home last night.◆ "Was she late?" "Yes, she was."	<ul style="list-style-type: none">◆ I was in Balıkesir a few days ago.◆ Where was Mike yesterday evening?

2. Listen to the extracts by paying attention to the pronunciation of the **highlighted** words. (Audio 7.4)



1. Tracy: How **was** it?
Roy: It **was** very nice.

2. Tracy: Were you with your parents?
Roy: No, I **wasn't**.

3. Tracy: **Was** it attractive?
Roy: Yes, it **was**. It **was** amazing.

3. Listen again and repeat.
4. Act out the extracts in activity 2 in pairs. Then change roles and act them out again.
5. Act out the dialogues below in pairs. Then change roles and act them out again.
- | | |
|-------------------------------------|--|
| 1. A: Why was Jane depressed? | B: Because she was fired from her job. |
| 2. A: Was Bill at school yesterday? | B: No, he wasn't. He was ill. |
| 3. A: Was the movie awful? | B: Yes, it was. It was extremely boring. |

E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Look at the questions in activity 12 on page 92 again and use them to prepare an interview. You can add your own questions as well.
- ◆ Interview one of your classmates or a friend from another class and note down his/ her answers.
- ◆ Hand in your project next week. When your teacher gives it back, take a photo of the interview and upload it to your blog.



1. What do you know about Anıtkabir? Share the information with the class.
2. Listen to the information about Anıtkabir and complete the sentences. (Audio 7.5)



Anıtkabir is the mausoleum of Mustafa Kemal Atatürk. It is located in Anıttepe in Ankara. When Atatürk passed away on 10 November 1938, the Ankara (1) Museum became his first mausoleum until Anıtkabir was built in (2) It was designed by the architects Professor (3) and Associate Professor Orhan Arda. Its construction began in (4) Anıtkabir is an excellent example of the Turkish architecture, and it has Seljuk and (5) architectural characteristics as well. The Monument Block consists of 3 main parts: The Lions Road, the Ceremonial Ground and the Mausoleum. The Lions Road is (6) meters long and it has 24 lion statues, which were made by the sculptor Hüseyin Özkan. Within the Anıtkabir site, there are (7) towers like the Independence Tower, the Freedom Tower, the Peace Tower and the Victory Tower.



3. Work in pairs. Take turns to ask and answer questions about the text above.
4. Discuss the questions in groups.



Have you ever visited Anıtkabir? If yes, which part did you find more interesting than the others?

5. Watch the extract from a documentary and choose the correct answer. (Video 7.1)



Which of the following information IS NOT included in the extract?

- A) the exact location of the Topkapı Palace
 - B) the architectural details of the Topkapı Palace
 - C) a brief history of the Topkapı Palace
 - D) some of the main sections of the Topkapı Palace
6. Watch the documentary again and underline the correct alternative in the sentences below.
1. The Topkapı Palace became a museum in **1924 / 1934**.
 2. The Topkapı Palace was built by **Mahmud II / Mehmed II**.
 3. The construction of the Topkapı Palace began in **1460 / 1478**.
 4. The Ottoman Empire was ruled from the Topkapı Palace for about **4 / 5** centuries.
 5. The council meetings were held in the **first / second** courtyard of the Topkapı Palace several times a week to discuss state affairs.
 6. The Tower of Justice is located in the **second / third** courtyard of the palace.
 7. The third courtyard was also called the **Enderun / Library** Courtyard.
 8. There are some mansions like **the Tehran Köşk / the Baghdad Köşk** in the fourth courtyard.



7. Work with your partner and look at activity 6 again. Take turns to ask and answer questions about the Topkapı Palace.
8. Discuss the following questions in groups. Support your answers with reasons and/or examples.
1. Have you ever visited the Topkapı Palace? If yes, do you recommend it to your friends?
 2. The Topkapı Palace Museum has valuable collections that display the history and culture of the Ottoman Empire. Do you think this type of museums are important?
9. Give a short presentation on a monument or a historic site. First, surf the Net and make some notes. Then present the relevant information to the class next week.

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Surf the Net for a historic site in Türkiye which is not as well-known as others. Write down sentences about it, including a brief history. Next, read them aloud and record yourself.
- ◆ Combine your audio recording with some related visuals, and prepare your documentary.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner is supposed to evaluate you after he/ she watches the video.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



1. Discuss the following question in groups.

What are the well-known historic sites in the geographical region where your hometown is?

2. Read text A and circle the correct alternative in the following sentence.

Text A is an extract from a **travel brochure / an encyclopedia**.

(A) THE MOUNT NEMRUT NATIONAL PARK

The giant stone heads on the top of Mount Nemrut are among Türkiye's most famous tourist attractions. The site was established as a national park in 1988. It is located near the village of Kahta in Adiyaman. It is notable for its ancient tomb and temple complex. The extraordinary monumental statues were formed over 2,000 years ago. The complex was constructed by King Antiochus I in 62 BC.

The unique historic site was included in the UNESCO World Heritage List in 1987. Mount Nemrut is worth seeing. You'll go on an unforgettable journey through history if you visit it.

3. Choose the question which **DOES NOT** have an answer in text A.

- A) When was the Mount Nemrut National Park opened?
- B) Where is the Mount Nemrut National Park located?
- C) How were the stone heads on Mount Nemrut made?
- D) Who were the stone heads on Mount Nemrut built by?

4. Answer the other questions above.



5. Read text B. What ancient city does the text describe?

(B)

The ancient city which is located near the town of Selçuk in the west of Türkiye is one of the most popular tourist attractions of the country. It was founded as a **seaport** in the 10th century BC, and then it became a very important trade center.

The Ancient City of Ephesus is of great historical value with lots of well-preserved structures. Here are some of them in chronological order. *The Temple of Artemis*, which was built in the 6th century BC, was among the first temples on earth. It is considered one of the Seven **Wonders** of the Ancient World. *The Great Theater* was established in the 3rd century BC. Then it was enlarged during the Roman period. It used to be the largest amphitheater in Anatolia in ancient times with a seating capacity of over 24,000.

The Terrace Houses are situated on the hill opposite the Temple of Hadrian. They are also called “the houses of the rich”. The oldest building **dates back** to the 1st century BC. People continued to live there until the 7th century AD. Some of the houses have been restored in recent years and they can be visited today. *The Temple of Hadrian* was built at the beginning of the 2nd century AD and was **dedicated** to Emperor Hadrian. It is one of the most beautiful buildings in the historic site. *The Library of Celsus*, which was **constructed** in 117 AD, was the third richest library in ancient times. It still looks impressive, so it attracts lots of attention. The Ancient City of Ephesus was included in the UNESCO World Heritage List in 2015 because it was one of the greatest cities of ancient times.

6. Look at the pictures of some parts of the ancient city. Choose the one which IS NOT mentioned in text B.



1. *The Great Theater*



2. *The Library of Celsus*



3. *The Marble Road*



4. *The Temple of Hadrian*



5. *The Temple of Artemis*



6. *The Terrace Houses*

7. Read text B again and ask appropriate questions to elicit the answers below.

- | | | |
|-----------------------------|----------------------------|---------------------------|
| 1. Near the town of Selçuk. | 4. The Great Theater. | 7. Emperor Hadrian. |
| 2. In the 10th century BC. | 5. The houses of the rich. | 8. The Library of Celsus. |
| 3. In the 6th century BC. | 6. The 1st century BC. | 9. In 2015. |

8. Read the **highlighted** words in text B and work out the meaning from the context. Then write the correct words next to the definitions (a-e).



- to say publicly that something is in someone's honor:
- to build something:
- a city or town with a port that can be used by ships:
- to have existed since a particular time in the past:
- something that fills you with great admiration:

9. Work in pairs. Take turns to ask and answer questions about texts A and B.



10. Work in pairs and discuss the questions. Support your answers with reasons.

- Which tourist attraction do you think is more interesting, the Mount Nemrut National Park or the Ancient City of Ephesus?
- Have you ever visited the Mount Nemrut National Park and/ or the Ancient City of Ephesus? If yes, do you recommend one/ both of them to your friends?

11. Write a blog post to recommend a few places to visit in Türkiye. Then present it to the class next week.

DISCUSSION TIME



1. Discuss the question in pairs. Then present your opinions to the class.

Why are tourist attractions important to a country?

2. Work in groups. Discuss the following facts about Türkiye.

- Almost all the Turkish people believe that our country's culture should be kept.
- Ramadan in Türkiye is a social ritual to revive the communal relationship apart from a spiritual practice.
- Hospitality is one of the most important characteristics of the Turkish people.
- The young have great respect for the old in Türkiye.
- Mutual respect is important in all types of relationships in Türkiye.
- Altruism is of great importance to the Turkish people.

 See page 149 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 8

SPORTS



Communicative Functions:

- F1.** Reporting news
- F2.** Interviewing someone
- F3.** Talking about sports

LISTENING & SPEAKING

PART - 1



1. Work in pairs. Label the pictures with the extreme sports given below. Use a dictionary if you need to.

scuba diving

wrestling

weightlifting

skydiving

snowboarding

wingsuit flying

paragliding

hang-gliding

rafting



1.



2.



3.



4.



5.



6.



7.



8.



9.



SAFETY WARNING: DO NOT TRY THESE SPORTS UNLESS PROPERLY TRAINED!

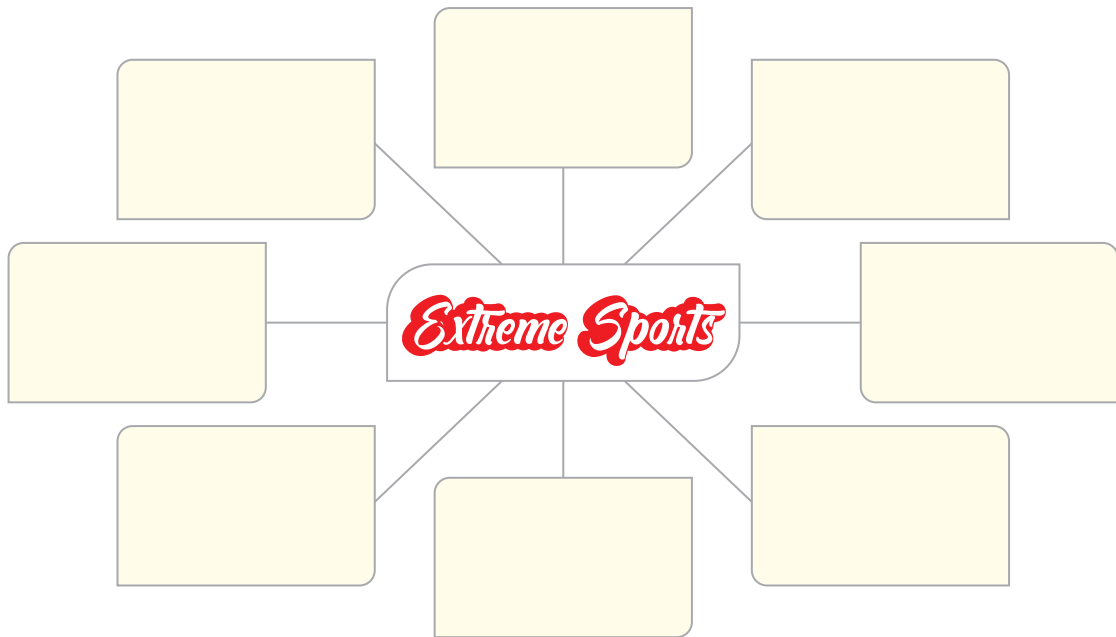
2. Look at the pictures in activity 1 and discuss the questions with your partner.

Have you ever tried any of the extreme sports in the pictures?

If yes, which one(s)? Did you like the experience(s)? Why/ Why not?

If not, which one(s) would you like to try? Why?

3. Brainstorm and complete the mind map in groups.



4. Listen to the interview and write the interviewer's questions. (Audio 8.1)



1. ?
2. ?
3. ?
4. ?
5. ?

5. Listen to the interview again and choose the correct answer.

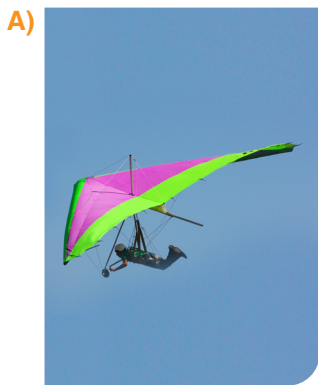
1. Claire is interested in extreme sports because she thinks they're ---- .
 A) entertaining B) exciting C) rewarding
2. Claire says her favorite extreme sport is ---- .
 A) paragliding B) windsurfing C) wingsuit flying
3. Claire tried her favorite extreme sport for the first time 2 ---- ago.
 A) months B) weeks C) years
4. When she first did it, she was on holiday in ---- , a coastal town in Türkiye.
 A) Akyaka B) Fethiye C) Marmaris

6. Listen again and choose the correct picture for each question.

1. Which of the following IS NOT an extreme sport that Claire has tried before?



2. Which of the following IS NOT an extreme sport that Claire wants to try in the future?



7. Work in pairs and discuss the questions. Support your answers with reasons and/or examples.

1. Claire says that extreme sports are exciting. Do you agree?
2. Have you ever been to Ölüdeniz in Fethiye? If yes, did you enjoy yourself there? If not, would you like to go there?
3. Have you ever tried paragliding on Babadağ Mountain? If yes, did you like the experience? If not, would you like to try it?

8. Listen to the interview with the second teenager and tick the picture of his favorite extreme sport. (Audio 8.2)



9. Listen to the interview again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. Dylan is interested in extreme sports because he thinks they are challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. He tried hang-gliding a few years ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He first tried mountain biking when he was on holiday last summer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. His coach tells Dylan that he is gifted in wrestling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. He first watched a wrestling tournament with his uncle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. He tried wrestling for the first time at the age of 11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. His cousin is in the school wrestling team, too.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Dylan was successful when he first wrestled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Listen again and choose the correct picture.

Which of the following IS NOT one of the extreme sports that Dylan would like to try in the future?



11. Work in groups and discuss the following questions. Support your answers with reasons and/ or examples.

1. Are you keen on doing challenging sports?
2. Dylan says when you do extreme sports, you feel a sense of achievement. Do you agree with him?
3. Do you think watching a wrestling tournament is interesting?
4. Would you like to try windsurfing and/ or mountain biking?

 See page 143 for Language Structures.

12. Read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.

STUDENT A

Imagine you are the interviewer. Ask Student B the questions in activity 4 on page 101 and carry out your interview. Note down his/ her answers.

STUDENT B

Imagine Student A is carrying out an interview with you. Answer his/ her questions. You can use your imagination for the answers.

13. Work in groups. Take turns to report your partner's answers to your group members starting as in the example.

Erdeniz says that he's interested in extreme sports because he thinks they're fabulous...

IDIOMS / PROVERBS CORNER



1. Read the following extracts from the audios. Choose the correct meaning for each idiom in italics.

Interviewer: Hello! I'm Mike Stone, from the magazine Teen Life. We're conducting a survey about extreme sports this week. Do you *have a few moments*? Can you answer my questions?

Claire : Yes, of course.

Claire : I love paragliding. It's fascinating. When I go paragliding, I'm *in seventh heaven*. I feel really overjoyed.

Dylon : When I came back, I talked to the coach. Next, he wanted me to wrestle with a boy. Although it was my first game, the coach told me that I had lots of natural talent, and he let me join the team *at the drop of a hat*.

1. have a few moments
 - A) have a short period of time available for something
 - B) have two or three moments for something
2. in seventh heaven
 - A) extremely happy
 - B) extremely tired
3. at the drop of a hat
 - A) immediately without talking to the headmaster
 - B) immediately without stopping to think about it

2. Work with your partner. Take turns to make example sentences using the idioms in activity 1.

PRONUNCIATION



1. Study the interviewer's questions in the table below and notice the difference.

Rising intonation in Yes/ No questions	Falling intonation in wh-questions
<ul style="list-style-type: none"> ◆ Do you have a few moments? ◆ Can you answer my questions? ◆ Are you interested in extreme sports? ◆ Is it okay if I ask you some questions? 	<ul style="list-style-type: none"> ◆ Why do you like extreme sports? ◆ What extreme sports have you tried so far? ◆ What's your favorite extreme sport? ◆ When did you try it for the first time?

2. Listen to the questions in activity 1 and repeat with the correct intonation. (Audio 8.3)



3. Listen to the following dialogues and repeat with the correct intonation. (Audio 8.4)

- | | |
|--|-------------------|
| 1. A: Are you fond of scuba diving? | B: Yes, I am. |
| 2. A: Have you ever tried rafting? | B: No, I haven't. |
| 3. A: When did you take up surfing? | B: Last summer. |
| 4. A: How often do you go mountain biking? | B: Twice a month. |



4. Act out the dialogues above in pairs. Pay attention to the correct intonation. Then change roles and act them out again.

VIDEO BLOG ENTRY



Work in pairs. Read the following instructions and prepare your video blog entry.

- ◆ Imagine one of you is the interviewer, and the other one is a famous sportsperson. Prepare an interview.
- ◆ Write the script together. You can use the questions in activity 4 on page 101 or different ones. As for the answers, surf the Net or just use your imagination.
- ◆ Choose the roles and record your conversation.
- ◆ Then change roles and role-play again. Record this conversation as well.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ After watching the vlog, you and your partner should fill in the peer evaluation checklists to evaluate each other's fluency and accuracy.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



LISTENING & SPEAKING

PART - 2



1. Work in groups. Brainstorm the Turkish sportspeople who are/ were very talented at outdoor/ extreme sports and prepare a list.

2. Match the extreme sports below with the pictures. There is an extra sport.

a. freediving

b. bungee jumping

c. parasailing

d. caving



3. Listen to the speaker and answer the questions. (Audio 8.5)

1. Who is the speaker talking about?
2. Which extreme sport in activity 2 is the sports person very talented at?

4. Listen again and complete the sentences.

1. The sports person was born in Ankara in
2. At the age of, she became a licensed swimmer.
3. At the age of, she was selected for the Turkish National Swimming Team.
4. When she was a member of the freediving club at Middle East Technical University, she competed very well in the championship in in 1998.
5. When she broke her first world record in 1999, she dived for meters and remained underwater for 2 minutes 27 seconds without any breathing equipment.
6. She dived for meters in the year 2000 and became the best female freediver of the world who could dive the deepest.
7. is one of her favorite extreme sports.

5. Work with your partner and take turns to ask each other questions about the sports person in activity 4.

6. Work in pairs and discuss the following questions.

1. Did you feel proud when you learned about the famous freediver?
2. Would you like to represent your country internationally in the future? If yes, how?

7. Discuss the following question in groups. Then share your group's opinions with the class.

Yasemin Dalkılıç says that everybody can achieve their goals. What do you think?



READING & WRITING



1. Discuss the questions in pairs.

Have you ever heard of Hamza Yerlikaya? What do you know about him?

2. Read the following text and choose the correct answer.

The text is an extract from a(n) ---- .

- A) autobiography B) biography C) interview D) report

...

Reporter: And now, could you please tell us briefly how you started this sport and what happened afterwards?

Hamza Yerlikaya: Sure. When I was a child, my father was fond of wrestling. That certainly affected me very much, and I started wrestling in İstanbul at the age of



10. I used to train really hard. Of course, my trainers helped me a lot to improve my talents.

The first international tournament which I took part in was the 1991 World Championship in Canada. I was awarded as the fourth best wrestler there. That was very encouraging.

In 1993, when I joined the European Championship in İstanbul, I took second place. I also participated in the World Championship in Stockholm in the same year, and I won 3 titles: the champions of the world, Europe and the 1993 Olympics. I was 17 at the time. Thus, I was chosen as "the wrestler of the century" by FILA*. I felt extremely proud of myself.

Reporter: In fact, you have made all the Turkish people feel very proud many times.

What is more, FILA has announced that you are in the third place on their list of the 100 greatest wrestlers of all time with your 23 gold, 4 silver and 3 bronze medals. That is terrific! Congratulations!

*FILA: The International Federation of Associated Wrestling Styles (French: Fédération Internationale des Luttes Associées)

3. Choose the question which CANNOT be answered according to the text.

- A) When did Hamza Yerlikaya first represent his country internationally?
B) How old was he when he was awarded a gold medal for the first time?
C) How many medals did he win throughout his sports career?
D) How old was he when he quit competing professionally?

4. Answer the other questions above according to the text.



5. Discuss the questions below in pairs.

1. Did you feel proud when you read about Hamza Yerlikaya?
2. Which information in the text did you find the most interesting?

6. Choose a Turkish sportsperson and imagine you have interviewed him/ her. Write a report on the interview including some information about how he/ she started the sport and what achievements he/ she has made so far. Start as follows.

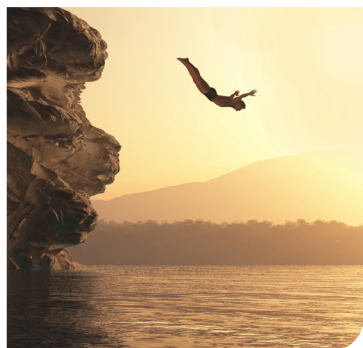
I have interviewed the famous sportsperson He/ She says that ...

7. Use the words below to label the extreme sports in the pictures.

bobsledding

cliff diving

zorbing



1. 2. 3.

8. Read the title of the text on the opposite page and look at the pictures. Guess what the text is about. Then read the text and check if your guess is correct.

9. Read the text and put the paragraphs (A-E) into the correct order.

10. Choose the information which is false according to the text.

- A) Extreme sports like rafting and snowboarding have been well-known for a long time.
- B) Cliff divers should get proper training so that they can do the sport safely.
- C) Riders roll downhill inside a giant plastic ball when they perform zorbing.
- D) Bobsledders use various protection equipment as the sport is really risky.



11. Read the **highlighted** words in the text and work out the meaning from the context. Then write the correct words next to the definitions (1-4).

1. (of glass, plastic, etc.) allowing you to see through it:
2. a person trying to find or get the thing mentioned:
3. a period of ten years:
4. a powerful effect that something has on somebody:

LATEST ARTICLES

Published on 9 April 2022



ARE YOU INTO EXTREME SPORTS? IF YES, ADD YOUR EXPERIENCES.

A

On the other hand, there are some uncommon ones which have been included in the list of popular extreme sports in recent years. One of them is called *cliff diving*. It is defined as the acrobatic perfection of diving into water from a cliff. The sport is very risky, so it should be done only by athletes who have gone through proper training to perform it safely. This extreme sport certainly requires incredible concentration.

B

These sports are regarded as extremely challenging since they usually involve height, speed or great physical effort. Extreme sports are definitely essential to the lives of thrill **seekers**. Here are only a few examples. Can you add more? Please share your experiences with us.

C

Secondly, *zorb* is a new type of extreme sports. It is described as the sport of rolling downhill inside an orb, which is a kind of giant ball that is made of **transparent** plastic. The plastic ball is double walled, so riders are protected from the full **impact** of hitting the ground many times. The sport, however, is not recommended to people who feel dizzy easily.

D

Extreme sports are activities with a high level of danger and a large amount of excitement. Many people who love adventure are really keen on these sports. There are lots of well-known extreme sports such as rock climbing, rafting, bungee jumping, skydiving, snowboarding and surfing. They have been popular all around the world for many **decades**.

E

Another example is *bobsledding*. To do this winter sport, teams of two or four members race down a narrow icy track in special high-tech sleds. The only thing that protects bobsledders in a crash is the helmet, so they take a big risk. It is a timed sport and the winners are determined according to the teams' times.

12. Read the text again and discuss the following questions in pairs. Support your answers with reasons and/ or examples.



1. Which of the common extreme sports below are mentioned in the text? Circle them and say which one you think is more amusing than the others.

◆ rock climbing	◆ bungee jumping	◆ caving
◆ rafting	◆ parasailing	◆ snowboarding
◆ windsurfing	◆ skydiving	◆ surfing

2. Which of the uncommon extreme sports in the text would you like to try? Cliff diving, zorbing or bobsledding?

3. Are you a thrill seeker? Do you know anyone who you can describe as a thrill seeker?

E-PORTFOLIO ENTRY



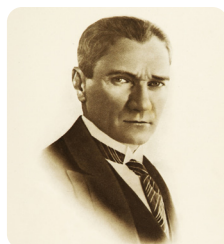
Read the instructions below and do the project.

- ◆ Choose an example of uncommon extreme sports, and surf the Net to get some information about it.
- ◆ Use the information to write some sentences about the sport. Check them for spelling and grammar mistakes.
- ◆ Prepare a slide show using the sentences. Remember to add related visuals.
- ◆ Hand in your project next week. After your teacher checks it, upload it to your blog.
- ◆ Finally, present your slide show to the class.

DISCUSSION TIME



1. Work in groups and discuss the following quote. Then present your group's opinions to the class.



Atatürk once said, "I like sportspeople who are smart, agile and also well-behaved."

2. Discuss the following questions in groups. Then share your group's opinions with the class.

Many psychologists say that doing sports helps teens develop and maintain friendships. Do you agree? Why/ Why not?

 See page 149 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 9

MY FRIENDS



Communicative Functions:

F1. Describing events, places and people

F2. Asking for and giving clarification



1. Label the pictures using the adjectives in the list. There is an extra adjective.

- | | | | | |
|-------------|-------------|-------------|--------------|----------|
| lazy | helpful | trustworthy | generous | outgoing |
| adventurous | hardworking | shy | bad-tempered | |



1.



2.



3.



4.



5.



6.



7.



8.

2. Complete the sentences using the correct adjectives. There are 2 extra adjectives.

- | | | | | |
|-----------|-------------|--------|----------|--------|
| selfish | responsible | honest | arrogant | stingy |
| easygoing | punctual | polite | patient | loyal |

- Someone who is always tells the truth and is not likely to steal or cheat.
- Someone who is usually does something or arrives somewhere at the right time, not late.
- Someone who is is generally unwilling to spend money.
- Someone who is only thinks of his/ her own advantage.
- Someone who is is unpleasantly proud and behaves as if he/ she is more important than other people.
- Someone who is remains constant in his/ her support for a person.
- Someone who is is usually relaxed and not easily upset or worried.
- Someone who is is not rude and often says 'Please' and 'Thank you'.

3. Choose the correct adjectives from the list below and complete the table.



supportive	jealous	moody	unfriendly	thoughtful
bossy	respectful	modest	intolerant	irresponsible
optimistic	cheerful	impatient	reliable	kind
pessimistic	stubborn	self-confident	dishonest	organized

Personality Adjectives	
Positive	Negative

See page 144 for Language Structures.

4. Read the speech bubbles. Which one(s) do you agree with? What's your opinion?

1. In my opinion, a true friend is someone who is tolerant and supportive.



2. I think a true friend is someone who is patient, kind and easygoing.



3. In my view, a true friend is someone who is honest and reliable.



4. The way I see it, true companions are those who keep promises.



5. I believe true companions are those who show respect to each other.



6. I suppose true companions are people who are not selfish or bossy.



5. Listen to Tracy talking about her best friend and circle the correct alternative in the following sentences. (Audio 9.1)



1. According to Tracy, her best friend Mia is a very **kind / generous** person.
2. Tracy thinks Mia is a **thoughtful / loyal** friend.
3. Tracy believes Mia is not a **bad-tempered / selfish** person.
4. Tracy says that Mia is really **just / modest**.
5. According to Tracy, Mia is very **trustworthy / self-confident**.

6. Work in pairs and look at activity 5. Ask and answer as in the example.

A: Is Tracy's best friend someone who is kind or generous?

B: She is someone who is kind.

7. Listen to Tracy and tick the correct sentences. (Audio 9.2)



1. Tracy met Mia for the first time 3 years ago.
2. Tracy went to the park for a picnic with her grandmother.
3. Tracy called an ambulance when her grandmother felt ill in the park.
4. According to Tracy, Mia is a helpful and supportive person.
5. Tracy is going to a pop concert with Mia next week.

8. Complete the sentences with the correct personality adjectives.

1. I think my best friend is someone who is and

2. I believe my best friend is someone who is not or

9. Work in pairs and read the role cards below. Follow the instructions and role-play the situation. Then change roles and role-play again.



STUDENT A

Imagine you are interviewing Student B for the school magazine. Ask the following questions.

Who is your best friend? Why?

Can you tell me the day when you met her/ him for the first time?

STUDENT B

Imagine Student A is carrying out an interview with you for the school magazine.

Listen to Student A's questions and answer them. Include some information about your best friend's personality.

10. Work in groups. Ask each other questions and find the person who is the most generous/ adventurous/ punctual/ stubborn/ polite/ optimistic/ pessimistic in your group. Then share the results with the class as in the example.

Sermet is the person who is the most generous in our group...

IDIOMS / PROVERBS CORNER



1. Read what Tracy says about her best friend. Pay attention to the idioms in italics and work out the meaning from the context.

“Mia is so honest and trustworthy that I can describe her as *a straight arrow*.”

“We have a lot in common. Actually, we are *like two peas in a pod*, so we have good fun together.”

“I feel that Mia is the right person when I need *a shoulder to cry on*. She always listens to me patiently when I tell her my problems. She’s so supportive.”



2. Replace the underlined phrases below with the correct idioms.

1. I wish you had been here yesterday. I was depressed and needed someone who could listen to me sympathetically.
2. Both of them are shy and pessimistic. In fact, they’re very similar in character.
3. Her sister is someone who is very honest. She never tells a lie.

3. Work in pairs. Take turns to describe some people you know by using the idioms.

P RONUNCIATION



1. Study the following dictionary entries.

assimilation noun [U]

the fact of a speech sound being influenced by the sound that comes before or after it
e.g. The phrase “*good boy*” is often pronounced as /gʊ**b**boɪ/ in rapid speech.

elision noun [C or U]

the fact of not pronouncing a particular sound in a word while talking fast
e.g. The conjunction “*and*” is pronounced as /æ**n**d/ by itself, but in the normal use of the phrase “*you and me*”, we usually say /ə**n**/, as in /ju**ə**nmi/.

2. The following examples are from the audios. Listen and repeat. (Audio 9.3)



assimilation	grandma /'græm.ma:/ - that day /ðæddeɪ/ - goodbye /gʊd'baɪ/
elision	kindness /'kaɪnəs/ - friendship /'frenʃɪp/ - next week /nekswi:k/

3. Listen to the examples of assimilation in the third column below and repeat. (Audio 9.4)



	phrase	no assimilation	assimilation
1.	good night	/gʊd,naɪt/	/gʊnnaɪt/
2.	give me a pen	/gɪv,mi: ə,pen/	/gɪmmi: ə,pen/
3.	in the garden	/ɪn,ðə'gɑ:.dən/	/ɪnnə'gɑ:.dən/
4.	who's that	/hu:z,ðæt/	/hu:zzæt/

4. Listen to the examples of elision in the third column below and repeat. (Audio 9.5)



	word	no elision	elision
1.	tonight	/tə'naɪt/	/t'naɪt/
2.	dustbin	/'dʌst.bɪn/	/'dʌs.bɪn/
3.	correct	/kə'rekt/	/k'rekt/
4.	standby	/'stænd.baɪ/	/'stæn.baɪ/

5. Listen to the following words and phrases. Write A for assimilation and E for elision. (Audio 9.6)



1. better than me	2. perhaps	3. I don't know
4. that person	5. I must go	6. he might come
7. today	8. postman	9. in this way

6. Work in pairs and take turns to practise saying the words and phrases in activity 5.



1. Discuss the questions with your partner.

Have you ever been to Cappadocia? If yes, did you like the region? Why/ Why not?

2. Listen to Alper's speech about a school trip. Match the phrases (1-4) with the names (a-e). There's an extra name. (Audio 9.7)



- | | |
|--|--------------|
| <input type="radio"/> 1. the person who Alper sat with on the way to Cappadocia | a. Emre |
| <input type="radio"/> 2. the person who has a good sense of humor | b. Ms Easton |
| <input type="radio"/> 3. the person who was kind and easygoing during the trip | c. Atilla |
| <input type="radio"/> 4. the person who was patient and tolerant during the trip | d. Mr Rock |
| | e. Ata |

3. Look at activity 2 with your partner and ask each other questions as in the example.

Who is the person that Alper sat with on the way to Cappadocia?

4. Listen to the rest of Alper's speech. Write the places below in the correct sentences. (Audio 9.8)



The Ihlara Valley



The Derinkuyu Underground City



The Uçhisar Castle

- In, Alper and his friends saw the caves and tunnels from thousands of years ago.
- In, they watched the picturesque sunset and the wonderful panoramic view of the valley.
- In, they discovered the natural beauty in the canyon.

5. Look at activity 4 with your partner and ask each other questions as in the example.

What was the place where the students saw the caves and tunnels from thousands of years ago?

6. Work in groups and discuss the following question.

Have you ever been to any of the places in activity 4? If yes, share the experience(s) with your group members.

E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Imagine you are supposed to write a paragraph to describe some of your teachers and classmates for the school magazine. Include some sentences as follows.

My classmate Hanife is someone who has a good sense of humor.

Mr Black, who is our maths teacher, is usually patient and supportive.

- ◆ Hand in your project next week. When your teacher gives it back, take a photo of your paragraph and upload it to your blog.

VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Imagine you're organizing a school trip. Choose a place which is in your country or abroad, and surf the Net to get some information about the activities that you can do there.

- ◆ Use the information to write some sentences to describe the place. Check them for spelling and grammar mistakes. Include some sentences as follows.

The place where we can go rafting on our school trip is the Çoruh River.

- ◆ Read your sentences aloud and record yourself. Next, combine your audio recording with some related visuals. Make a video blog entry.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ After watching the video, your partner should evaluate you.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



1. Discuss the questions with your partner.

1. What is the name of your hometown? Do you still live there?
2. Did you use to live in your hometown when you were a child? If yes, were you happy to live there? If not, where did you use to live?
3. What games did you use to play with your childhood friends?


2. Read the text and underline the correct alternative in the sentence below.

The following text is an extract from **an online newspaper / a discussion forum**.

14 comments Search Login

Join the discussion...

What would you like to tell us about your hometown? Do you remember your childhood friends? What did you use to do with them? Send us your post today.



Yeliz (2 hours ago)
#myhometown

I was born in Van, which is a beautiful city in the east of Türkiye. It's on the shore of Lake Van, which is the biggest lake in our country. When I was a child, my friends and I used to play games like hide and seek, dodgeball and hopscotch. My best friend was Beyza, who lived next door. Her parents were also good friends with mine, so our families used to have a good time together at weekends. For example, we used to go swimming in Edremit, which is just 9 kilometers away from my hometown. We also went for a picnic on Akdamar Island or near the Muradiye Waterfall very often. We were very happy in Van. Now we live abroad because of my parents' occupations. I miss my hometown so much!

3. Read the post above and choose the correct answer.

Which of the following information CANNOT be found in the post?

- A) The name of Yeliz's childhood friend who she used to love more than the others.
- B) The names of the games which Yeliz used to play with her childhood friends.
- C) The activities that Yeliz's family and their next-door neighbors used to do.
- D) The name of the country where Yeliz lives with her family at present.

4. Work in pairs. Ask and answer the following questions in turn.

1. What were the games which Yeliz used to play with her childhood friends?
2. What was the place where Yeliz, Beyza and their families used to go swimming?
3. What were the places where Yeliz, Beyza and their families used to go for a picnic?

5. Write your own post for the discussion forum in activity 2. Express your opinions about your hometown. Include some information related to your childhood friends and the activities that you used to do when you were a child. Hand in your homework next lesson.

119

6. Prepare a booklet to describe your hometown. Include some information about the places which are popular with visitors and the activities which can be done there. Add some related visuals. Before you hand in your booklet next week, check your sentences for spelling and grammar mistakes.

7. Read the extract from an online newspaper article and choose the best title for it.



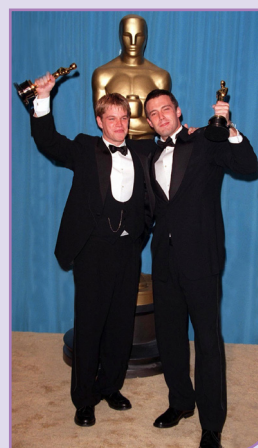
- A) Celebrities who are lucky to have true friends
- B) Celebrities who met when they were in their teens
- C) Celebrities who have similar personalities
- D) Celebrities who lost contact with childhood friends



When Ben Affleck was 8 years old, they moved into a new neighborhood. He felt lonely as he believed he had no friends. Just then a 10-year-old boy asked him to play a game together, and that made Ben very happy. The boy was Matt Damon. He became Ben's best friend that day, and they have been buddies since then. Their friendship is one of the longest ones among celebrities. They have known each other for over 35 years.

Ben and Matt grew up together. Meanwhile, they enjoyed each other's company a lot. They were very interested in acting. During an interview, Damon once said, "We were both in love with the same thing: acting and filmmaking." While they were at high school, they used to make plans for the future. They sometimes travelled to New York together for auditions.

These pals could only get some small roles in movies at first. In 1997, they decided to make their dream come true and wrote a movie script together. It was called *Good Will Hunting*. It was so good that the pair won an Academy Award and a Golden Globe Award for co-writing the movie's screenplay in 1998. Both of them have kept working hard and starred successfully in many different movies. *The Town* is one of Ben Affleck's best movies, and the movie *The Martian* is a good example for the ones that Matt Damon starred in. These BFFs (Best Friends Forever) have encouraged and respected each other all the time.



8. Read the extract from a printed newspaper article and complete the sentence.

The extract is about the actresses and



The well-known actresses' long-lasting friendship



Fatma Girik was one of the unforgettable actresses of the Turkish cinema. She was born in İstanbul in 1942. And 1957 was the year when she first acted in a movie.

She starred in more than 180 movies. In 1965, she got the Best Actress Award at Antalya Golden Orange Movie Festival for her role in *Keşanlı Ali Destanı*, and then she was given many awards such as the Best Actress

Award at Adana Golden Boll Movie Festival in 1969 for the movie *Ezo Gelin*. Unfortunately, she passed away in 2022.

Another important actress of the Turkish cinema is Hülya Koçyiğit. She was born in İstanbul in 1947. After getting theatrical training at the State Conservatory in Ankara, her career started with the movie *Susuz Yaz* in 1963.



Hülya Koçyiğit, who acted in over 200 movies, received lots of national and international awards like the Best Actress Award at Antalya Golden Orange Movie Festival for *Derman* in 1984 and the Most Successful Actress Award at Nantes Movie Festival in France for *Kurbağalar* in 1987.

Fatma Girik and Hülya Koçyiğit were close friends for more than 50 years. Theirs was an **exemplary** friendship, especially considering the mutual respect and support. There was an unbreakable **bond** between them. Koçyiğit said in an interview in 2023, "I miss her a lot. She'll always live with the characters that she created in her movies."

9. Read the texts in activities 7 and 8. Write B for Ben Affleck, M for Matt Damon, F for Fatma Girik and H for Hülya Koçyiğit for the following sentences.

1. This celebrity was 15 when he/ she first acted in a movie.
2. This celebrity was 8 when he/ she first met his/ her BFF.
3. This celebrity was 16 when he/ she first acted in a movie.
4. This celebrity was 10 when he/ she first met his/ her BFF.
5. This celebrity starred in the movie *Ezo Gelin*.
6. This celebrity starred in the movie *Derman*.
7. This celebrity starred in the movie *The Martian*.
8. This celebrity starred in the movie *The Town*.



10. Look at activity 9 in pairs and ask each other questions in turn as in the example. Who is the celebrity that was 15 when she first acted in a movie?

11. Read the texts in activities 7 and 8 again. Choose the correct answer.

- Which of the following information is true according to the texts?
 - B. Affleck and M. Damon lived in different cities after they had finished primary school.
 - F. Girik and H. Koçyiğit became close friends when they met at the conservatory.
 - B. Affleck and M. Damon couldn't get leading roles in movies before *Good Will Hunting*.
 - F. Girik and H. Koçyiğit both managed to get starring roles in over 200 movies.
- Which of the following questions DOES NOT have an answer in the texts?
 - How did B. Affleck and M. Damon meet for the first time?
 - Why was the year 1998 important to B. Affleck and M. Damon?
 - What are the examples of F. Girik's and H. Koçyiğit's achievements?
 - When did F. Girik and H. Koçyiğit meet for the first time?

12. Find the **highlighted** words in the texts and work out the meaning from the context. Then replace the underlined words or phrases in the sentences (1-5) with the correct form of the words in the list.



- | | | | | |
|-------|----------|------------|-----------|------|
| buddy | audition | screenplay | exemplary | bond |
|-------|----------|------------|-----------|------|

- There is a special strong connection between a mother and her child.
- Who was the script for the movie *I, Robot* written by?
- Tina was nervous before the trial performance, but she sang really well.
- Michael and I have been close friends for over 20 years.
- His behavior was providing a good example for people to copy.

13. Discuss the questions below with your partner.

What information did you find the most interesting in the texts in activities 7 and 8? Why?

DISCUSSION TIME



Discuss the following quote in groups. Share your opinions with the class.

"Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything."

Muhammad Ali



See page 150 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



THEME 10

VALUES AND NORMS



Communicative Functions:

- F1.** *Expressing opinions*
- F2.** *Exchanging ideas*
- F3.** *Making comments*




1. Do you know what the following words mean? Use a dictionary if you need to.

- patriotism
responsibility
integrity
forgiveness
kindness
gratitude


2. Choose the correct words from the list above and fill in the boxes (A-D) below according to the speech bubbles. There are 2 extra words in the list.

(A)



I think it is one of the most important values. It is much more than preventing yourself from saying something rude. If you have this quality, you are both friendly and generous. In fact, you have a heart of gold. You always care about others. You want to make life better (1)

(B)




In my view, it is one of the main values of our nation. It is defined as the feeling of loving your country more than any others and being extremely proud of it. If you have this quality, you defend your country against enemies. Actually, you try to protect it at all costs. It is a kind of (2)

(C)



I believe it is among the values which are of great importance. It is described as the willingness to stop feeling angry with somebody for something unpleasant which they have caused and to decide not to punish them for their mistakes. People who have this quality choose to let go of anger that (3)

(D)

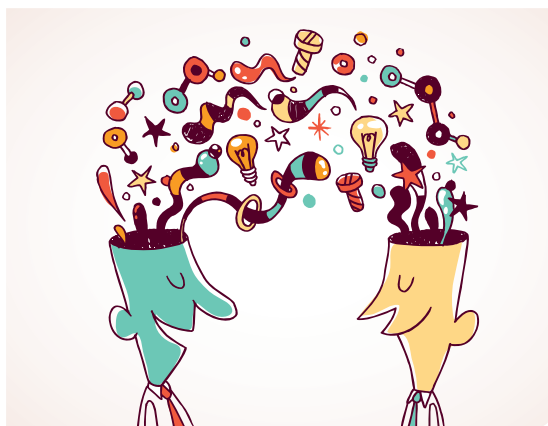


In my opinion, it is among the primary values. It is regarded as the quality of both being honest and having strong moral principles. People with this quality choose to do the right thing in all circumstances even if nobody is watching them. They neither cheat nor lie. Come rain or shine, they never do (4)



3. Listen to the speakers in activity 2 and check your answers. (Audio 10.1)
4. Listen to the speakers again and complete the final sentences of the speech bubbles in activity 2.
5. Follow the instructions below and carry out the activity in pairs.
 - Look at activity 1 again and choose a word from the list.
 - Take turns to say which you think is one of the most important values.
 - Explain what the word means in your own words as in the speech bubbles in activity 2.
6. Study the following table and learn how to exchange ideas.

Exchanging Ideas		
Expressing Opinions	Expressing Agreement	Expressing Disagreement
I think (that ...) /	I agree with you. /	I'm afraid I don't agree. /
Personally (speaking), I think / I believe / I feel /	I totally agree. /	I'm afraid I disagree with you. / I don't think so. /
I suppose / I guess /	I completely agree. /	I completely disagree. /
In my view / In my opinion /	Definitely. / Absolutely. /	We don't seem to be in complete agreement. /
It seems to me that ... /	Precisely. / Exactly. /	Well, I see things rather differently. /
As I see it / To my mind /	I couldn't agree more. /	That's not always true. /
From my point of view /	I see your point. /	I'm not sure about that because ... /
As far as I'm concerned /	I suppose so. /	I agree up to a point, but ... /
I'd like to point out that ... /	That's right. / You're right. /	I see your point, but ... /
What I mean is /	That's a good point. /	I take your point, but ...
It is considered that ... /	I see exactly what you mean. /	
It is generally accepted that ...	You have my full agreement. /	
...	You can say that again.	



7. Look at the following list. Circle the top 5 values that are the most important to you.

- | | | |
|------------|-----------------|-------------|
| altruism | justice | patriotism |
| equality | love for family | peace |
| friendship | love for nature | reliability |
| generosity | modesty | respect |
| goodness | optimism | tolerance |
| honesty | patience | wisdom |

8. Work in groups. Take turns to choose one of your answers above and express your opinions about it. The group members should express agreement or disagreement.



9. What do you know about the people in the pictures below? Share the information with the class.



10. Which of the people above do you think said the following quotes? Fill in the gaps.

- said, "Either seem as you are or be as you seem."
- said, "We love all the created for the sake of the Creator."

11. Listen to the extract from a conversation and check your answers to activity 10. (Audio 10.2)



12. Listen again and choose the topic of the conversation.

- Some details of Yunus Emre's and Mevlana Celaledin-i Rumi's childhood years
- The list of some popular poems by Yunus Emre and Mevlana Celaledin-i Rumi
- Some facts about Yunus Emre and Mevlana Celaledin-i Rumi as literary figures

13. Listen to the conversation again and choose the correct answer.

1. Which of the following values IS NOT a theme of Yunus Emre's poems?
A) generosity B) justice C) modesty
2. Which of the following is the main theme of most of Yunus Emre's poems?
A) integrity B) love for God C) peace
3. Which of the following is a theme that Mevlana Celaleddin-i Rumi DID NOT write poems about?
A) patience B) tolerance C) wisdom
4. Which of the following values IS NOT a theme of Mevlana Celaleddin-i Rumi's poems?
A) equality B) gratitude C) honesty

 See page 145 for Language Structures.

14. The following statements are about the conversation in the audio. Tick the correct column for each one.

- | | Yes | No |
|---|-----------------------|-----------------------|
| 1. Yunus Emre advised people to love and respect not only each other but also all the creatures in the world. | <input type="radio"/> | <input type="radio"/> |
| 2. Yunus Emre was regarded as not only a brilliant poet but also a philosopher. | <input type="radio"/> | <input type="radio"/> |
| 3. Neither Yunus Emre nor Mevlana Celaleddin-i Rumi wrote books which were translated into many languages. | <input type="radio"/> | <input type="radio"/> |
| 4. Both Yunus Emre and Mevlana Celaleddin-i Rumi wrote impressive poems about various moral values. | <input type="radio"/> | <input type="radio"/> |

15. Work in pairs and take turns to express your opinions about the quotes in activity 10. Support them with reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner.

16. Discuss the following questions with your partner.

1. Are you interested in literature? Why/ Why not?
2. Are you keen on poetry? Why/ Why not?
3. Have you ever read any of Yunus Emre's poems? If yes, what do you think about them?
4. Have you ever read any of Mevlana Celaleddin-i Rumi's poems? If yes, what do you think about them?

IDIOMS / PROVERBS CORNER



1. Read the following extracts from the first audio and choose the correct meaning for the idioms in italics.

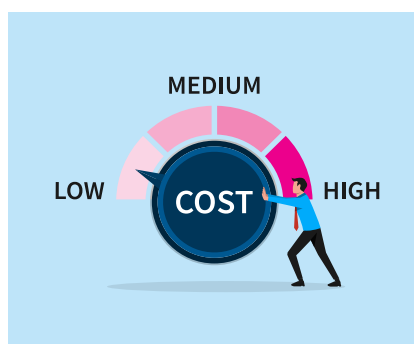
1. If you have this quality, you are both friendly and generous. In fact, you *have a heart of gold*. You always care about others. You want to make life better for the people around you.

- A) To be a very kind person
B) To be good at personal relationships



2. If you have this quality, you defend your country against enemies. Actually, you try to protect it *at all costs*. It is a kind of loyalty to your own country.

- A) For the amount of money that is needed
B) Whatever is needed to achieve something



3. People with this quality choose to do the right thing in all circumstances even if nobody is watching them. They neither cheat nor lie. *Come rain or shine*, they never do anything dishonorable.

- A) No matter what the weather is like
B) No matter what happens



2. Work with your partner. Make sentences using the idioms above in turn.

PRONUNCIATION



1. Listen to the following sentences and repeat them by paying attention to the 2 different pronunciations of the **highlighted** words. (Audio 10.3)



1. **Pronunciation 1:** They **neither** cheat nor lie. /'naɪðə(r)/
Pronunciation 2: They **neither** cheat nor lie. /'ni:ðə(r)/
2. **Pronunciation 1:** **Either** seem as you are or be as you seem. /'aɪðə(r)/
Pronunciation 2: **Either** seem as you are or be as you seem. /'i:ðə(r)/

2. Work in groups and take turns to make sentences using “neither ... nor” and “either ... or”. Make sure you use both of the 2 different pronunciations.
3. The following words are from the audios. Which sound do they have, /aɪ/ or /i:/? Put them into the correct column.

cheat	lie	seem	peace	kindness	feeling
shine	reliable	agree	right	completely	advise

/aɪ/

/i:/

4. Listen and check your answers to activity 3. (Audio 10.4)
5. Listen again and repeat.
6. Can you give examples of words with the same sounds as the ones in activity 3? If yes, share them with the class.



LISTENING & SPEAKING

PART - 2



1. Study the dictionary entry below. Make a sentence about one of the norms in Türkiye or a foreign country.

norm /nɔ:m/ (noun) [C - usually plural]

standards of behavior that are typical of or accepted within a particular group or society:

*Spiritual, moral and cultural **norms** vary from country to country in Europe.*

*Bowing is one of the social **norms** in Japan when greeting someone; shaking hands is uncommon.*

Visiting relatives during the Ramadan and Sacrifice Feasts is among the cultural norms in Türkiye.

2. Discuss the following question in pairs by adding reasons and/ or examples. Remember to express agreement or disagreement while listening to your partner. Do you think all the societies in the modern world have similar norms?



3. Listen to the extract from a radio program and answer the question.
(Audio 10.5)

What is today's program mainly about?

4. Listen to the radio program again and tick the correct column for the sentences below.

	TRUE	FALSE	NO INFORMATION
1. In yesterday's program, the listeners were presented with some useful information about how to behave in Egypt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The elderly are highly respected by the members of the society in Turkish culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Turkish people require less personal space than many other cultures, so they may stand close to you while chatting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Turkish people are not only very hospitable but also extremely friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Turkish people usually get on well with their neighbors and lend a hand when they need any help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Turkish people either hug their close friends or kiss them on both cheeks when greeting them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is advisable to maintain eye contact while speaking since it is regarded as a sign of sincerity in Turkish culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Turkish people take off their shoes before entering all the buildings as cleanliness is very important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. Work in pairs and discuss the questions according to the radio program.

The expert describes Türkiye as a country which is culturally rich. Do you agree? Why/ Why not?

6. Work in pairs. Take turns to make comments about the cultural and social norms in activity 4. Support your comments with reasons and/ or examples. Express agreement or disagreement while listening to your partner.

7. Work in groups. Brainstorm cultural/ moral/ social norms in different countries and make notes. Finally, share your group's answers with the class.



VIDEO BLOG ENTRY



Read the following instructions and prepare your video blog entry.

- ◆ Choose a country and surf the Net to get information about the values and norms there.
- ◆ Use the information to write some sentences. Read them aloud and record yourself. Remember to add your comments.
- ◆ Then make a video blog entry by combining your audio recording with some visuals.
- ◆ Upload your vlog this weekend. Share it on your blog.
- ◆ Your partner should fill in the checklist below after he/ she watches your video.

PEER EVALUATION CHECKLIST

Fluency	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory
Accuracy	<input type="radio"/> Excellent	<input type="radio"/> Satisfactory
	<input type="radio"/> Good	<input type="radio"/> Unsatisfactory



READING & WRITING



1. Work in pairs. Read the words in the list and write them next to the definitions (1-4). Use a dictionary if you need to.



inequality

discrimination

humiliation

violation (of human rights)

1. the practice of treating somebody or a particular group in society less fairly than others because of their skin color, race, gender, age, etc.:
2. the act of not respecting somebody's rights:
3. the unfair situation in society when some people have more opportunities, money, etc. than others:
4. the act of making somebody ashamed after reducing them to a lower position in their own or others' eyes:

2. Read the following text and circle the correct alternative in the sentence below.

The text is an extract from **an essay in a magazine / a chapter in a novel**.

...

Humanity is described as the quality of being kind, thoughtful and sympathetic towards others. Do you think all the people show great humanity to the ones in need? Do you believe they are deeply concerned about human rights violations in different parts of the world? Can we say that everybody cares about the people who are exposed to discrimination, humiliation, inequality, injustice and so on? Unfortunately, the answer to these questions is not "Yes". But can you imagine how wonderful the world would become if all the humans had good morals and treated one another with humanity? That would certainly end all kinds of troubles forever. Throughout history, however, there have been so many instances in which lots of people suffered terribly. For example, the African Americans went through extremely hard times for more than 300 years. Finally, in the late 1960s, they managed to get freedom and equality. That was achieved thanks to the Civil Rights Movement, which was led by Martin Luther King Jr. His nonviolent struggle was so remarkable that he was awarded the Nobel Peace Prize in 1964.

...

3. Read the text again and discuss the following questions in pairs.



1. Why are there so many problems in the world according to the writer of the text? Do you agree? Why/ Why not?
2. How can we solve the problems in the writer's opinion? Do you agree? Why/ Why not?
3. What example does the writer give to support his/ her opinions? What do you think about it?
4. Do you think nonviolent struggle for freedom is a good idea? Why/ Why not?
5. How do you think people feel when they are exposed to discrimination, humiliation, inequality or injustice?

4. Work in groups and discuss the quotes by Martin Luther King Jr. Then share your group's opinions with the class by adding reasons and/ or examples.

"I have a dream that my 4 little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."



5. Read the text and answer the question below.

What is the main idea of the forum page?

Search Login

Do the cultural norms of the country where we live affect our moral values?

Yes, of course. It is generally accepted that people from different cultures have different moral values. Do you agree or disagree? What do you think?

Send us your comments.

Individuals' values are highly affected by the cultural and moral values of their own countries. From my point of view, they shape your character. For example, if you grow up in a society where integrity is regarded as extremely important, you will definitely be honest in all your relationships. You will also have strong moral principles throughout your life, and you will always act according to them. For instance, you will keep both your promises and your friends' secrets. You will neither cheat on your taxes nor talk badly about someone. You will refuse to do anything against your principles because your moral values such as reliability, responsibility, self-control and justice will guide your decisions and actions.

Eric 11:24 a.m.

I completely agree. To my mind, the culture in which we live affects our thoughts, feelings and actions. I'm from Brazil. In our culture, family love and friendship are important values. We usually have large families, but we don't live in big houses, so we are generally relaxed, easygoing and friendly. We believe sincerity is of great importance in relationships. For this reason, we don't mind personal space. We don't feel uncomfortable when we are close to others. In addition, we think generosity is good for everyone, so most of us are keen on sharing. What's more, everybody knows that Brazilians love music and dance because festivals are very popular in our culture just like the great carnival which is held in Rio de Janeiro every year. In fact, we grow up with music and dance. Thus, we are skilled at them.

Adriana 2:35 p.m.

6. Read the comments that were posted on the forum page. Circle the topic sentence in each one.

7. Find and underline the supporting details for the topic sentences in the comments.

8. Complete the table according to the text in activity 5.

	Values	Effects
Eric		
Adriana		

9. Read the text again and discuss the following question in pairs.

Do you agree or disagree with Eric? Why?

10. Make comments about the values and norms in the Brazilian culture described by Adriana in activity 5.

11. Write an essay about the effects of values and norms on society. Use the outline below. Before you hand in your essay next lesson, check it for grammar and spelling mistakes. Finally, take a photo of your essay and upload it to your blog.

Essay Outline

Introduction: (Paragraph 1)

Introduce the topic and state the main idea of the essay.
(Here you should include your thesis statement and at least 2 reasons why you believe this statement to be true.)

Body paragraphs: (Paragraphs 2 and 3, or more)

Each paragraph should take one of your reasons above and explain it in detail. State your opinions with supporting points and examples. (Here you can use the linkers "To begin with, First of all, In addition, Moreover, Furthermore, etc.")

Conclusion: (Paragraph 4) (The last paragraph)

Restate your thesis statement and summarize your opinions.
(Here you can use the linkers "To sum up, In conclusion, To summarize, etc.")

Note:

Remember that each body paragraph should have 3-5 sentences which develop a single, clear idea. It is also advisable to start each body paragraph with a topic sentence that sums up the main point.

To give examples, you can use the linkers "For example, For instance, etc."

12. Work in groups and discuss the slogans below.

Neither men nor women deserve inequality.

Honesty is the best policy.

WE ARE ALL EQUAL.

Treat others in the way you want to be treated.

13. Work in groups. Write some slogans about moral, spiritual or social values and prepare a poster.

E-PORTFOLIO ENTRY



Read the instructions below and do the project.

- ◆ Imagine you are supposed to post a comment on the forum page in activity 5. Write a paragraph similar to Adriana's comment about your own culture.
- ◆ Hand in your project next lesson. When your teacher gives it back, take a photo of your paragraph and upload it to your blog.

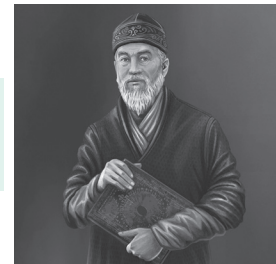
DISCUSSION TIME



1. Work in groups and discuss the quote by Ahmed Yesevi, who played an important role in spreading Islam among Turks, especially in Central Asia. Share your group's opinions with the class.

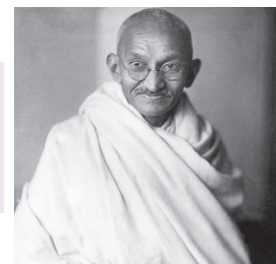


"If the rich don't care deeply about the poor and the hungry, it's likely that the world will end soon."



2. Work in groups. Discuss the quote by Mahatma Gandhi, who was the Indian lawyer that led the successful nonviolent struggle for India's independence. Share your group's opinions with the class.

"You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty."



See page 150 for the Self-Evaluation Checklist.

Scan the QR code to see the Further Practice section.



LANGUAGE STRUCTURES

THEME 1: FUTURE JOBS

Talking about the future

1. We use 'be - going to + infinitive'

- a. to talk about future plans and intentions (when we've already decided to do something), e.g.

"What are you going to do after high school?"
"I'm going to study history at university."

My cousin isn't going to join the graduation ceremony next week. She's going to be abroad.

- b. to make predictions about the future when we have some evidence (when we know or can see that something is going to happen), e.g.

Look at the black clouds. It's going to rain.

Our team is playing very well. We're going to win the game.

2. We use 'will/ won't + infinitive'

- a. to make instant decisions, offers, promises and future facts, e.g.

I'll have a cheese sandwich, please. (instant decision)

I'll carry that box for you. (offer)

I won't tell anyone where they are. (promise)

New Year's Day will be on a Sunday next year. (future fact)

- b. to make future predictions (with no evidence), usually with the adverbs *perhaps, maybe, definitely* and *probably*, or after the verbs *think, believe, guess, hope, expect, be sure, be afraid*, etc.

We'll probably stay at home for the weekend.

I guess they'll arrive here by 11 a.m.

I'm afraid he won't help us with the party preparations.

I'm sure you'll succeed.

Maybe she won't join us.

I think they'll miss the bus.

3. We can use *the Present Continuous* (with a time expression such as *tonight, tomorrow afternoon, next Sunday*, etc.) for things that we've arranged for the future, e.g.

We're leaving tomorrow morning.

I'm meeting Fred at 7 p.m. on Tuesday.

"What are you doing tomorrow afternoon?"

"I'm having a picnic with my classmates by the river."

A. Circle the correct verb form.

- I'm going to take / I'll take** a course in creative writing next year.
- "Which bag would you like to buy?" "**I'm going to buy / I'll buy** the red one, please."
- We'll fly / We're flying** to Stockholm at 8:30 a.m. on Saturday.
- I'm going to buy / I'll buy** a detached house soon.
- I expect **she'll be / she's going to be** a very famous athlete one day.
- He's definitely not going to come / He definitely won't come** with us.
- "I'm thirsty." "**I'll get / I'm going to get** you a glass of water."
- Sue and Bruce **will get / are getting** married next Wednesday.
- Perhaps Terry **will get / is getting** a part-time job at a department store.
- My brother **will be / is going to be** an electrical and electronics engineer.

B. Discuss the questions in pairs.

- What are you doing after school today?
- What are your plans for next summer?
- What are you going to do in the next 5 years?
- Where do you hope you'll live in 10 years' time?

THEME 2: HOBBIES AND SKILLS

Expressing likes and dislikes

We can express likes and dislikes

1. with verbs such as *enjoy, like, love, dislike, hate, can't stand*, e.g.

My sisters enjoy doing puzzles.

My grandmother likes embroidery.

My eldest uncle hates dancing.

My father can't stand fishing.

2. with adjectives like *fond (of), keen (on), interested (in), crazy/ mad (about)*, e.g.

My aunts are fond of baking cookies.

My best friend is keen on windsurfing.

I'm very interested in photography.

Drew is mad about ICT (Information and Communication Technology).

Expressing preferences

1. *prefer (doing) something to (doing) something else:*

I prefer table tennis to volleyball.

She prefers rafting to sailing.

2. *would prefer to do something rather than (do) something else:*

She'd prefer to eat *mantı* rather than *dolma*.

I'd prefer to go to the cinema rather than stay at home.

3. *would rather do something than (do) something else:*

He'd rather buy a sports car than a sedan.

I'd rather go swimming than play golf.

Describing abilities

1. We can express present abilities as follows.

He can speak 4 languages fluently.

I'm good at computer skills.

Sandra is bad at board games.

We're skilled at fixing gadgets.

My brother is gifted in martial arts.

2. We can describe past abilities using the modal '*could*'.

Hawking could walk when he was young.

Zoe couldn't sing well when she was a child.

A. Complete the sentences in your own words.

1. I enjoy
2. My mother can't stand
3. My father dislikes
4. My cousin loves
5. I'm keen on
6. My grandfather is fond of
7. My father is crazy about
8. I'm skilled at
9. I'm bad at
10. My mother is gifted in

B. Work with your partner and take turns to ask and answer the questions.

1. Do you prefer reading short stories or poems?
2. Do you prefer playing basketball or listening to music?
3. Would you prefer to learn Chinese or German?
4. Would you prefer to do aerobics or go jogging?
5. Would you rather watch a thriller or a comedy?
6. Would you rather read magazines or write blogs?

C. Write 3 questions to ask your partner about his/ her past abilities as in the example. Then ask and answer in turn.

Could you play a musical instrument when you were at primary school?

THEME 3: HARD TIMES

Talking about the past (1)

1. We use *the Past Simple* for finished actions in the past, e.g.

They worked hard last weekend.

We didn't see Bill yesterday.

"What did you do an hour ago?" "I ate a sandwich and drank fruit juice."

(See the list of *Irregular Verbs* on page 151.)

2. We use *the Past Continuous* to talk about an action that was in progress at a particular time in the past, e.g.

"What were your family members doing at 11 p.m. last night?" "My parents were sleeping, my brother was watching TV, and I was doing my homework."

3. We use *the Past Continuous* with '*while*' to talk about two actions happening at the same time in the past, e.g.

My friends were playing football while I was studying for the maths exam.

4. We can use *the Past Simple* and *the Past Continuous* in the same sentence to talk about an action that happened while another action was in progress, e.g.

He was reading a novel when I arrived.

(We use *the Past Continuous* for the longer action that was happening in the background and *the Past Simple* for the shorter action that happened and possibly interrupted the longer action.)

While Jane was washing up, she broke a cup.

As he was riding his bike, he injured his leg.

5. We use *the Past Simple* to describe actions that happened one after another, e.g.

When I had lunch, I cleaned my teeth and left.

Describing past habits

We use '*used to + infinitive*' to talk about

1. actions that happened repeatedly in the past, but do not happen now, e.g.
I used to walk to work, but now I drive.
She didn't use to wear glasses 2 years ago.
2. something that was true in the past, but is not true now, e.g.
Dan used to have a beard when he was young.

"Did you use to be slim when you were at primary school?" "Yes, I did."

◆ We can't use '*used to*' for something that happened only once, e.g.

I failed my English exam last Monday.

A. Complete the sentences in your own words.

1. At 3 p.m. last Saturday, I was
2. When I got home yesterday, my mum was
3. While I was getting dressed this morning, my dad was
4. I used to last year, but I don't any more.
5. I didn't use to last year, but now I do.

B. Fill in the blanks using *the Past Simple* or *the Past Continuous*.

1. I (see) Harry while I (go) to the mall.
2. As they (climb) the hill, it (start) to rain.
3. While I (cook) pasta, Ted (make) a green salad.
4. "What you (do) when the lights (go) out?" "I (watch) the news."
5. "What Tina (do) when she (hear) the fire alarm?" "She (run) downstairs."
6. When Kate (finish) the project, she (hand) it in.

C. Discuss the questions in pairs.

1. What did you use to look like when you were 10 years old?
2. Where did you use to live then?
3. Did you use to have any unusual habits when you were a child?

THEME 4: WHAT A LIFE

Talking about the past (2)

We use *the Past Perfect* (had + past participle)

1. to talk about an action that happened before a particular time in the past, e.g.

By 5 p.m. yesterday, we had written 40 invitation cards.

The guests had left by 11:30 p.m. last Saturday.

◆ See the list on page 151 for the irregular past participles.

2. to show that a past action happened before another past action, e.g.

When we got to the stadium, the match had just begun.

(We use *the Past Perfect* for the action which happened first and *the Past Simple* for the action which happened later.)

Mandy hadn't heard the news yet when I met her in front of the hospital.

He couldn't buy a new jacket because he'd spent all his money.

I'd already seen the film, so I got bored.

◆ Compare:

- a. When I arrived, Jack went out. (= First, I arrived and then Jack went out.)
- b. When I arrived, Jack had gone out. (= Jack went out before my arrival.)

◆ We can use conjunctions like 'After, Before, By the time, As soon as' when we use *the Past Simple* and *the Past Perfect* in the same sentence to order 2 past actions, e.g.

After we'd done the experiment, Mary wrote the report.

Before Martin called Helen, he'd talked to us about his decision.

By the time I went there, the party had finished.

As soon as she had had breakfast, she caught the school bus.

A. Complete the sentences using the correct verb form, *the Past Simple* or *the Past Perfect*.

1. Sarah couldn't phone William because she (leave) her mobile at home.
2. We weren't hungry because we (already/ eat) lunch.
3. Casey (not/ do) the project, so the teacher (get) very angry with him.
4. Dad (play) chess with me before he (go) to sleep last night.
5. The Brazilian footballer (not/ score) any goals by the time he (break) his leg.
6. I (eat) out last Friday, but after dinner, I realized that I (forget) my wallet at home.
7. They were really lucky. They (just/ find) a shelter when the storm (break out).
8. The children (stop) playing dodgeball and (run) towards their classrooms after the bell (ring).

B. Circle the correct verb form.

1. The documentary **already finished** / **had already finished** when I **turned on** / **had turned on** the TV.
2. After I **got on** / **had got on** the train, I **met** / **had met** an old classmate from primary school.
3. Last Sunday morning, I **was waking up** / **woke up** early because my flatmates and I **decided** / **had decided** to have our breakfast by the lake. As soon as I **had walked** / **was walking** into the kitchen, I **saw** / **had seen** Janet. She **was drinking** / **drank** coffee. She was ready to go, but Veronica **was still sleeping** / **still slept**.

C. Work in pairs. Ask and answer in turn.

1. What did you do after you had woken up this morning?
2. What had you done before you went back home from school yesterday?
3. What had you done by the time you fell asleep last night?

THEME 5: BACK TO THE PAST

Talking about unreal past events

We normally use *the Third Conditional*

1. to talk about unreal or imaginary situations in the past, e.g.

If we **had known** she was in trouble, we **would have helped** her.

If-clause (the condition)	Main clause (the result)
If + the Past Perfect (had + past participle)	would + have + past participle

We'd have met Greg if we'd joined the party. (But we didn't meet Greg because we didn't join the party.)

◆ Instead of 'would', we can use 'could' or 'might' in the main clause.

If they had had enough money, they could have bought the house. (But they didn't have enough money, so they couldn't buy the house.)

If Tony had read the report carefully, he might have spotted the mistake. (But he didn't spot it because he didn't read the report carefully.)

2. to express regrets, e.g.

If I hadn't stayed up so late last night, I wouldn't have missed the bus this morning.

3. to criticize somebody/ something, e.g.

You wouldn't have injured your head if you had worn the helmet.

Expressing wishes and regrets for past events

We use '*wish + the Past Perfect*' to express wishes and regrets for past events, e.g.

I wish we had bought the tickets online last night. (But we didn't buy the tickets online last night. That was a mistake.)

I wish I'd taken a torch with me. (I regret not taking a torch with me.)

◆ Instead of '*I wish*', we can use '*If only*', e.g.

If only I hadn't talked to Dave about the incident yesterday.

A. Complete the sentences with the correct form of the verbs in brackets.

1. If she (take) a taxi, she (catch) the ferry.
2. If he (not/ fasten) the seat belt, he (not/ survive) in that accident.
3. You (get) the job if you (be) there on time for the interview.
4. I (forget) Jack's birthday if Sandra (not/ remind) me.
5. What you (do) if you (win) the lottery last week?
6. Andrew (become) the champion if he (not/ train) so hard?

B. Express regrets for the following situations starting with '*I wish*' or '*If only*'.

1. I slept on the beach yesterday evening, and then I caught a cold.
2. We ran out of petrol on the way, and as a result, we missed the award ceremony.
3. We didn't notice the traffic sign, so we didn't slow down earlier.
4. I didn't see the job ad, so I didn't apply for the vacant position in that company.
5. What a pity! We lost the game.

C. Work in pairs. Ask and answer in turn.

1. What do you wish you had done when you were younger?
2. What do you wish you hadn't done when you were at primary school?
3. What would you have done if you had met your favorite sportsperson yesterday?
4. Where would you have gone with your mum if you had wanted to make her happy last weekend?

THEME 6: OPEN YOUR HEART

Expressing criticism for the events in the past

We can use *'should have + past participle'* when we want to express criticism or disapproval for the events in the past, e.g.

You should have tidied your room yesterday morning.

We should have booked a table in advance.

You should've had breakfast before going to school.

You shouldn't have eaten so many cookies.

He shouldn't have been dishonest.

◆ Instead of *'should have'*, we can also use *'could have'* when we want to criticize something in the past, e.g.

You could have told us you weren't coming.

We could've trained a lot harder for the championship.

Expressing degrees of certainty in the past

1. When we make inferences for something in the past, we use *'must have + past participle'* to express certainty, e.g.

Mary got a very high grade in her maths exam. She must have studied hard for it.
(= It is certain that Mary studied hard for the exam.)

2. We use *'couldn't have + past participle'* to talk about impossibility while making inferences for something in the past, e.g.

Clark looked very happy when I saw him an hour ago. He couldn't have heard the terrible news. (= I'm sure that Clark didn't hear the terrible news.)

◆ Instead of *'couldn't have'*, we can also use *'can't have'* when we want to say that we are sure something did not happen, e.g.

The tourists got lost. They can't have taken a map with them.

3. We use *'might have + past participle'* to talk about possibility in the past, e.g.

He might have seen the film, but I'm not sure.
Claire might've answered the phone.

◆ Instead of *'might have'*, we can also use *'may have'* or *'could have'* when we want to say that perhaps something happened, but we're not sure, e.g.

They may have been in the garden 20 minutes ago.

Peter could have misunderstood us at the meeting.

A. Express criticism about the situations below using *'should have'*.

1. You didn't do your homework.
2. You were rude towards the guests.
3. Edward rode the donkey carelessly.
4. They didn't invite Andy to the party.
5. Carmen wasn't patient with the children.

B. Complete the sentences using *'might/ must/ couldn't have'* and the correct form of the verbs in brackets.

1. The girl you saw at the art gallery last night (be) Hillary. She's been in New Zealand since August.
2. "The flat we rented last summer overlooked the seaside." "Wow! It (cost) you a lot."
3. "Why didn't Fred go camping with them?" "I don't know. He (have) different plans for the weekend."
4. "My roommates used to have only part-time jobs." "They (earn) much money then."
5. "Her eldest uncle had houses in many different cities." "Really? He (be) very rich."

C. Work in pairs. Draw conclusions for the following situations using *'might/ must/ couldn't have'*.

1. Ted didn't come to school yesterday.
2. Sharon couldn't find her umbrella an hour ago.
3. Our neighbors decided to sell their house last week.

THEME 7: FACTS ABOUT TÜRKİYE

The Passive

We use 'the passive'

◆ when the action interests us more than who performs it, e.g.

Our classrooms **are cleaned** every day.

◆ when we do not know who carries out the action, e.g.

Her bike **was stolen** yesterday afternoon.

◆ when it is obvious who does the action, e.g.

Spanish **is spoken** in Mexico.

We use the preposition *by* when we want to mention who does the action, e.g.

The radio was invented by Marconi.

The passive is formed with the verb *be* and the past participle of the main verb.

◆ *The Present Simple passive* is formed as follows.

Active Voice	Passive Voice
They sell vegetables here.	Vegetables are sold here.

◆ *The Past Simple passive* is formed as follows.

Active Voice	Passive Voice
Fleming discovered penicillin in 1928.	Penicillin was discovered by Fleming in 1928.

Here is a summary of the verb forms in the Passive Voice.

The Present Perfect	
Active Voice	Passive Voice
Mike has written the e-mails.	The e-mails have been written by Mike.

The Past Perfect	
Active Voice	Passive Voice
They had built the bridge by last July.	The bridge had been built by last July.

The Present Continuous	
Active Voice	Passive Voice
They are painting our kitchen today.	Our kitchen is being painted today.

The Past Continuous	
Active Voice	Passive Voice
She was conducting the experiment there at 3 p.m. yesterday.	The experiment was being conducted there at 3 p.m. yesterday.

The Simple Future	
Active Voice	Passive Voice
Robots will do all our housework in the future.	All our housework will be done by robots in the future.

Modals (can, must, should, etc.)	
Active Voice	Passive Voice
People should eat yoghurt every day.	Yoghurt should be eaten every day.

A. Work in pairs. Take turns to make the following active sentences passive.

- They serve dinner between 7 p.m. and 10 p.m.
- We can find the e-mail address on the website.
- They built this temple in the 5th century BC.
- The computer systems analysts had updated the database.
- Millions of people are watching this program at the moment.
- They have designed a new game console recently.
- A young woman was preparing the snacks when I came back.
- They will deliver the products tomorrow afternoon.
- People grow rice in this region.
- He didn't write the poem last week.

THEME 8: SPORTS

Reported Speech

We use *Reported Speech* in order to report the words spoken by somebody.

In *Direct Speech*, we repeat the exact words of the speaker, and they are put in quotation marks, e.g.

Rachel has said, "I can't concentrate."

In *Reported Speech*, we report the statement without using the exact words, e.g.

Rachel has said that she can't concentrate. (Here the word *that* can be omitted.)

In *Reported Speech*, pronouns and possessive adjectives change according to the meaning of the statement.

Direct Speech	Reported Speech
Dave says, "I often visit my relatives."	Dave says he often visits his relatives.

◆ We usually use the reporting verbs 'say' and 'tell' when we report what has been said. We use say when there isn't an indirect object, but tell when there is one, e.g.

Direct Speech	Reported Speech
Wilma says, "I enjoy handball."	Wilma says she enjoys handball.
Helen tells Nick , "I like chess."	Helen tells Nick she likes chess.

◆ If we want to use say with an indirect object, we should add the preposition 'to', e.g. Helen says **to** Nick (that) she is fond of hang-gliding.

◆ When the reporting verb ('say' or 'tell') is in the Present Simple or the Present Perfect, we don't normally change the tense of the verb in the reported statement. However, it changes when the reporting verb is in the past.

Direct Speech	Reported Speech
Present Simple Jack said, "I want to see Martin."	Past Simple Jack said he wanted to see Martin.

Present Continuous Jill said, "We're waiting for my cousin."	Past Continuous Jill said that they were waiting for her cousin.
Past Simple Paul said to the traffic warden, "I saw a fox behind the car."	Past Perfect Paul said to the traffic warden he had seen a fox behind the car.
Present Perfect Mary told us, "I've been abroad twice."	Past Perfect Mary told us she had been abroad twice.
will Karen told me, "I'll call you later."	would Karen told me that she would call me later.
can "I can mend the bike," said Patrick.	could Patrick said that he could mend the bike.
may "My uncle may come with us," Stewart said.	might Stewart said his uncle might come with them.
must Tony said to me, "You must finish the task soon."	had to Tony said to me I had to finish the task soon.

A. Work with your partner. Report the following statements in turn.

- David has said, "I won't go to the party with my brother."
- Lisa says to us, "I don't want to sell my motorbike this month."
- Tom has told me, "I'm studying very hard these days."
- Rob told his classmates, "My aunt is a famous sportsperson."
- Samantha said to Kevin, "I haven't done my homework yet."
- Ken said, "I love scuba diving."

THEME 9: MY FRIENDS

Relative Clauses

We use *Relative Clauses* to identify the person, thing, place, etc. in the main clause. They are introduced by relative pronouns '*who, which, that, whose*' or relative adverbs '*where, when, why*'.

Relative pronouns	
who / that	for people
which / that	for things / animals
whose	for possession

Relative adverbs	
where	for places
when	for times
why	for reasons

◆ When the relative pronouns '*who/ which/ that*' refer to the object of Relative Clauses, they can be omitted.

That's the film **which/ that** I saw last Sunday.
(= That's the film I saw last Sunday.)

He's the actor **who/ that** my sister likes.
(= He's the actor my sister likes.)

In the sentence above, we can also use the relative pronoun '*whom*' in formal contexts.
(= He's the actor **whom** my sister likes.)

◆ When the relative pronouns '*who/ which/ that*' refer to the subject of Relative Clauses, they can't be omitted.

She has written a book **which/ that** is about agricultural techniques.

He's the boy **who/ that** has rung the bell.

◆ The relative pronoun '*whose*' can't be replaced by '*that*', and it can't be omitted.

Do you know the student **whose** father is a politician?

◆ The relative adverb '*where*' can't be replaced by '*that*', and it can't be omitted.

The town **where** I was born is very small.

◆ The relative adverbs '*when*' and '*why*' can be replaced by '*that*', and they can be omitted.

I'll always remember the day **when/ that** I first met him. (= I'll always remember the day I first met him.)

I don't know the reason **why/ that** they left early. (= I don't know the reason they left early.)

Defining Relative Clauses provide information that is essential to the meaning of the main clause.

The woman who is wearing a long red dress is Tom's grandmother. (No commas are used.)

Non-defining Relative Clauses provide extra information and are put between commas. We can't use '*that*' in them, and the relative pronouns can't be omitted.

Ankara, which is the capital of Türkiye, is in the Central Anatolian Region.

Sally's brother, who works at a supermarket, is very easygoing.

◆ We can leave out the relative pronoun with the verb '*be*' to reduce *Non-defining Relative Clauses*.

Mr Richardson, (who is) our teacher of physics, is a reliable person.

A. Circle the correct relative pronoun/ adverb.

1. The children **which / who / whom** are in the garden are really naughty.
2. Have you seen the parrot **which / who / whose** Mike has?
3. The hotel **which / where / that** we stayed last summer was fantastic.
4. Charlie Chaplin, **that / who / whose** was an actor, was very famous in the 1930s.
5. The woman **who / that / whose** car had been stolen was crying.
6. 1990 was the year **which / when / who** I got my degree in civil engineering.
7. Do you know the reason **why / when / which** he ran away?

THEME 10: VALUES AND NORMS

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are 2-word conjunctions. They connect 2 balanced words, phrases or clauses.

1. Both ... and:

Both my father and my brother can play football very well. (= My father can play football very well, and my brother can play football very well, too.)

This new sofa is both large and comfortable.

Michael is both respectful and honest.

I'm planning to visit both Trabzon and Artvin this summer.

Although my little sister is only 5, she can both read and write.

◆ We use a plural verb when we connect two subjects using 'both ... and'.

Both Ahmet and Fatma are very patriotic.

2. Either ... or:

We can have either tea or coffee. It doesn't matter.

I'm going to buy either a shirt or a tie for my uncle.

We must finish the work either today or tomorrow morning.

You can call either me or Sandra if you need any help.

I'll either go mountain biking or stay at home and watch TV at the weekend.

3. Neither ... nor:

Neither Sarah nor her sister is selfish. (= Sarah isn't selfish, and her sister isn't selfish, either.)

◆ We use 'neither ... nor' to connect negative alternatives, so we shouldn't use a negative verb to avoid a double negative.

Neither Barney nor Fred had been to France before that trip.

Jason is neither patient nor helpful.

Neither Norway nor Switzerland is located on the coast of the Mediterranean Sea.

William neither speaks Spanish nor understands Portuguese, so you can communicate with him only in English.

4. Not only ... but also:

Mandy is not only trustworthy but also altruistic.

My grandparents are not only generous but also very kind.

I'll invite not only my classmates but also my childhood friends to my birthday party next Saturday.

Edward can play not only checkers but also backgammon very well.

We're successful because we not only do all our homework but also revise regularly.

A. Choose the correct answer.

- This chocolate cake is homemade tasty. I think it's great.
A) not only – but also **B)** neither – nor
- Natalie likes paragliding bungee jumping. She hates extreme sports.
A) both – and **B)** neither – nor
- Everybody likes Peter. He's optimistic friendly.
A) neither – nor **B)** both – and
- You can drink this herbal tea hot in the winter cold in the summer.
A) either – or **B)** neither – nor

B. Work in groups. Take turns to talk about some people that you know. Describe them using the correlative conjunctions as in the example.

My youngest aunt is both clever and modest.

SELF-EVALUATION CHECKLISTS

Evaluate yourself at the end of each theme. Tick the correct column.

<i>THEME 1: FUTURE JOBS</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	understand factual information about job-related topics in a recorded text/ video.			
	pronounce the contraction of “will” and “am/ is/are- going to” in positive and negative sentences.			
	talk about future plans and predictions.			
	make an appointment on the phone.			
	analyze different job ads from websites/ newspapers and match them with CVs.			
	analyze a text on successful entrepreneurs.			
	write CVs/ letters of intent for different job applications.			

<i>THEME 2: HOBBIES AND SKILLS</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	understand a recorded text about likes, dislikes, interests and preferences.			
	practise the pronunciation of plural and third person “-s” sounds.			
	act out a dialogue about likes, dislikes, interests and preferences.			
	ask and answer questions about present and past abilities.			
	understand a text about people’s choices and past abilities.			
	write a paragraph about my interests and abilities.			

<i>THEME 3: HARD TIMES</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	recognize vocabulary indicating the sequence of events in a recorded text.			
	identify the events happening at the same time in the past in a recorded text.			
	differentiate between rising and falling intonation.			
	talk about past habits.			
	talk about my personal experiences in the past.			
	answer the questions about a text on people's habits and experiences in the past.			
	analyze a short story (plot, setting, characters, climax, etc.) and summarize it.			
	identify the thesis statement, topic sentences, supporting points and/ or examples in an essay.			
	write the missing parts of a short story in my own words.			

<i>THEME 4: WHAT A LIFE</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	identify expressions related to ordering past events in a recorded text.			
	put the past events in order while listening to a text.			
	pronounce “-ed” sounds following voiced and unvoiced consonant sounds and following /t/ and /d/ sounds.			
	share my personal experiences in the past.			
	describe people, places and events in the past.			
	order the events in the biography of a famous person.			
	write an essay about a famous person.			

THEME 5: BACK TO THE PAST		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	identify expressions related to unreal past events in a recorded text/ video.			
	determine relevant/ irrelevant information in a recorded text/ video about wishes and regrets.			
	pronounce the contraction of “had” and “would”.			
	talk about my regrets and wishes about past events.			
	ask and answer questions about unreal past events.			
	analyze a text to distinguish the expressions used to express wishes, regrets and unreal past events.			
	write a paragraph about my opinions, regrets and wishes about past events.			

THEME 6: OPEN YOUR HEART		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	identify the speakers’ moods and purposes (deduction or criticism) by using the contextual clues in a recorded text.			
	pronounce the contraction of past modals.			
	criticize an action in the past.			
	express my inferences from the results of past events.			
	draw conclusions for the past events in a text.			
	write a letter to criticize an event/ organization in the past.			

<i>THEME 7: FACTS ABOUT TÜRKİYE</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	recognize information about the description of a monument or a historic site in a recorded text/ video.			
	practise the pronunciation of /wəz/ and /wɒz/.			
	give a presentation on a monument or a historic site.			
	interview a friend to get detailed information about the places he/ she has visited.			
	find out specific information in a text describing historic sites in Türkiye.			
	write a blog post recommending places to visit in Türkiye.			

<i>THEME 8: SPORTS</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	identify the vocabulary about extreme sports in a recorded text.			
	practise rising and falling intonation in questions.			
	exchange opinions about outdoor/ extreme sports.			
	ask questions to carry out an interview with a sportsperson.			
	analyze a text about different kinds of extreme sports to reorder the jumbled paragraphs.			
	write a report on the interview that I have carried out with a sportsperson.			

<i>THEME 9: MY FRIENDS</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	organize specific information in a narrative about a person or an event while listening to it.			
	practise the pronunciation of assimilation and elision.			
	express my opinions about true friends.			
	talk about my friends.			
	ask and answer questions to clarify a well-known/ common person or a place.			
	scan online and printed newspaper articles about well-known people to find out personal details.			
	write a paragraph about my friends/ teachers for a school magazine.			
	write a booklet to describe my hometown.			

<i>THEME 10: VALUES AND NORMS</i>		<i>with lots of help</i>	<i>with a little help</i>	<i>with no help</i>
I can	identify the topic and the main idea of a recorded text/ video.			
	practise the sounds of /i:/ and /a/.			
	express my opinions about the most important moral values.			
	make comments about moral values and norms in different cultures.			
	exchange ideas about values and norms.			
	express agreement or disagreement while having discussions.			
	distinguish the main idea from supporting details in a text about the effects of values on society.			
	write an essay about the importance and effects of values and norms on society.			
	write some slogans about spiritual, moral or social values.			

ANSWER KEY

Scan the QR code to see the answer key.



ANSWER KEY TO FURTHER PRACTICE SECTIONS

Scan the QR code to see the answers to the Further Practice sections.



LIST OF IRREGULAR VERBS

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	know	knew	known
become	became	become	leave	left	left
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	meet	met	met
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spend	spent	spent
feel	felt	felt	steal	stole	stolen
find	found	found	swim	swam	swum
fly	flew	flown	take	took	taken
forget	forgot	forgotten	tell	told	told
get	got	got	think	thought	thought
give	gave	given	understand	understood	understood
go	went	gone	wake	woke	woken
have	had	had	wear	wore	worn
hear	heard	heard	win	won	won
keep	kept	kept	write	wrote	written

REFERENCES

- Common European framework of reference for languages: learning, teaching, assessment.* (2001). Cambridge University Press, Language Policy Unit.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann.
- Demirel, Ö. (1992). *ELT methodology*. Usem Publications.
- Doff, A. (2006). *Teach English*. Cambridge University Press.
- Ersöz, A. (2005). *Materials evaluation and design*. Gazi Faculty of Education, ELT Department.
- Harmer, J. (2004). *How to teach writing*. Pearson Education.
- Hornby, A. S. (2004). *Oxford advanced learners' dictionary* (7th ed.). Oxford University Press.
- Kelly, G. (2001). *How to teach pronunciation*. Longman.
- Klippel, F. (1984). *Keep talking: communicative fluency activities for language teaching*. Cambridge University Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Ortaöğretim İngilizce dersi (9, 10, 11 ve 12. sınıflar) öğretim programı.* (2018). T.C. Millî Eğitim Bakanlığı.
- Rinvoluceri, M. (1984). *Grammar games*. Cambridge University Press.
- Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge University Press.

References have been prepared according to APA 7.0.

VISUALS

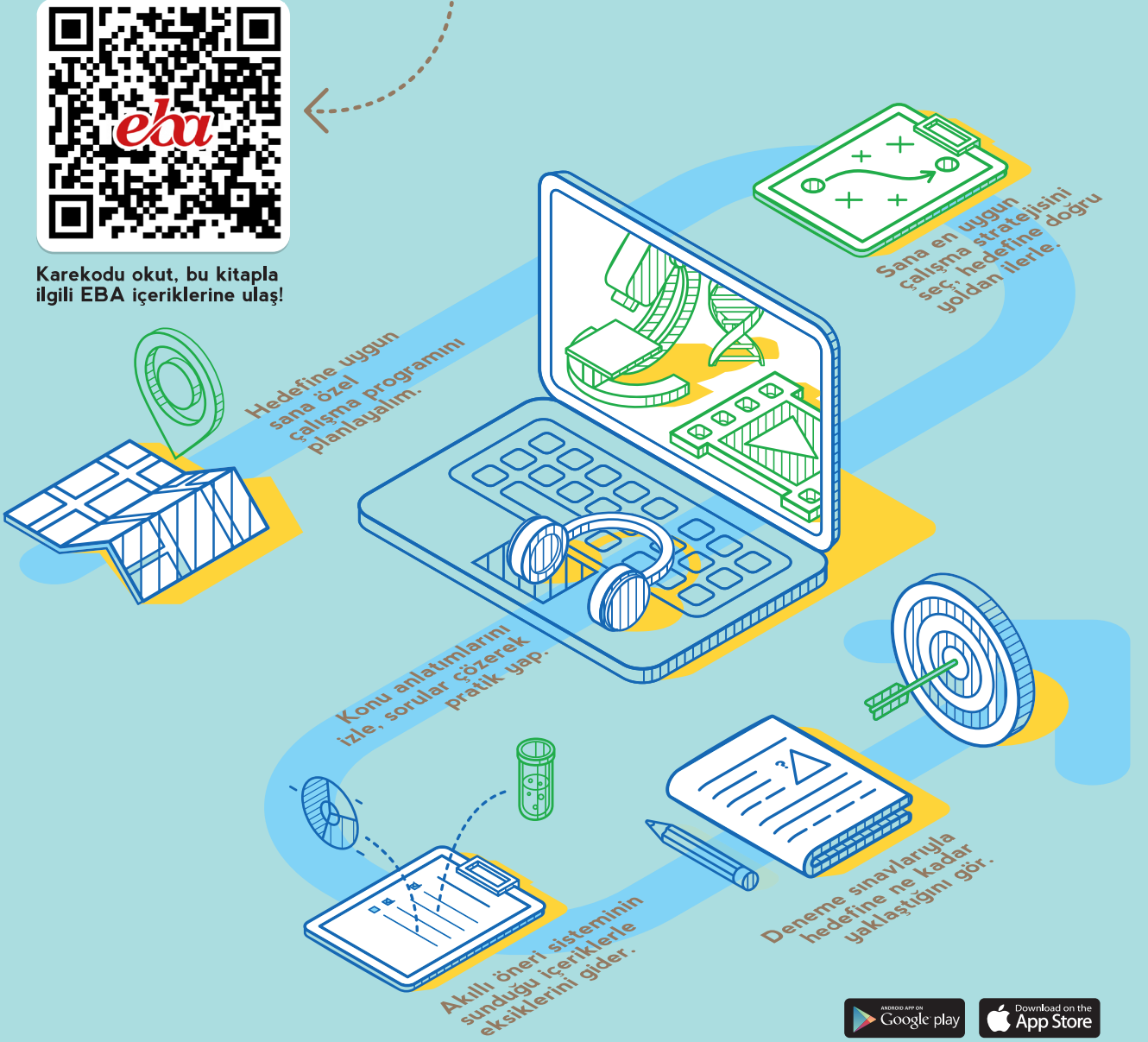
Scan the QR code to see the references of the images.



Bu kitaba sığmayan daha neler var!



Karekodu okut, bu kitapla
ilgili EBA içeriklerine ulaş!



**BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA
ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.**

*Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin
İkinci Fıkrası Çerçevesinde Bandrol Taşınması Zorunlu Değildir.*