**METU NCC Fall 2021**

**SFL**

**WHW 8**

**ELEMENTARY GROUP**

**(Instructor’s Copy)**

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| **I. LANGUAGE USE** |

**EXERCISE 1. Below is a text on actress Michelle Yeoh. Fill in each blank with the correct forms of the verbs in brackets. Do NOT use modals (CAN, MAY etc.).**

Every year, people all around the world (1) **enjoy** (enjoy) action movies, especially ones with famous actors and actresses. Such movies (2) **are watched** (watch) with excitement by millions of people. However, these people (3) **don’t pay** (pay) attention to the stunt artists that play in these movies. Instead, they focus on the stars and their performances.

A stunt artist is an actor who (4) **performs** (perform) dangerous actions in movies, often as a professional career. One such artist is Michelle Yeoh. Yeoh was born in 1962 in Malaysia, and (5) **started** (start) ballet dancing at the age of four. When she was 15, shortly after moving to England with her parents, she (6) **was accepted** (accept) by the Royal Academy of Dance in London. Unfortunately, while her instructors (7) **were training** (train) her to become a prima ballerina, she suffered a major spinal injury. However, this (8) **didn’t stop** (stop) her from completing her Bachelor of Arts degree in Creative Arts.

In 1983, when she (9) **became** (become) famous as Miss Malaysia, Yeoh found herself acting with famous stars like Jackie Chan and Pierce Brosnan. While she (10) **was working** (work) with these great actors, she (11) **wanted** (want) to perform her own stunts, but she (12) **was prevented** (prevent) because director [Roger Spottiswoode](https://en.wikipedia.org/wiki/Roger_Spottiswoode) considered it too dangerous. However, she performed all of her own fighting scenes. Her latest film *Last Christmas* (13) **was released** (release) on 8 November, 2019.

**EXERCISE 2. Complete the sentences with *be going to, will, present continuous* or *the simple present tense*.**

1. A: This letter is in French, and I don’t speak French. Can you help me?

B: Sure. I (translate) **will translate** it for you.

2. A: Do you want to go shopping with me? I (go) **am going to go** **/ am going** to the shopping mall downtown.

B: Sure. What time do you want to leave? How about 1:00?

A: Great! See you then.

3. A: Who wants to erase the board? Are there any volunteers?

B: I (do) **will do** it!

4. A: How about getting together for dinner tonight?

B: Sounds good. Where?

A: How about Alice’s Restaurant or the Gateway Cafe? You decide.

B: Alice’s Restaurant. I (meet) **will meet** you there around six.

A: Great. I (see) **will see** you then.

B: It’s a date.

5. A: Do you have plans for dinner?

B: Yes. I (meet) **am meeting / am going to meet** a co-worker for dinner at Jamie’s Restaurant. Want to join us?

6. A: Why does he have an eraser in his hand?

B: He (erase) **will erase** the board.

7. Tomorrow I’m going to leave for home. When I (arrive) **arrive** at the airport, my whole family (wait) **will wait** for me.

8. A: Are you going to be in town next Saturday?

B: No. I (visit) **am going to visit / am visiting** my aunt in Chicago.

9. A: Where are you going to be this evening?

B: I (work) **am going to work / am working** at the library on my research paper.

10. Sam: Why are you holding these fish?

Jake: I (grill) **am going to grill** for dinner.

11. As soon as the lesson **ends** (end), I **will go** (go) to the airport.

12. When he **learns** (learn) that I’ve lied to him, he **won’t talk** (talk) to me any longer.

13. A: Why is Carlos wearing a suit and a tie? He usually wears jeans to class.

B: He **is going to give / is giving** (give) a speech at the faculty lunch today.

A: Really? What **is he going to talk / is he talking** (he, talk) about?

B: About university study in his country.

14. There has been a strike for over two months. The strikers **will return** (return) to work when they **get** (get) a raise.

15. A: Have you heard any news about Barbara since her car accident?

B: No, I have heard nothing. As soon as I **hear** (hear) something, I **will let** (let) you know.

16. When Rita **gets** (get) her driver’s license next week, she will **drive** (drive) to school every day.

17. A: Mr. Jackson called. He’ll be here at the garage to pick up his car in a few minutes. He won’t **be** (be) very happy when he **learns** (learn) about the bill for repairs on his car. Do you want to talk to him when he **comes** (come) in and **asks** (ask) about his bill?

B: Not especially, but I will.

18. The library **closes** (close) at 6 pm on Saturdays and Sundays.

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| **II. READING** |

**Text I.**

**ECOTOURISM IN THE GALAPAGOS ISLANDS**

1 The Galapagos Islands are situated over 600 miles off the coast of Ecuador and close to the Equator. These volcanic islands are considered a ‘natural laboratory’ and have become a favorite destination for scientists and nature lovers. Unfortunately, the Galapagos Islands have become the victim of their own ‘success.’ **Their worldwide fame** has brought too many tourists. These tourists should be reminded that they are not visiting a zoo – feeding the animals inappropriate foods and throwing litter around.

2 Since the Galapagos Islands receive over 100,000 visitors each year, authorities have taken protective measures to protect the islands and their ecosystem. The population on the four inhabited islands (Santa Cruz, Isabela, San Cristobal, and Floreana) is controlled through a strict migration policy, and this policy regulates the number of permanent residents and limits the stay of temporary residents (tourists, volunteers and external workers) to six months.

3 For visitors, conservation regulations mean that visits to the islands’ National Park territory are limited to about 50 sites, available only during daylight hours (6 a.m. to 6 p.m.) and subject to park rules and guidelines. All groups must be accompanied by a qualified guide during their visit, and this guide should be approved by the National Park. These guides explain the rules and regulations to the visitors in order to help to preserve the area. Some of these rules and regulations are as follows:

4 Visitors must follow the marked trails. They must not leave them because they may destroy the nests in the sand. Moreover, they have to check their clothes and luggage for insects and seeds. When they **do so**, no live material is transported to the islands. If visitors travel with their pets, they have to leave **them** in the hotel.

5 Animals on the islands should not be touched. For example, a young sea lion will be abandoned by its mother if **she** smells the scent of a human on her baby. *The same applies to young birds.* Litter of all types must be kept off the islands. It is also forbidden to smoke on the islands.

6 Visitors cannot buy souvenirs of objects made from plants or animals of the islands (with the exception of articles made from wood). Turtle shells, sea lion teeth and black coral are among such articles.

**A. What do the following words refer to in the text?**

1. their worldwide fame (para. 1): the worldwide fame of **the Galapagos Islands**

2. do so (para. 4) : **check their clothes and luggage for insects and seeds**

3. them (para. 4) : **their pets/visitors’ pets/the pets of visitors**

4. she (para. 5) : **its/the mother/(the) mother sea lion**

**B. Find the words in the text that mean the following. Write ONE word for each blank. Do NOT change the form of the words.**

1. methods, precautions (para. 2) : **measures**

2. protection (para. 3) : **conservation**

**C. Fill in each gap below using the information in the text.**

**THE ISLANDS:**

Scientists think of the Galapagos Islands as a(n) (1) **natural laboratory.**

Some tourists do not realize they are not in a(n) (2) **zoo** and cause a lot of damage. Among the Galapagos Islands, only Santa Cruz, Isabela, San Cristobal, and Floreana are (3) **inhabited** and their population is controlled by (4) **a strict migration policy**.

**VISITING THE ISLANDS AND THE NATIONAL PARK:**

Visitors to the islands are not allowed to stay longer than (5) **six (6) months.**

The National Park can only be visited during (6) **daylight hours (6 a.m. to 6 p.m.)**.

Don’t go to the National Park without a(n) (7) **qualified guide**.

**CARE FOR THE ENVIRONMENT:**

Check your belongings for (8) **insects/seeds** and (9) **insects/seeds** in order not to transport any (10) **live material** to the islands.

Don’t throw away any (11) **litter** around and don’t smoke on the islands.

**D. Answer the following question in your own words in 1 or 2 sentences.**

What does the writer mean by saying, *“The same applies to young birds”* (para. 5)?

**(The writer means that) (Like the sea lion,) a young bird is/will be abandoned by its mother when the mother bird smells the scent of a human on the young bird.**

**Text II.**

**A Day on a Tall Ship**

(1) They call it the Age of Sail. For nineteen hours, a group of people will be a captain's team aboard the C. A. Thayer. This ship was built over 100 years ago. Its purpose was to carry lumber\* to California from foreign countries. Today, this ship and a number of other historic ships are at the Hyde Street Pier in San Francisco. The Thayer is an old ship, and it needs a lot of repair. However, it makes a great classroom for young people. It is the classroom for the Age of Sail.

(2) The Thayer is one of two remaining 19th century lumber ships. After the great earthquake of 1906, San Francisco was damaged. To rebuild the city the people needed wood. Five hundred lumber ships made the trip to the North and returned with lumber. Today's California cities are built of stronger material than wood, and there are no more lumber ships. However, these ships were an important part of California history.

(3) Every year more than 10,000 schoolchildren learn about living on a ship by living on the Thayer for 19 hours. The children, ages 9 to 12, come from all parts of California and other cities. They stay a night on the ship. The captain, the first and second mates, and the cooks are really employees of the museum. However, they play their ship roles perfectly. They try to make these people sailors.

(4) Some of the parents of the children come along, but they do not participate in the learning. They watch everything because they want to be sure that their children are safe. Parents talk only when they want to warn their children. Meanwhile, the children begin to learn about life on a ship. They learn how to deal with the ropes. They learn to row a longboat. They even have a chance to cook on a small wood-burning stove. It is all part of the Age of Sail program.

(5) When the children arrive, they think the program will be fun. They quickly learn, however, they understand that it is a hard work. The most important lesson on the ship is learning to follow directions. The captain does not tolerate any kind of bad behavior.

(6) A new group of children is on the ship. The children are excited and noisy, like all children. The captain says, "Sit like I told you!" They all take notice. "Eat like I told you to eat!" he says. And the children stop talking and pick up their forks. The children must learn to follow orders.

(7) There are five teams. Each team has a different job to perform on the ship. Some of them will work in the ship's kitchen. They will prepare the meals for the others. They will learn that cooking is not easy on a ship. Other children will work with the ropes and sails. Some will clean the ship. At first the jobs are easy. As the day passes, however, the jobs become more difficult.

(8) The captain says, "Being a sailor is one of the hardest jobs. The sea doesn't care if you sink or float. Nobody will hurt you harder than the sea." The children learn that he speaks the truth. They learn to work together to finish hard work. Together they carry things that one person cannot carry. They sing altogether like sailors of 100 years ago. But most of all, they learn the importance of obeying the captain and the mates. On a ship, the children must be able to depend on one another. If one person doesn't follow directions, every other person on the ship could be in danger.

**Answer the questions according to the text.**

1. What is the purpose of the Age of Sail program?

**a) Children learn some discipline and cooperation.**

b) Children learn how to be away from their parents.

c) Children think they will have fun on the Thayer.

d) Parents cannot teach their children all the lessons of life.

2.  Why did five hundred lumber ships make the trip to the North?

\_**To get lumber to rebuild the city / Francisco** \_

3. Write 2 things that children learn about life on a ship.

**any two of the following**

**- how to deal with the ropes**

**- to row a longboat**

**- to cook on a small wood-burning**

4. “The captain does not tolerate any kind of bad behavior.” According to para. 5, this sentence shows us that \_\_\_\_\_\_\_\_\_\_.

**a)  following directions is very important** c) the captain doesn’t like children

b)  the captain is a nervous man d) the captain likes giving orders

5. How does one person's good work (or bad work) affect everyone else on a ship?

a) If one person does a good job, others might too.       c) Ships get old very quickly.

**b) Everyone on a ship depends on everyone else for safety.**       d) One person can make a mistake.

6. How can children do the hard work of real sailors?

**a) by working together and cooperating**        c) by singing altogether

b) by cooking on a small wood-burning stove       d) by working with their parents