

# COUNT ME IN

12 Teacher's Book

Yazarlar

Fethi ÇİMEN  
Bilgen TAŞKIRAN TİĞİN  
Ayten ÇOKÇALIŞKAN  
Nihan ÖZYILDIRIM  
Mustafa ÖZDEMİR



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**EDİTÖR**

Prof. Dr. Şevki KÖMÜR

**PROGRAM GELİŞTİRME UZMANI**

Zekiye KEMANCI

**ÖLÇME VE DEĞERLENDİRME UZMANI**

Dr. Öğr. Üyesi Serkan ARIKAN

**REHBERLİK ve GELİŞİM UZMANI**

Özlem DOĞAN DAL

**GÖRSEL TASARIM UZMANI**

Mediha SARIOĞLU

Raciye SUKUŞU

Murat DERE

**Hazırlayanlar**

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## İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;  
Sönenmeden yurdumun üstünde tüten en son oacak.  
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 çılgin bana zincir vuracakmış? Şaşarım!  
Kükremiş sel gibiym, bendimi çığner, aşarım.  
Yırtarım dağları, enginlere sığmam, taşarım.

Garbin âfâkını sarmışsa çelik zırhlı duvar,  
Benim iman dolu göğsüm gibi serhaddim var.  
Uluslararası! Nasıl böyle bir imani boğar,  
Medeniyyet dediğin tek dişi kalmış canavar?

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

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

Kim bu cennet vatanın uğruna olmaz ki feda?  
Şüheda fişkiracak toprağı sıksan, şüheda!  
Câni, cânâni, bütün varımı alsun da Huda,  
Etmesin tek vatanımdan beni dünyada cüda.

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

O zaman vecd ile bin secede eder -varsı- taşım,  
Her cerîhamdan İlâhî, boşanıp kanlı yaşam,  
Fişkirir ruh-ı mücerret gibi yerden na'sım;  
O zaman yükselserek arşa değer belki başım.

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

**Mehmet Âkif Ersoy**

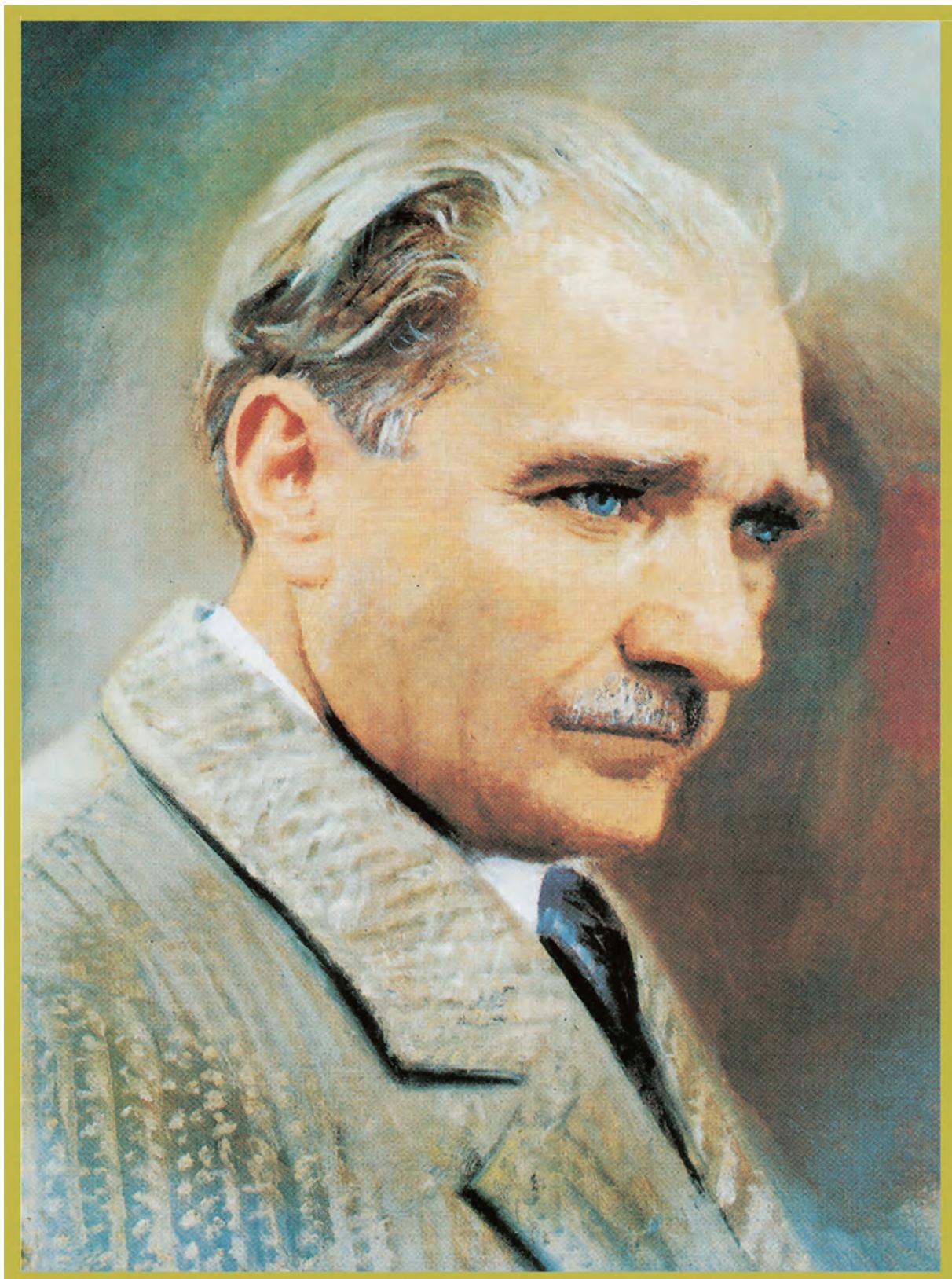
## GENÇLİĞE HİTABE

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 namûsait 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 şeraiitten 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 evlâdi! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asıl kanda mevcuttur.

Mustafa Kemal Atatürk



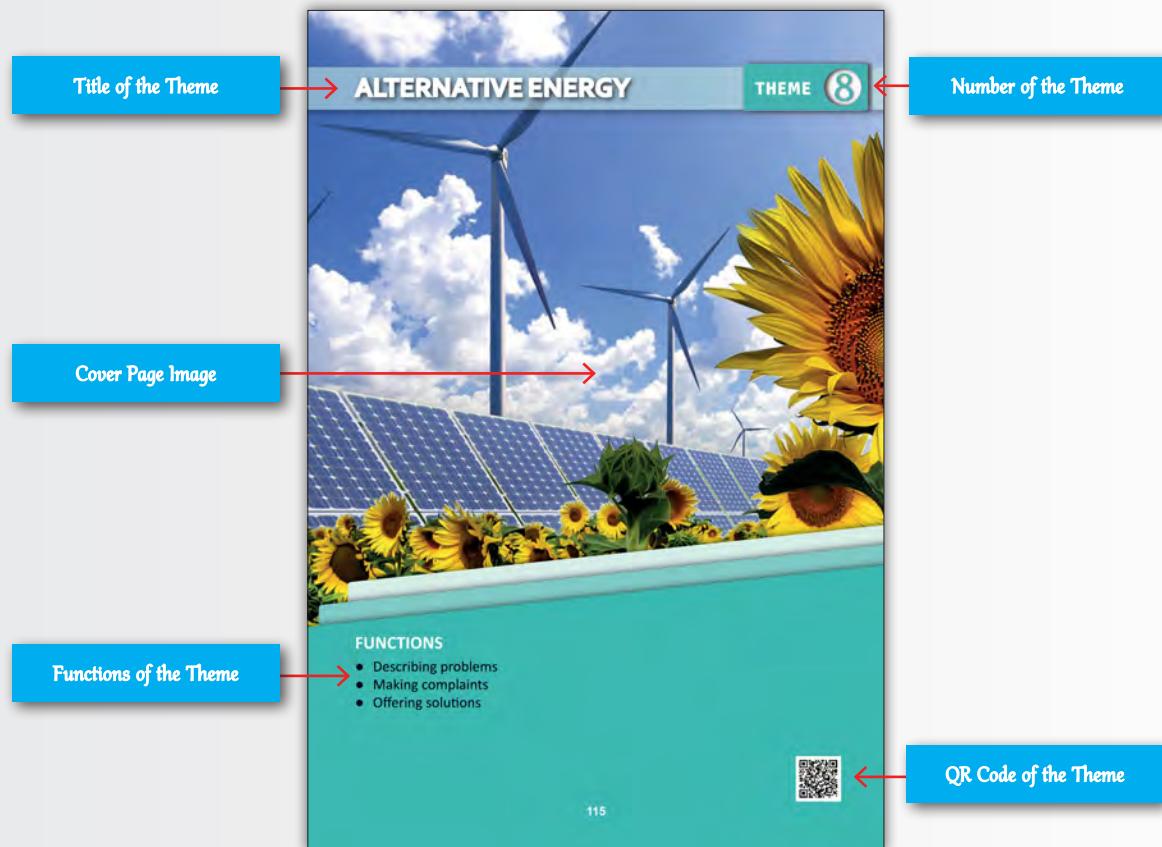
MUSTAFA KEMAL ATATÜRK



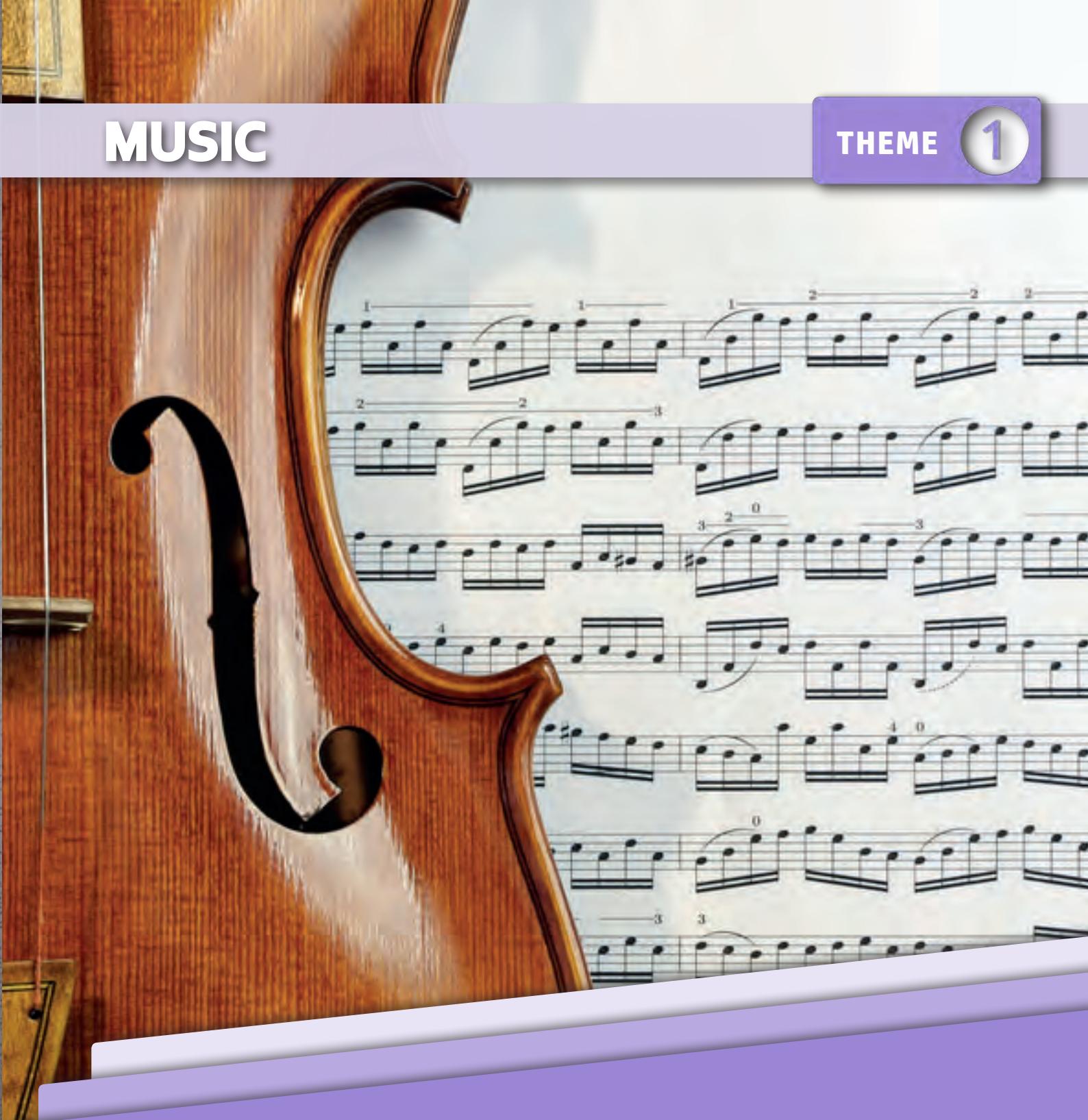
# CONTENTS

THEME	1	MUSIC	9
		Expressing opinion Expressing preferences	
	2	FRIENDSHIP	33
		Describing personal features Making conclusions Stating reasons	
	3	HUMAN RIGHTS	57
		Expressing ideas on human rights Making suggestions Discussing problems	
	4	COMING SOON	81
		Making predictions Expressing degrees of certainty and uncertainty Receiving instructions about cyber games	
	5	PSYCHOLOGY	101
		Describing mood Making suggestions to change negative mood Following and giving instructions	
	6	FAVORS	121
		Making requests Accepting and declining requests Asking for and responding to favors	
	7	NEWS STORIES	145
		Narrating a past event/experience Talking about sequential actions	
	8	ALTERNATIVE ENERGY	165
		Describing problems Making complaints Offering solutions	
	9	TECHNOLOGY	189
		Talking about things needed to be done Asking and answering questions in interviews	
	10	MANNERS	213
		Talking about wishes and regrets Apologizing Giving explanations	

# PAGE LAYOUT



<b>Section Indicator</b> <p>1 D</p> <p>Ask your students to read the dialogue and find out what impacts Alex and Luke's choices in music. Set a time limit of 5-6 minutes for the task and monitor your students during the activity. If they need help for the unknown words, try to guide them by making short explanations for these words using the target language. Finally, make an oral check for the answers.</p> <p>1 D. Modes and lyrics impact Alex's choice in music. Voice of the singer, lyrics and tune impact Luke's choice in music.</p> <p>1 E</p> <p>The aim of this activity is to make students infer people's music preferences from their ideas about music. Set a time limit of 5-6 minutes for the activity and let the students work individually. Ask them to read Alex and Luke's ideas about their music preferences and put a tick or cross in the boxes. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them.</p> <p>1 E</p> <p>1. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 4. <input type="checkbox"/></p> <p><b>TEACHER'S NOTES:</b></p> <p>1 T2</p>	<b>Instructions of the Activities</b> <p>MUSIC</p> <p>D. Read the dialogue and find out what impacts Alex and Luke's choices in music.</p> <p>Alex: What's that song you are listening, Luke?</p> <p>Luke: I don't know, yet. I just heard part of it while driving to work in the morning and it's been an earworm since then.</p> <p>Alex: I wish you knew the song!</p> <p>Luke: Why?</p> <p>Alex: I am making a mix tape for the car, and perhaps, I could add that. The lyrics are nice.</p> <p>Luke: What genre of music will you make?</p> <p>Alex: There is nothing special in my mind.</p> <p>Luke: If you add me, you should focus on soft, light instrumental music with slow tempo.</p> <p>Alex: Sorry, but you mess that up.</p> <p>Luke: For you to remain calm during the drive and sleep go crazy.</p> <p>Alex: Come on! Completely disagrees with!</p> <p>Alex: If you listen to music of that kind all day, you will get tired quickly because you will relax too much. In my opinion, drivers should listen to various types of music with different tempos. I prefer listening to classical music such as rock.</p> <p>Luke: According to the research, listening to classical music while may distract the driver's attention and cause a decrease in reaction times.</p> <p>Alex: Day and night, drivers are tested on scientific measures!</p> <p>Luke: No, not at the time, I suppose. It is ridiculous that make a person sound good or bad to someone. Lyrics matter as well. What impacts your preferences in music?</p> <p>Alex: I do agree. I tend to agree with you, at the point. Sometimes it's the voice of the singer, sometimes the lyrics or the tune.</p> <p>Luke: That's right. What do you think about rap?</p> <p>Alex: Well, personally I don't like it because the speech like lyrics may fail to go with the harmony. I'd rather listen to country from rap, than rap.</p> <p>Luke: That's right. One's taste is other's poison. We have to respect each other's choices.</p> <p>E. Which of the following can we infer about Alex and Luke's music preferences? Read these ideas in the dialogue and put a tick or cross in the boxes.</p> <p>1. Luke believes that some music genres may have negative effects on the driver.  <input type="checkbox"/> 2. Alex's music choices are based on scientific measures at the time.  <input type="checkbox"/> 3. Alex is not interested in lyrics of songs, at all.  <input type="checkbox"/> 4. Luke and Alex don't like rap.</p> <p>13</p>
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## FUNCTIONS

- Expressing opinion (agreeing, disagreeing, etc.)
- Expressing preferences



**1 A**

Ask your students a few questions to have them get prepared and motivated for the task such as:

**E.g.** - Do you listen to music in your free time?

- What sort of music do you like?
- What are the things that affect your music preference?

Tell the students that they are supposed to listen to some extracts of different music types and identify what sort of music they are by identifying and writing the numbers in the boxes. Playing the tapescript twice will be enough for the students. When the activity is completed, make an oral check for the answers.

**1 A** 1. a

- 2. h
- 3. b
- 4. e
- 5. c
- 6. d
- 7. f
- 8. g

**1 B**

Let your students look at the music genres and make a list of the ones that appeal to them. Remind them that they should also write about how their choices of music genres make them feel. Set a time limit of 7-8 minutes for the activity. When they complete the activity, choose some volunteers to share their lists with their friends.

**1 B** Students' own answers**1 C**

The aim of this activity is to make students share their personal opinions about the factors affecting their choice of songs. Give the students some time to think about their favorite songs and tick the boxes that are appropriate for them. Then, let them share their opinions with their friends.

**1 C** Students' own answersTEACHER'S NOTES

## THEME

## 1

**1**

**A.** Listen to the eight extracts of different music types and identify what sort of music they are. Write the numbers in the boxes. Tapescript 1.1



a. Opera



b. Classical



c. Country



d. Reggae



e. Rock



f. Folk



g. Jazz



h. Hip Hop

**B.** Take a look at the music genres above and list the ones that appeal to you. Tell your friends about your choices and how they make you feel. Then, share your list with your friends.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

**C.** Now, think about your favorite songs and decide which of the following factors attract you the most about them. Tick and share with your friends.

- melody
- voice of the singer
- lyrics
- tempo
- rhythm
- trends

- popularity of the singer
- background of the singer
- band
- others' opinions
- instruments used
- genre

**1 D**

Ask your students to read the dialogue and find out what impacts Alex and Luke's choices in music. Set a time limit of 7-8 minutes for the task and monitor your students during the activity. If they need help for the unknown words, try to guide them by making short explanations for these words using the target language. Finally, make an oral check for the answers.

**1 D** Melodies and lyrics impact Luke's choice in music. Voice of the singer, lyrics and tune impact Alex's choice in music.

**1 E**

The aim of this activity is to make students infer people's music preferences from their ideas about music. Set a time limit of 5-6 minutes for the activity and let the students work individually. Ask them to read Alex and Luke's ideas about their music preferences and put a tick or cross in the boxes. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them.

- 1 E**
- 1.
  - 2.
  - 3.
  - 4.

**TEACHER'S NOTES**

**D. Read the dialogue and find out what impacts Alex and Luke's choices in music.**

**Alex** What's that song you are humming, Luke?

**Luke** I don't know, yet. I just heard part of it while driving to work in the morning and it's been an earworm since then.

**Alex** I wish you knew the singer.

**Luke** Why?

**Alex** I am making a mix tape for the car, and perhaps I could add that. The lyrics are nice.

**Luke** What genre of music will you include?

**Alex** There is nothing special in my mind.

**Luke** If you ask me, you should focus on light instrumental music with slow tempo.

**Alex** Why do you think that?

**Luke** For you to remain calm during the drive and long journeys.

**Alex** Come on! I completely disagree with you. If you listen to music of that kind all the time, you may feel sleepy because you will relax too much. In my opinion, drivers should listen to various types of music with different tempos. I prefer listening to raucous music such as rock.

**Luke** According to the research, listening to raucous music alone may distract the driver's attention and cause sleepiness.

**Alex** Do you mean your music choices are based on scientific reasons?

**Luke** No, not all the time. I suppose, it is melodies that make a piece sound good or bad to someone. Lyrics matter as well. What impacts your preferences in music?

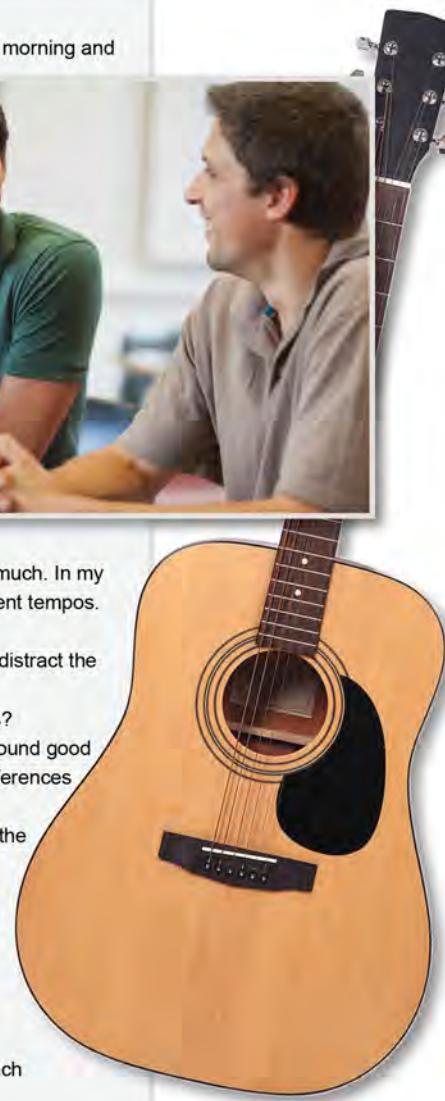
**Alex** It depends. I tend to agree with you, at this point. Sometimes it's the voice of the singer, sometimes the lyrics or the tune.

**Luke** That's right. What do you think about rap?

**Alex** Well, personally I don't like it because the speech like lyrics may fail to go with the harmony. I'd rather listen to country than rap. Don't you think it's so?

**Luke** I agree with you to a large extent, but remember that there are millions who love it.

**Alex** That's right. One's meat is other's poison. We have to respect each others' choices.

**E. Which of the following can we infer about Alex and Luke's music preferences? Read their ideas in the dialogue and put a tick or cross in the boxes.**

- 1. Luke believes that some music genres may have negative effects on the driver.
- 2. Alex's music choices are based on scientific reasons all the time.
- 3. Alex is not interested in lyrics of songs, at all.
- 4. Luke and Alex don't like rap.

**1 F**

Students are expected to read the text again and find the expressions related to agreeing, disagreeing and preferences. Tell them to use the scanning technique to find the related expressions and fill in the table with these expressions. When it's done, check the answers.

**1 F Expressions of Agreeing**

: That's right  
I agree with you to a large extent.  
I tend to agree with you.

**Expressions of Disagreeing** : I completely disagree with you.

**Expressions of Preferences** : I prefer listening to raucous music such as rock.  
I'd rather listen to country than rap.

**1 G**

Have your students look at the table in Part 1 F and the expressions given. Then, let them discuss with their friends where the following expressions go in the table. Be careful about pronunciation issues and motivate them to share their ideas.

**1 G Expressions of**

**Agreeing:** 1, 3, 5, 6, 9

**Expressions of  
Disagreeing:**

7, 8, 10, 11, 12, 13

**Expressions of**

**Preferences:** 2, 4, 14

**1 H**

Explain your students that they should read the adjectives given and circle the adjectives that describe their taste in music best. Set a time limit of 2-3 minutes and when they complete the activity, let the volunteers share their opinions with the class.

**1 H Students' own answers****1 I**

First, let them look at the example given. Then, have them make a dialogue for exchanging their preferences as in the example. Ask them to work in pairs. Give them some time to think and practise what they would like to say. Monitor your students and help them with vocabulary using the target language, if necessary. Motivate them to share their answers with the class.

**1 I Students' own answers**

## THEME

## 1

F. Fill in the table with the related expressions from the dialogue.

Expressions of agreeing	Expressions of disagreeing	Expressions of preferences

G. Where would the following expressions go in the table in Part 1 F? Discuss with your partners.

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. I couldn't agree more.       | 8. I totally disagree.               |
| 2. I'd rather leave for home.   | 9. You are absolutely right.         |
| 3. That's so true.              | 10. That's not always true.          |
| 4. I prefer coffee to tea.      | 11. I'm not so sure about it.        |
| 5. No doubt about it.           | 12. I'd say the exact opposite.      |
| 6. I agree to a certain extent. | 13. I don't think so.                |
| 7. I'm afraid I disagree.       | 14. He would prefer to take English. |

H. Circle the adjectives that describe your taste in music best.

clear	soft	deafening	raucous	loud
sweet	calming	eerie	shrill	instrumental
upbeat	acoustic	techno	funky	healing

I. Work in pairs. Exchange your ideas about your music preferences in a dialogue as in the example and share them with your friends.

E.g.

- Jenny What kind of music do you usually listen to?  
 Tom Well, I prefer jazz.  
 Jenny What do you like about it?  
 Tom I love relaxing and down tempo music. What about you? What are your preferences?  
 Jenny Rrr... I like rock because it is lively and makes me feel dynamic.  
 Tom ...

**2 A**

Let your students look at the questions and think about them for a short time. Remind them that there is no correct answer, so encourage them to discuss in pairs. Give them a suitable amount of time to complete the activity and let the volunteers share their ideas with the class.

**2 A Students' own answers****2 B**

Let your students read the text which is about efforts behind a song and answer the questions. Give them some time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English. Make an oral check for the answers.

- 2 B**
1. A lot of effort may be behind a song; technical work, studio work, agreements, arrangements, etc.
  2. In an Anatolian village, two young men lost their lives in a dispute then, a sentimental man put his feelings into words and later it was composed.
  3. Mehmet Akif's quote tells how much a nation had suffered before they became the subject to this composition.

**2 C**

The aim of this study is to make students detect the embedded information in songs or media tools. If necessary, assign your students to search the stories of these songs before the lesson. Explain your students that they will listen to a song and some clues about its story are embedded in the lyrics. They are expected to listen and put a tick in the boxes of the statements that they think are related to the story behind. Having your students listen twice will be enough. Don't forget to check the answers.

- 2 C**
- 1.
  - 3.
  - 4.

TEACHER'S NOTES

**2**

**A. Work in pairs.** Answer the following questions and share your answers with your friends.

1. Do you think there is an untold story behind every song?
2. Do you know a story behind a song? If yes, tell it to your friends.

**B. Read the text and answer the questions.**

Before a song comes out, there is a lot of effort behind; technical work, studio work, agreements, arrangements, etc. Indeed, things start with lyrics. A song writer, a poet or any writer may make up the lyrics. True stories may be the inspiration for a poem or song lyrics, as well. It may be a deep suffering, a love story, moments of happiness, a memorable episode or a nation's tragedy that lies behind.

Some of the compositions that led Elvis to the incredible fame came out after his sorrows. The well-known Turkish folk song *Ormancı* (The Forest Guard) is based on a true story that took place in an Anatolian village. When two young men lost their lives in a dispute, a sentimental man put his feelings down into words and later, his work was composed. *İstiklal Marşı*, Turkish National Anthem has an unprecedented heroic story behind. Mehmet Akif's quote, after refusing to get the winner's award, tells us how much a nation had suffered before they became the subject to this composition: "May Allah protect this nation from having to write another national anthem."

1. What may be behind a song? \_\_\_\_\_
2. How did the folk song *Ormancı* come out? \_\_\_\_\_
3. What does Mehmet Akif's quote tell about *İstiklal Marşı*? \_\_\_\_\_

**C. You will listen to a song. Some clues about its story are embedded in the lyrics. Listen and put a tick in the boxes of the statements that you think are related to the story behind. Tapescript 1.2**

- 1. The girl wants to be one of those watching the ball game.
- 2. She doesn't want to cheer a team up.
- 3. She wants to spend a long time at the game.
- 4. Her favorite team's winning is very important for the girl.

THEME QUOTE

"BEHIND EVERY  
FAVORITE SONG  
THERE IS AN  
UNTOLD STORY"

**3 A**

Tell your students that below are the answers of three interviewees to questions about music. They are expected to read the sentences and write the number from the box to show their level of agreeing beside each answer. Remind your students that they should also explain why they agree or disagree with the opinions. Give them a few minutes to think and practise what they would like to say and motivate them to share their answers with the class.

**3 A Students' own answers****3 B**

Your students are expected to fill in the blanks with a word from the box to make true sentences related to the analysis of the interviews. Ask your students to read the interviews again and give them a suitable amount of time for the activity. Don't forget to check the answers.

- 3 B**
- 1. two
  - 2. minority
  - 3. majority - one

**TEACHER'S NOTES**

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## THEME 1

**3**

A. Below are the answers of three interviewees to questions about music. Beside each answer, write the number from the box to show your level of agreeing. Then, share your answers with your friends and explain why.

- 4 - completely agree
- 3 - agree to a large extent
- 2 - agree to an extent
- 1 - disagree

1. How important is music to you?

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Timmon</b>  | My music is my world.                                 |
| <input type="checkbox"/> <b>Mary</b>    | It would still be OK without music.                   |
| <input type="checkbox"/> <b>Lindsey</b> | Well... It makes the world a better place to live in. |

2. Shakespeare once said "When words fail, music speaks." What would you say about this?

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Timmon</b>  | Absolutely. Music is an outburst of the soul.        |
| <input type="checkbox"/> <b>Mary</b>    | It's not that much. It's just a means of relaxation. |
| <input type="checkbox"/> <b>Lindsey</b> | I don't agree, at all.                               |

3. Does music have a healing effect?

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Timmon</b>  | Of course, it does.                                     |
| <input type="checkbox"/> <b>Mary</b>    | We all know that it has been used for healing purposes. |
| <input type="checkbox"/> <b>Lindsey</b> | I don't think it has.                                   |



B. Below are statements related to the analysis of the interviews above. Fill in the blanks with a word from the box to make true sentences.

majority      one      two      minority



1. The answers to question one show that music is important to the \_\_\_\_\_ of the interviewee/s.
2. According to the answers to question two, we can say that the \_\_\_\_\_ of the interviewee/s believe/s music is more effective than words.
3. The answers to the third question gave the following result: \_\_\_\_\_ of the interviewee/s is/are aware of the healing effects of music while \_\_\_\_\_ interviewee/s think/s it doesn't.

## 4 A

It is related to intonation in sentences. Tell your students to listen and focus on intonation in the sentences. After listening, ask your students some questions about how falling and rising intonation occur, and add some more examples. Playing the tapescript twice will be enough for the students.

## 4 B

The aim of this activity is to make students practise intonation in sentences. Let your students read and determine the intonation patterns of the sentences as in Part 4 A. Remind your students that they should be careful about intonation issues. If necessary, let them work in pairs and check the intonation issues. Give them some time for the activity.

## 4 B

1. Jessica likes playing volleyball, swimming, and sailing.
2. If you send this letter today, your mother will receive it tomorrow.
3. Do you want coffee or tea?
4. I bought a pair of shoes, two skirts, and a coat.
5. Jack wants to go to Rome, Paris, and Moscow.
6. If it is rainy, I won't water the plants.
7. Is that Sue's car?
8. Would you like to drink something?
9. Sally doesn't support you whole-heartedly.
10. Which do you prefer, with or without sugar?

## 4 C

Let your students listen and check their answers in Part 4 B. If you realize a problem in pronunciation, play the tapescript again and ask your students to practise. Having your students listen twice will be enough. Don't forget to check the answers.



## TEACHER'S NOTES



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**4****A. Listen and study the intonation of the sentences below. Tapescript 1.3**

<b>Lists</b>	Rising, rising, and falling	I washed the dishes, vacuumed the floor, and made the beds.
<b>Choices (Alternative questions)</b>	Rising and falling	Are we eating chicken or meat?
<b>Conditional sentences</b>	Rising and falling	If Barbara calls me, ask her to leave the message.
<b>At the end of statements (if we are not sure, or if we want to add more)</b>	Falling and rising	I don't approve your decisions nowadays.
<b>Inviting somebody to do or have something</b>	Falling and rising	Would you like some more tea?
<b>Requesting information</b>	Falling and rising	Is this your bag?

**B. Read the sentences, determine the intonation patterns of the sentences as in Part 4A.**

1. Jessica likes playing volleyball, swimming, and sailing.
2. If you send this letter today, your mother will receive it tomorrow.
3. Do you want coffee or tea?
4. I bought a pair of shoes, two skirts, and a coat.
5. Jack wants to go to Rome, Paris, and Moscow.
6. If it is rainy, I won't water the plants.
7. Is that Sue's car?
8. Would you like to drink something?
9. Sally doesn't support you whole-heartedly.
10. Which do you prefer, with or without sugar?

**C. Listen and check your answers. Tapescript 1.4**

**5 A**

Let your students take a look at the surveys for a few minutes. They are supposed to answer the questions related to these surveys for evaluation. Give them a suitable amount of time to complete the activity. Monitor your students during the activity and then, make an oral check for the answers.

- 5 A**
1. Three students out of five can play a musical instrument.
  2. Percussion is the most favorite instrument category according to the surveyees.
  3. The majority like learning to play the drums.
  4. Four of the surveyees believe that schools should teach students to play musical instruments.

**TEACHER'S NOTES**

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## THEME

## 1

## MUSIC

**5****A. Take a look at the surveys with answers and answer the questions related to them.**

**1.** Can you play a musical instrument?

Yes       No

**2.** If you could learn to play a musical instrument, what category would it be?

Keyboard     Percussion     Woodwind  
 String       Brass       None

**3.** If you could learn to play an instrument, which of the following would it be?

The drums     The piano     The flute  
 The cello       The guitar       The clarinet  
 The violin       The xylophone     The baglama (traditional Turkish stringed instrument)

**4.** Learning to play at least one instrument should be required for students at school.

Strongly disagree     Disagree  
 Agree       Strongly agree

**1.** Can you play a musical instrument?

Yes       No

**2.** If you could learn to play a musical instrument, what category would it be?

Keyboard     Percussion     Woodwind  
 String       Brass       None

**3.** If you could learn to play an instrument, which of the following would it be?

The drums     The piano     The flute  
 The cello       The guitar       The clarinet  
 The violin       The xylophone     The baglama (traditional Turkish stringed instrument)

**4.** Learning to play at least one instrument should be required for students at school.

Strongly disagree     Disagree  
 Agree       Strongly agree

**1.** Can you play a musical instrument?

Yes       No

**2.** If you could learn to play a musical instrument, what category would it be?

Keyboard     Percussion     Woodwind  
 String       Brass       None

**3.** If you could learn to play an instrument, which of the following would it be?

The drums     The piano     The flute  
 The cello       The guitar       The clarinet  
 The violin       The xylophone     The baglama (traditional Turkish stringed instrument)

**4.** Learning to play at least one instrument should be required for students at school.

Strongly agree     Disagree  
 Agree       Strongly agree

**1.** Can you play a musical instrument?

Yes       No

**2.** If you could learn to play a musical instrument, what category would it be?

Keyboard     Percussion     Woodwind  
 String       Brass       None

**3.** If you could learn to play an instrument, which of the following would it be?

The drums     The piano     The flute  
 The cello       The guitar       The clarinet  
 The violin       The xylophone     The baglama (traditional Turkish stringed instrument)

**4.** Learning to play at least one instrument should be required for students at school.

Strongly agree     Disagree  
 Agree       Strongly agree

**1.** Can you play a musical instrument?

Yes       No

**2.** If you could learn to play a musical instrument, what category would it be?

Keyboard     Percussion     Woodwind  
 String       Brass       None

**3.** If you could learn to play an instrument, which of the following would it be?

The drums     The piano     The flute  
 The cello       The guitar       The clarinet  
 The violin       The xylophone     The baglama (traditional Turkish stringed instrument)

**4.** Learning to play at least one instrument should be required for students at school.

Strongly agree     Disagree  
 Agree       Strongly agree

- How many students out of five can play a musical instrument?  
\_\_\_\_\_
- What is the most favorite instrument category according to the surveyees?  
\_\_\_\_\_
- Which instrument would the majority like to learn to play?  
\_\_\_\_\_
- How many of the surveyees believe that schools should teach students to play musical instruments?  
\_\_\_\_\_

**5 B**

The aim of this activity is to make students write a survey report on their friends'/ teachers' music preferences. Explain your students that there is a survey about music preferences. Let them walk around asking the questions to their friends and have them write their answers on the answer sheet as in the example. Finally, ask students to write up statements about the results of each question to create a survey report. Remind them that they should choose sentence patterns from the box.

**5 B Students' own answers**TEACHER'S NOTES

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## MUSIC

## THEME

## 1

**B.** Below is a survey about music preferences. Walk around asking the questions to your friends and teacher. Write their answers on the answer sheet as in the example. Then, write up statements about the results of each question to create a survey report. Choose sentence patterns from the green example box.

1. Should music classes be obligatory for all levels in high school?

- a) Yes       b) No       c) No comment

2. Which way do you listen to music?

- a) TV       b) Radio       c) Internet       d) Concerts  
 e) MP3

3. What kind of music do you listen to most?

- a) Classical       b) Jazz       c) Blues       d) Folk  
 e) Rock

4. Which genre of music do you find the most relaxing?

- a) Classical       b) Jazz       c) Hip-hop       d) Folk  
 e) Rock

5. What do you think about rock music?

- a) I like it very much.       b) I like it.       c) I quite like it.       d) I'm neutral.  
 e) I dislike it.       f) I dislike it a lot.

E.g.

Three/The majority of my friends prefer having music classes in high school.

My teacher believes that music classes should/shouldn't be obligatory in high school.

Answer sheet	Q1	Q2	Q3	Q4	Q5
E.g. Friend 0	b	c	a	d	f
Friend A					
Friend B					
Friend C					
Friend D					
Friend E					
Teacher					

**6 A**

Ask your students to look at the question, think about it and practise what they want to say related to it, in a suitable amount of time. Let them discuss in pairs first, and then guide them to a whole-class discussion. Have as many students as possible share their opinions with the class. Listen carefully for pronunciation but correct their mistakes only if necessary.

**6 A Students' own answers****6 B**

Students are supposed to talk about the issues that must exist on a concert poster, ad or in a promotional video. Before starting the activity, ask them a few questions such as:

**E.g.** - Do you take a look at concert posters?

- What kind of posters do you like most? Why?
- What issues should be in a concert poster?

Then, set a time limit of 5 minutes and let them think and choose the things that must exist on a concert poster, ad or in a promotional video. Make sure that each student has completed the activity and choose some volunteers to share their answers with the class.

**6 B Students' own answers****6 C**

The aim of this activity is to make students detect the embedded information in songs or media tools. Your students are expected to listen to the advertisement of a concert. Ask them which of the items in the box in Part 6 B it covers and then, put a tick in the boxes. Play the tapescript and give students some time to do the activity. If necessary, play it again.

**6 C date and time**

- venue
- name of the singer/ band
- type of music

**6 D**

Your students are expected to listen to the advertisement again and fill in the concert poster according to it. Having your students listen twice will be enough. Don't forget to check the answers.

**6 D Venue: The city square**

- Motto : Do not miss the chance of a life time
- Band : FEBGAM
- Date : 8<sup>th</sup> January
- Time : 8.30 pm

**6 E**

The aim of this activity is to make students create their dream concert poster. If necessary, assign this activity as a homework. When they finish the task, ask if there are any volunteers to share their posters with the class. Choose a few students among these volunteers and let them show their posters.

**6 E Students' own answers**

## THEME

## 1

## MUSIC

**6**

A. Do you think concert posters, ads or promotional videos impact you? Discuss with friends.

B. Which of the following do you think must exist on/in a concert poster, ad or promotional video?

- List of the songs
- Date and time
- Purpose of the concert
- Venue
- Lyrics
- Name of the singer/band
- Name of the instrument players
- The estimated temperature
- Type of music
- The fee

C. Listen to the advertisement of a concert. Which of the items in the box in Part 6 B does it cover? Put a tick in the boxes. Tapescript 1.5



D. Listen again and fill in the concert poster according to the advertisement. Tapescript 1.6

E. Create your dream concert poster.

**1**

Match the instruments to the types of music given. More than one option is possible.



Bassoon



Cello



Clarinet



Cymbals



Harp



Timpani



French Horn



Violin



Trombone



Xylophone



Trumpet



Flute

Hip Hop	Classical	Rock	Jazz
Trumpet Timpani Cymbals	Harp Violin Bassoon Cello Cymbals Flute	Timpani Cymbals Trombone Trumpet	French Horn Trumpet Xylophone Clarinet Cymbals

**2****A. Fill in the blanks with the suitable form of the verbs.**

E.g. Walter prefers driving (drive) to traveling (travel) by plane.

1. They prefer living (live) in a villa to living (live) in a flat.
2. I would rather stay (stay) at home tonight than go (go) out.
3. Hannah would rather go (go) to Rome than Prague.
4. We prefer listening (listen) to classical music to listening (listen) to hip hop.
5. Ian prefers working (work) in groups to working (work) alone.
6. They prefer working (work) with a computer to using (use) a mobile phone.
7. My sister prefers being (be) a teacher to being (be) an engineer.
8. My best friend would rather dance (dance) than listen (listen) to music.
9. Samuel prefers taking (take) a taxi to walking (walk) to work.
10. Daisy and Olivia prefer sitting (sit) in the garden to watching (watch) TV inside.

**B. Look at the pictures and express your preferences by adding your personal opinion as in the example.**

E.g. I prefer listening to hip hop to opera. In my opinion, hip hop is more dynamic and active.

1. Students' own answers

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2. Students' own answers

3. Students' own answers

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3

**A. Read the dialogue and underline the expressions used to express opinion, agreement or disagreement.**

**Barbara** Hey, Kenneth! You look unhappy. What happened?

**Kenneth** Oh, I don't really know. Nothing, actually. I feel bored.

**Barbara** I think, you should do something fun. Let's listen to music.

**Kenneth** Oh, yes, that's right. Listening to music has a good impact on people's psychology.

**Barbara** It's true. What kind of music do you want to listen to?

**Kenneth** Um, let me think! How about classical music? In my view, it helps people remain calm.

**Barbara** Oh, come on! I don't agree with you. We should listen to pop music to have fun and feel happier. I believe that it's lively and makes people feel dynamic. As I see it, our music preferences are different.

**Kenneth** This is absolutely right. I prefer jazz, for example. I love relaxing music. To my mind, it can be used for healing purposes.

**Barbara** I totally disagree with you, Kenneth. In my opinion, music has an impact on people but not that much as you think.

**Kenneth** I think that's wrong. Well, let's listen to both types of them and then, we can discuss again. We can come to an agreement.

**Barbara** You're right, Kenneth. Let's do it.



**B. Read the dialogue again and fill in the chart with the expressions in Part 3 A.**

Agreeing	Disagreeing	Expressing opinion
<u>That's right.</u> <u>It's true.</u> <u>You're right.</u>	<u>I don't agree with you.</u> <u>I totally disagree with you.</u>	<u>I think, ...</u> <u>In my opinion, ...</u> <u>I think, ...</u> <u>To my mind, ...</u> <u>In my view</u>

**C. Read the expressions and categorize them.**

Personally, ...	My personal view is that ...	I couldn't agree more.	I think it's possible.
This idea is right.	That's so true.	I'm not sure about that.	I totally disagree.
I completely agree with this view.	I'm afraid I have to disagree.	As for me, ...	I don't think so.
I'm sorry to disagree with you.	From my point of view, ...	In my opinion, ...	I suppose, ...

Agreeing	Disagreeing	Expressing opinion
<u>I completely agree with this view.</u> <u>This idea is right.</u> <u>That's so true.</u> <u>I couldn't agree more.</u> <u>I think it's possible.</u>	<u>I'm sorry to disagree with you.</u> <u>I'm afraid I have to disagree.</u> <u>I'm not sure about that.</u> <u>I totally disagree.</u> <u>I don't think so.</u>	<u>Personally</u> <u>My personal view is that ...</u> <u>From my point of view, ...</u> <u>As for me, ...</u> <u>In my opinion, ...</u> <u>I suppose, ...</u>

**4****Rewrite the sentences expressing your opinion.**

**E.g.** Some people say that voice of the singer impacts/ doesn't impact people's music preference.  
**In my opinion**, voice of the singer impacts people's music preference.

1. Social media has/ doesn't have an important role in our lives.  
 Personally, Students' own answers
2. Doing sports can/ cannot improve the quality of people's lives.  
 I believe that Students' own answers
3. It is/ is not useful to exercise outside in fresh air.  
 I think, Students' own answers
4. Reality shows are/ aren't one of the most popular forms of entertainment on TV.  
 In my view, Students' own answers
5. Music is/ isn't an outburst of the soul.  
 My point of view is that Students' own answers

**5****Read the dialogue and answer the questions.**

**Ashley** Hey, I'll tell you what, have you heard of the concert at the City Park?  
**Jessica** Concert?  
**Kathleen** When?  
**Ashley** Tomorrow, at eight. I'm going alone. What about joining me and seeing the band play?  
**Kathleen** I'm done with my assignment so I can go with you.  
**Jessica** Me too. Which band is it, by the way?  
**Ashley** The Spirit of Country. I like their music as it is quite soothing.  
**Kathleen** I prefer soothing music to thunderous music. The band is becoming famous gradually. Their mesmerizing songs are loved by increasing number of people day by day. I like the genre.  
**Jessica** I disagree with you. Soothing music makes me sleepy. I'd rather listen to more dynamic music such as rock. But I will come with you, though.  
**Kathleen** Rock music disturbs my ears. But I like the beats.  
**Ashley** I find lyrics very important as well. What do you think?  
**Jessica** In my opinion, lyrics form the spine of a song.  
**Kathleen** I agree with you both.  
**Ashley** Okay, then. What time will we meet tomorrow?  
**Kathleen** Shall we eat dinner together at seven and then go to the concert?  
**Jessica** It sounds great.  
**Ashley** That suits me, too. See you tomorrow.  
**Kathleen** See you.  
**Jessica** Bye!

1. What time is the concert? It's at eight o'clock.
2. Who is Ashley going to the concert with? She's going to the concert with her friends.
3. Why does Ashley like the music band? Because their music is quite soothing.
4. What kind of music does Jessica like listening to? She likes to listen to rock music.
5. What does Jessica think about soothing music? She thinks soothing music makes her sleepy.
6. What does Kathleen think about rock music? She thinks rock music makes her ears hurt.
7. What are the girls going to do before the concert? They are going to eat dinner together.

**6**

Analyze the questionnaires with answers on them and fill in the blanks with an appropriate word given in the box.

**1 ATTITUDE TOWARD MUSIC**

1. I like listening to music ...

from the record.  
 live.

2. I like listening to ... music the most.

Pop       Reggae  
 Jazz       Rock  
 Country       Hip-pop  
 Folk

3. I like listening to music by ...

the woodwinds instruments.  
 the brass instruments.  
 the percussion instruments.  
 the strings instruments.

4. I usually listen to music ...

while doing sports.  
 while having a rest.  
 while studying.

5. I generally listen to music ...

on smart phone.  
 on the radio.  
 on TV channels.

**2 ATTITUDE TOWARD MUSIC**

1. I like listening to music ...

from the record.  
 live.

2. I like listening to ... music the most.

Pop       Reggae  
 Jazz       Rock  
 Country       Hip-pop  
 Folk

3. I like listening to music by ...

the woodwinds instruments.  
 the brass instruments.  
 the percussion instruments.  
 the strings instruments.

4. I usually listen to music ...

while doing sports.  
 while having a rest.  
 while studying.

5. I generally listen to music ...

on smart phone.  
 on the radio.  
 on TV channels.

**3 ATTITUDE TOWARD MUSIC**

1. I like listening to music ...

from the record.  
 live.

2. I like listening to ... music the most.

Pop       Reggae  
 Jazz       Rock  
 Country       Hip-pop  
 Folk

3. I like listening to music by ...

the woodwinds instruments.  
 the brass instruments.  
 the percussion instruments.  
 the strings instruments.

4. I usually listen to music ...

while doing sports.  
 while having a rest.  
 while studying.

5. I generally listen to music ...

on smart phone.  
 on the radio.  
 on TV channels.

**4 ATTITUDE TOWARD MUSIC**

1. I like listening to music ...

from the record.  
 live.

2. I like listening to ... music the most.

Pop       Reggae  
 Jazz       Rock  
 Country       Hip-pop  
 Folk

3. I like listening to music by ...

the woodwinds instruments.  
 the brass instruments.  
 the percussion instruments.  
 the strings instruments.

4. I usually listen to music ...

while doing sports.  
 while having a rest.  
 while studying.

5. I generally listen to music ...

on smart phone.  
 on the radio.  
 on TV channels.

**5 ATTITUDE TOWARD MUSIC**

1. I like listening to music ...

from the record.  
 live.

2. I like listening to ... music the most.

Pop       Reggae  
 Jazz       Rock  
 Country       Hip-pop  
 Folk

3. I like listening to music by ...

the woodwinds instruments.  
 the brass instruments.  
 the percussion instruments.  
 the strings instruments.

4. I usually listen to music ...

while doing sports.  
 while having a rest.  
 while studying.

5. I generally listen to music ...

on smart phone.  
 on the radio.  
 on TV channels.

minority	majority
two	none
one	three

- The answers to question one show that the **minority** of the surveyees like listening to music from the record.
- According to the answers to question two, **two** of the participants like listening to reggae.
- The answers to question three show that the **three** of the participants like listening to music by the brass instruments

while **none** of them like listening to percussion instruments.

- When we analyze the answers to question four we see that only **one** of the participants listen to music while studying.
- According to the answers to question five, we can conclude that the **majority** of the surveyees listen to music on their smart phone.

# FRIENDSHIP

THEME

2



## FUNCTIONS

- Describing personal features
- Making conclusions
- Stating reasons



## 1 A

Focus on the theme's name 'Friendship' and try to draw students' attention by asking them a few questions such as;

E.g. Who is your best friend?

What makes him or her your best friend?

How do you feel when you are with him or her?

Then, put your students into pairs and ask them to take a look at the given information in the box. Students are supposed to discuss and decide on the qualities of a good friend and which of the statements they are related to. Set a time limit of 5-6 minutes for the activity and finally, let your students share their opinions with the class for oral check.

- 1 A
1. f
  2. e
  3. c
  4. b
  5. d
  6. a

## 1 B

Tell your students that they are going to listen to Mr. Robbins, the new English teacher, telling his students a story of a good friend. Focus on the question. Play the tapescript once. Ask your students to listen to the story carefully and tick the mentioned qualities of a good friend among given ones. If necessary, play the tapescript again and let your students complete the activity in a suitable amount of time. Depending on the students' inferences, answers may vary.

- 1 B
- is thoughtful.
  - is someone whose company you enjoy.
  - makes things easy for you.
  - moralizes you.
  - is kind and respectful.
  - is supportive.



## TEACHER'S NOTES



## THEME

## 2

## FRIENDSHIP

**1**

**A. Work in pairs and decide which of the qualities of a good friend the statements are related to.**

Qualities of a good friend:

- A good friend...
1. is honest.
  2. is thoughtful.
  3. is there to listen.
  4. is reliable.
  5. is generous.
  6. is someone whose company you like.

Statements:

- a. Spending time with John is relaxing.
- b. John never gives away our secrets.
- c. Mary takes time to listen to me.
- d. He lent us his car for the entire weekend.
- e. He has always called me on my birthdays.
- f. She has always told me the truth.

**B. Mr. Robbins, the new English teacher, is telling his students a story of a good friend. Which of the given qualities of a good friend given below are mentioned in the story? Listen and tick the ones you can infer. Tapescript 2.1**

A good friend ...

- is thoughtful.
- is someone whose company you enjoy.
- is honest.
- makes you smile.
- makes things easy for you.
- comforts you when you cry.
- is there to listen.
- moralizes you.
- is generous.
- is loyal.
- doesn't judge you.
- is kind and respectful.
- is supportive.



**2 A**

The purpose of this activity is to make students extract specific information from a conversation between friends. Clarify your students that some students are talking to each other about Mr. Robbins after his class. They are supposed to listen and fill in the missing parts with specific information from their conversation. Play the tapescript and give students a suitable amount of time to do the activity. If necessary, play it again.

- 2 A**
1. teaches
  2. first
  3. Jack Nicholson
  4. the former
  5. 45

**2 B**

Tell your students that there is a dialogue between Judy and Mina. They are talking about Mr. Robbins. Students are given expressions about personal features in the box to complete the missing parts. Let them read the expressions and discuss in pairs, if necessary. When the activity is completed, check the answers.

- 2 B**
1. d
  2. e
  3. b
  4. a
  5. c

**2 C**

The purpose of this activity is to make students ask and answer questions about personal features in pairs. Tell them that they should talk to their friends about someone they look up to. Let them ask and answer questions about their personal features as in the dialogue given in Part 2 B.

**2 C** Students' own answersTEACHER'S NOTES

## FRIENDSHIP

## THEME

## 2

2

A. Now, listen to some students talking to each other about Mr. Robbins after his class.  
Fill in the missing parts with specific information from their conversation. Tapescript 2.2

1. The students like the way he \_\_\_\_\_.
2. The students had their \_\_\_\_\_ lesson with him.
3. Some students see him as charismatic as \_\_\_\_\_.
4. Mr. Robbins doesn't have much in common with \_\_\_\_\_ English teacher.
5. He looks \_\_\_\_\_ years old.



B. Below is a dialogue between Judy and Mina. They are talking about Mr. Robbins. Use the sentences about personal features in the box to complete the missing parts.

- Mina 1. \_\_\_\_\_  
 Judy He is patient, kind and supportive.  
 Mina 2. \_\_\_\_\_  
 Judy He can't be older than 50.  
 Mina 3. \_\_\_\_\_  
 Judy He seems to be well-spoken. He chooses his words carefully.  
 Mina 4. \_\_\_\_\_  
 Judy Well... 5. \_\_\_\_\_  
 Mina Come on! You can't be serious.  
 Judy I am.  
 Mina You are describing a perfect person.  
 Judy Most students look up to him.

- a. What does he look like?
- b. What about the way he speaks?
- c. He is as handsome as Brad Pitt.
- d. What kind of a teacher is he?
- e. How old does he look?



C. Talk to your friends about someone they look up to. Ask and answer questions about their personal features as in the dialogue.

## 3 A

Tell your students that Mr. Robbins' attitude rubric and the weight of some criteria for him are given in this part. Ask your students to study the rubric and then, discuss what kind of students Mr. Robbins wants. Remind them that the adjectives in the box may be of help. When they complete the activity, let the volunteers share their opinions with the class.

3 A Students' own answers

## 3 B

The aim of this activity is to make students interpret information from graphic features (graphs, charts, tables, etc.). Explain them that Mr. Robbins handed out a survey about what kind of a teacher his students expect and there is a graph showing the results. Ask them how they would interpret this graph. Motivate them to share their answers with their friends.

3 B Students' own answers

## 4 A

Ask your students to look at the question and think about it for a short time. Then, let the volunteer students share their ideas with the class.

4 A Students' own answers

## 4 B

Have your students look at the question and think about what kind of friendships come to an end soon and what kind are likely to continue. Give them a few minutes to do a little brainstorming and let them discuss with their friends. Try not to interfere in their speech unless it is necessary.

4 B Students' own answers

## TEACHER'S NOTES



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## THEME

## 2

## FRIENDSHIP

3

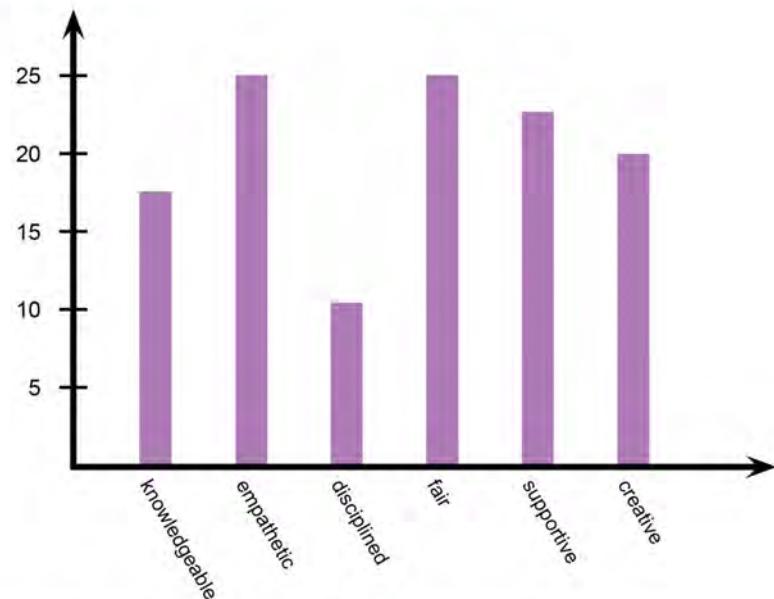
- A. Below is Mr. Robbins' attitude rubric and the weight of some criteria for him. Study the rubric and then, discuss what kind of students Mr. Robbins wants. The adjectives in the box may be of help.

Attitude	Points
arriving on time	10
task/assignment fulfillment	30
cooperation with friends	20
participation in class	20
respecting other students	20

apathetic	distracted
considerate	active
respectful	punctual
praising	responsible
cooperative	sensitive

E.g. He wants his students to be punctual and respectful.

- B. Mr. Robbins handed out a survey about what kind of a teacher his students expect. Below is a graph showing the results. How would you interpret this graph? Share your answers with your friends.



E.g. According to the graph, being empathetic is more important than being disciplined.

4

- A. Why do people need to make friends?

- B. What kind of friendships come to an end soon and what kind are likely to continue?  
Discuss with your friends.

**4 C**

Ask your students to scan the argumentative text on today's friendships and find out what makes a true friendship. Monitor your students during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. Make sure that each student has completed the activity and check the answers.

**4 C** Mutual understanding, tolerance to errors, respect, similarities, commonalities, and the need for sharing make a true friendship.

**4 D**

The aim of this activity is to make students identify the main conclusions in argumentative texts. Explain your students that there are pairs of statements related to each paragraph. They are supposed to put a tick by the statement that is the main conclusion in each pair. Set a time limit for the activity and let the students work individually. When they complete the activity, make an oral check for the answers.

**4 D** Paragraph 1 b

Paragraph 2 a

Paragraph 3 a

Paragraph 4 b

**TEACHER'S NOTES**

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## FRIENDSHIP

## THEME

## 2

**C. Read the argumentative text on today's friendships and find out what make a true friendship.**

1. There have been debates over friendships of today recently. Some argue that true friendships cannot exist in today's global world while some others claim true friendships exist and will always continue to exist.
2. The reasons behind a friendship may help to understand both sides as they play a vital role in how long a friendship will last. Some people may become friends just because they share the same time and space like the office, the teachers' room, the same apartment building, etc. Some may pretend to be friends with you to benefit from your skills, status, popularity, etc. And it may sometimes be mutual commonalities, respect and understanding that is behind a friendship.
3. The quote by Aristotle goes "Some define it as a matter of similarity: they say that we love those who are like ourselves." Likewise, Plato said "Similarity begets friendship." Both quotes, as most agree, show that a good friendship may start as a result of similar thoughts, behavioral patterns, expectations. However, these are not enough to remain good friends. Mutual understanding, tolerance to errors, respect are of great importance. It is true that the rush in everyday life today has negative effects on relationships as most people have to spend more time at work, in traffic, in the office and less time with the family and friends. These may bring some friendships to an end, just like benefit based friendships which cannot last for a long time. However, there are opportunities for sharing with friends thanks to social media, modern events such as matches, concerts, movies, etc. Therefore, factors that are important to maintain good friendships are always there for those who want to use them. And also, since similarities, commonalities and the need for sharing will never disappear, true friendships cannot be limited to a period of time.
4. To sum up, there are factors in modern life which have negative effects on relationships and friendships but as the basic factors for a good friendship will continue to exist, true friendships will always be part of life.

**D. Below are pairs of statements related to each paragraph. Put a tick by the statement that is the main conclusion in each pair.**

- |             |  |
|-------------|--|
| Paragraph 1 | <input type="checkbox"/> a. The majority agree that today's friendships are worse than those of the past.<br><input type="checkbox"/> b. People's opinions on friendships of today's global world vary.                    |
| Paragraph 2 | <input type="checkbox"/> a. Why and how you make friends with someone is important for the lifetime of a friendship.<br><input type="checkbox"/> b. Sharing the same office is important for the lifetime of a friendship. |
| Paragraph 3 | <input type="checkbox"/> a. There are factors for the beginning and continuation of a true friendship.<br><input type="checkbox"/> b. Friendships based on similarities are true friendships.                              |
| Paragraph 4 | <input type="checkbox"/> a. Today's lifestyle prevents true friendships.<br><input type="checkbox"/> b. True friendships may still exist despite some disadvantages.   |

**5 A**

Give your students some time to think about the question and practise what they would like to say. Monitor them and if necessary, help them with vocabulary using the target language. Motivate them to share their answers with the class.

**5 A** Students' own answers**5 B**

Ask your students whether they have heard or read about a story based on loyalty. Give them a few minutes to think about these questions. Ask if there are any volunteers. Try to encourage them to express their opinions.

**5 B** Students' own answers**5 C**

Let your students skim the text and find out some examples of loyalty. Ask them to work individually and give them a suitable amount of time to complete the activity. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. When it's done, check the answers.

**5 C**

- Every morning, Hachiko accompanied Ueno to Shibuya train station and in the afternoon he met him when he returned from work by the 4 o'clock train.
- The gardener inherited the house in the Kobayashi district and started to take care of Hachiko.
- Hachiko would go Shibuya station every day to meet the 4 o'clock train, hoping to see his beloved master again for the next ten years.
- Hachiko's dead body was found next to the statue. He had died while waiting for the professor to arrive.

**TEACHER'S NOTES**

5

**A. What animals or pets are known for loyalty?**

**B. Have you heard or read about a story based on loyalty?**

**C. Read the text and find out some examples of loyalty.**

#### A Life of Dedication

**1** Dogs have always been loyal to their owners but in the case of Hachiko and Professor Ueno, it was much more. The true story was so impressive that it spread across Japan and then the world and was made into a Hollywood movie.

**2** Hidesaburo Ueno, a professor of agricultural science at Tokyo Imperial University, was known for his dedication to his job. He was also fond of dogs of Akita breed. He adopted a puppy of that breed and called him Hachiko. The dog grew up together with the professor's daughter, who was also fond of dogs and was able to get on very well with her father. She was unmarried and loved her fiancé very much. She married and went to live with her husband. The professor had grown very fond of the dog and kept Hachiko instead of giving him away.



**3** Ueno led an orderly life. He traditionally focused on his home and work. He went to work by train every day and Hachiko became his faithful companion. Every morning, he accompanied Ueno to Shibuya train station and in the afternoon, he met him when he returned from work by the 4 o'clock train. Soon, the professor, who was well-known in the neighborhood, walking to and from the station with Hachiko became a common sight of everyday life. This went on until, one day, the professor died when he was lecturing and couldn't get back, in May 1925.

**4** The professor had a gardener. He was very respectful to the professor and showed his fidelity to him throughout his life. He was nice at garden work. He inherited the house in the Kobayashi district and started to take care of Hachiko. Although he treated Hachiko well, the dog was not happy without his professor. For the next ten years, Hachiko would go to Shibuya station every day to meet the 4 o'clock train, hoping to see his beloved owner again. Those around the train station knew and fed the dog. The story got around and a statue of Hachiko was erected at the station. One day, in 1935, Hachiko's dead body was found next to the statue. He had died while waiting for the professor to arrive. The world would know him as Hachiko, the faithful dog.

**5** The Hollywood movie which was inspired by the story appealed to millions all around the world. Richard Gere cast the professor. For some, Gere was a good choice because of his resemblance to the Japanese. He resembles a Japanese man because he has eyes angled downward. He also has the charisma of a professor. His glasses give him an intellectual look as well. He has millions of fans worldwide. On the other hand, there were those who were critical of Gere's acting in the movie. According to them, Gere's appearance was much different than that of Ueno's.

**5 D**

Tell your students that they are supposed to list the personal features of the people in the text. Give them a suitable amount of time to scan the text. Don't forget to make an oral check for the answers when they complete the activity.

**5 D**

- Professor Ueno: dedicated to his job  
fond of dogs
- Ueno's daughter: fond of dogs  
get on well with her father
- Ueno's gardener: respectful  
loyal to Ueno
- Richard Gere: resembles a Japanese man  
has the charisma of a professor  
his glasses give him an intellectual look

**5 E**

The purpose of this activity is to make students find irrelevant content in a text. Explain them that in the paragraphs 2, 3, 4, 5, there is one extra sentence that is irrelevant to the descriptions of the people in the text. When they omit them, the general meaning of the paragraphs does not change. Let them work in pairs and underline the extra sentences. Remind them that one has been done for them.

- 5 E**
- 3. He traditionally focused on his home and work.
  - 4. He was nice at garden work.
  - 5. He has millions of fans worldwide.

**6 A**

The aim of this activity is to make students state reasons while giving clear, detailed descriptions about physical appearances. Tell them that there are the pictures of Professor Hidesaburo Ueno, Richard Gere, and a Japanese man and what people said about their similarities and differences. Have them read and decide whether they agree or disagree.

- 6 A** Students' own answers

## FRIENDSHIP

## THEME

## 2

D. List the personal features of the people in the text.

Professor Ueno	Ueno's daughter	Ueno's gardener	Richard Gere

E. In the paragraphs 2, 3, 4, 5, there is one extra sentence that is irrelevant to the descriptions of the people in the text. When you omit them, the general meaning of the paragraphs does not change. Work in pairs and underline the extra sentences. One has been done for you.

6

A. Below are the pictures of Professor Hidesaburo Ueno, Richard Gere and a Japanese man and what people said about their similarities and differences. Read and decide whether you agree or disagree.



Hidesaburo Ueno



Richard Gere



Akihiko Hiro

1. Richard and Akihiko are similar because they both have high cheek-bones and gray hair.
2. Hidesaburo does not look like the others, at all.
3. Hidesaburo and Richard resemble each other in appearance.
4. Hidesaburo and Akihiko both have eyes angled downward.
5. Richard looks as charismatic as Hidesaburo.
6. One difference between Hidesaburo and Richard is their faces. They are completely different because Hidesaburo has a round face while Richard has a long face.
7. Richard and Akihiko have nothing in common.

**6 B**

Tell your students to look at the pictures and describe them by stating the similarities and differences with reasons as in Part 6 A. Monitor the students and if necessary, help them with vocabulary using the target language. Motivate them to share their answers with the class.

**6 B Students' own answers****7 A**

Students are supposed to read the proverbs and tell what they emphasize. Give them a few minutes to read and think about the question and practise what they would like to say. Then, ask if there are any volunteers and try to motivate them to express their opinions.

**7 A The importance and value of a true friendship.****7 B**

Ask your students what kind of friends are in the proverbs. Let them work in pairs and list some of the adjectives that describe him or her and then, discuss the reasons. Set a time limit of 2-3 minutes for the activity and let the volunteers speak.

**7 B Students' own answers****TEACHER'S NOTES**

## THEME

## 2

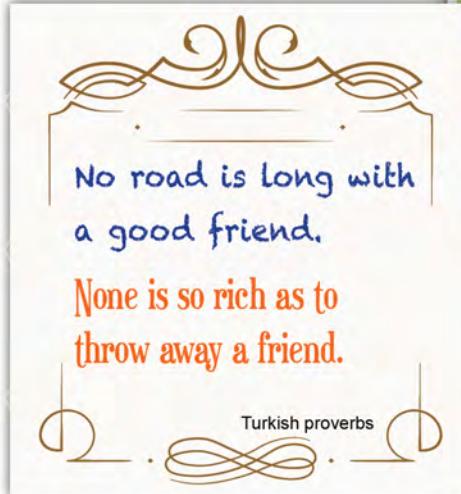
## FRIENDSHIP

B. Look at the pictures below and describe the people. Then, tell the similarities and differences between them in each picture by stating reasons as in Part 6 A.



7

A. What do the following proverbs emphasize about friendship? Discuss with friends.



B. With your partner, list some of the adjectives that describe a good friend and discuss the reasons.

**7 C**

Your students are supposed to read the opinion essay and find out the qualities of a good friend according to the writer. Give them some time for scanning the text. If they have problems with the unknown words, make short and brief explanations for these words in English. In the end, ask your students to make up their own statement describing a good friendship.

**7 C** A good friend must be sincere, reliable and loyal.

**7 D**

Tell your students that there are some statements related to a good friendship. Have them work in pairs and associate the statements with adjectives in the box. Remind your students that more than one choice is possible.

- 7 D**
1. supportive, patient, loyal
  2. supportive
  3. generous
  4. patient, considerate, tolerant
  5. patient, tolerant, respectful
  6. emphatic

**TEACHER'S NOTES**

## FRIENDSHIP

## THEME

## 2

**C. Read the essay and find out the qualities of a good friend according to the writer.**

When it comes to talking about the qualities of a good friend, most will mention common favorable adjectives like honest, respectful, generous, thoughtful, kind, empathetic, etc. This is right but in my opinion, there are some qualities which are more important for a good friendship.

First of all, a friend must be sincere. Without sincerity, a friendship cannot last long or turn out to be a good friendship as pretensions or insincere mannerisms will end up in disappointment. Sincerity on its own is not enough but without sincerity, a true sharing, which is essential for a good friendship, cannot be achieved.

Secondly, reliability is a must for a good friendship. I believe that one cannot consider becoming even an acquaintance with someone who is not reliable, let alone good friends. After all, reliability is not only essential for a good friendship but also for a relationship. If you do not rely on someone, you can share almost nothing with them. Another important factor is loyalty. Only loyal ones out of all friends will turn out to be good ones in time. Friendship is a journey in life and this journey can never be without problems or barriers. Loyal ones will not leave you half way through. Therefore, a good friendship cannot be maintained without being loyal.

In conclusion, a good friendship requires various good personal qualities but I believe that some of them such as being sincere, reliable and loyal are more important. Without those, we cannot talk about a good friendship.

**D. Below are statements related to a good friendship. Work in pairs and associate the statements with adjectives in the box. More than one option is possible.**

1. A good friend is someone who will not leave you half way through.
2. A good friend will not judge you but support.
3. Only those who are givers can be good friends.
4. If you want to be a good friend, you must be a good listener.
5. Respect and tolerance go hand in hand to make good friends.
6. If you cannot manage to put yourself in your friend's shoes, you are not a good friend.

patient	empathetic
respectful	generous
supportive	loyal
considerate	praising
tolerant	judgmental



**7 E**

The aim of this activity is to make students write an opinion essay about qualities of a good friend. Explain your students that they are expected to use the following template to write an opinion essay. Have them choose at least 2 or 3 qualities and also state reasons. When they finish writing, ask if there are any volunteers who want to share their essays with the class. Choose a few students and let them read their essays aloud.

**7 E Students' own answers****8 A**

This activity is related to syllable or word stress. Tell your students to listen and focus on stress in the words. After listening, you can also ask your students some questions about how syllable or word stress occurs, and add some more examples. Playing the tapescript twice will be enough for the students.

**8 B**

The aim of this activity is to make students practise syllable or word stress. Let your students read and determine the stress patterns of the words and then, listen and check. Give them a suitable amount of time for the activity.

- 8 B**
1. WA-ter
  2. de-MAND
  3. TO-mor-row
  4. BA-na-na
  5. PAR-ent
  6. BET-ter
  7. No Stress
  8. No Stress
  9. MAY-be
  10. NEV-er

**TEACHER'S NOTES**

## THEME

## 2

## FRIENDSHIP

E. Use the following template to write an opinion essay. Choose at least 2 or 3 qualities and state reasons.

- Your view about the qualities of a good friend.
  
- Quality 1  
- Reasons
  
- Quality 2  
- Reasons
  
- Quality 3  
- Reasons
  
- Final,  
short impression

## 8

A. Study and listen to the notes. Tapescript 2.3

One-syllable word	dog, fast	No stress
Nouns, adjectives and adverbs with 2 syllables usually have stress on the 1 <sup>st</sup> syllable	person, seldom	PER-son, SEL-dom
Verbs with 2 syllables usually have stress on the 2 <sup>nd</sup> syllable	present, forget,	pre-SENT, for-GET
Words with 3 syllables usually have stress on the 1 <sup>st</sup> syllable	beautiful, interesting	BEAU-ti-ful, INT-eres-ting

B. Read and determine the stress patterns of the words. Then, listen and check. Tapescript 2.4

- |             |           |
|-------------|-----------|
| 1. water    | 6. better |
| 2. demand   | 7. quite  |
| 3. tomorrow | 8. bird   |
| 4. banana   | 9. maybe  |
| 5. parent   | 10. never |

1

**A. Look at the pictures and guess their ages and jobs.**

a. teacher in his/ her fifties

c. doctor in his/ her forties

b. architect in his/ her twenties

d. waiter/ waitress in his/ her thirties



d Jeff



b Kimberly



a Frankie



c Lisa

**B. Look at the expressions and tick the ones that can be used to describe the people above.**

Build	Hair	Skin	Distinguishing Marks	Character
<input type="checkbox"/> overweight	<input checked="" type="checkbox"/> short	<input checked="" type="checkbox"/> fair	<input type="checkbox"/> tattoo	<input type="checkbox"/> aggressive
<input type="checkbox"/> well-built	<input checked="" type="checkbox"/> long	<input checked="" type="checkbox"/> dark	<input type="checkbox"/> scar	<input checked="" type="checkbox"/> cheerful
<input type="checkbox"/> fat	<input checked="" type="checkbox"/> dark	<input checked="" type="checkbox"/> blonde	<input type="checkbox"/> freckles	<input checked="" type="checkbox"/> smiling
<input checked="" type="checkbox"/> thin	<input checked="" type="checkbox"/> blond	<input checked="" type="checkbox"/> black	<input type="checkbox"/> dimples	<input type="checkbox"/> strict
<input checked="" type="checkbox"/> slim	<input type="checkbox"/> red		<input type="checkbox"/> acne	<input type="checkbox"/> humorous
<input type="checkbox"/> muscular	<input type="checkbox"/> curly			<input type="checkbox"/> violent
<input type="checkbox"/> short	<input type="checkbox"/> wavy			<input checked="" type="checkbox"/> friendly
<input type="checkbox"/> tall	<input checked="" type="checkbox"/> straight			<input type="checkbox"/> proud
<input checked="" type="checkbox"/> of average weight	<input type="checkbox"/> mustache			<input type="checkbox"/> hardworking
<input checked="" type="checkbox"/> of average height	<input checked="" type="checkbox"/> receding			<input type="checkbox"/> intelligent
<input type="checkbox"/> plump	<input checked="" type="checkbox"/> bald			
	<input type="checkbox"/> beard			

**C. Below is the description of Jeff. Look at his picture in Part 1 A and fill in the missing parts. For the parts that are not related to physical appearance, use your imagination.**

Jeff is in his 30s. He grew up in (1) X and was employed as a (2) X at a popular restaurant. He was last seen on the day of the explosion wearing a beige (3) suit. He is now thought to be hiding in (4) X. Jeff is short, quite muscular and rather smiling. He has short, curly, black hair, and a square face. He has (5) thin mustache, dark (6) brown eyes and really (7) dark skin. He's known to have quite a large (8) X on his left shoulder. Jeff looks terribly proud and is pretty intelligent.

( X : Students' own answers)

**D. Read the description of Jeff and underline the adverbs that make the adjectives stronger.**

The answers are in Part 1 C.

2

**A. Match the two halves to create a meaningful collocation in the example. Use a dictionary if necessary.**

A			B		
good	suntanned	mixed	dressed	skin	aged
middle	stocky	round	haired	weight	faced
long	well	over	legged	looking	race

E.g. good-looking

- |                          |                         |
|--------------------------|-------------------------|
| 1. <u>over-weight</u>    | 5. <u>middle-aged</u>   |
| 2. <u>mixed-race</u>     | 6. <u>long-haired</u>   |
| 3. <u>well-dressed</u>   | 7. <u>round-faced</u>   |
| 4. <u>suntanned-skin</u> | 8. <u>stocky-legged</u> |

**B. Respond to the following questions with an opposite description.**

E.g. **Jimmy** I thought you said he was the tall, thin-faced one.

**Judy** No, not at all, he's the short, chubby one.

- |   |                |   |
|---|----------------|---|
| ① | <b>Sam</b>     | Was that his sister, the dark-skinned, wavy-haired one?                                 |
|   | <b>Pam</b>     | No, completely the opposite, his sister's <u>fair-skinned and straight-haired</u> .     |
| ② | <b>Andrew</b>  | She's always quite well-dressed, so I've heard.   |
|   | <b>Kevin</b>   | What! Who told you that? Every time I see her, she's <u>badly dressed</u> .             |
| ③ | <b>Maria</b>   | So Michelle's that rather plump, fair-haired woman, isn't she?                          |
|   | <b>Deborah</b> | No, you're looking at the wrong one. Michelle's <u>rather slender and dark-haired</u> . |
| ④ | <b>Sarah</b>   | So, tell us about your new boss; the funny one.   |
|   | <b>Robert</b>  | No, I'm afraid not; you should say "the rather <u>strict one</u> ."                     |
| ⑤ | <b>Kenneth</b> | I don't know why, but I expected our new English teacher to be middle-aged or elderly.  |
|   | <b>Charles</b> | No, apparently she's only <u>in her twenties</u> .                                      |

**C. Write one sentence to describe each of these people. Give information about their hair, face, height, build and general appearance.**

1. A friend of yours

Students' own answers

2. Your favorite celebrity

Students' own answers

**D. WANTED!** Complete the gaps in these police posters according to the pictures.**E.g.****1****2****3****4****3****A. Match the questions to their answers.**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>h</b> How is he?                                  | a. He's in his thirties.                         |
| <input type="checkbox"/> <b>f</b> What's her hair like?                       | b. She's tall and of medium weight.              |
| <input type="checkbox"/> <b>g</b> What kind of clothes does she usually wear? | c. He's of medium height.                        |
| <input type="checkbox"/> <b>a</b> How old is he?                              | d. He's talkative and cheerful.                  |
| <input type="checkbox"/> <b>e</b> What color is her hair?                     | e. Brown.  |
| <input type="checkbox"/> <b>c</b> How tall is he?                             | f. It's sort of shoulder length, fair and curly. |
| <input type="checkbox"/> <b>b</b> What does she look like?                    | g. Not casual. Smart. She has a lot of style.    |
| <input type="checkbox"/> <b>d</b> What's he like?                             | h. He's fine.                                    |

**B. Read the dialogue between Sue and Jane. Then, answer the questions.**

**Sue** Who's that girl over there, Jane?  
**Jane** That one? That's my sister, Sandra.  
**Sue** Your sister?  
**Jane** Yes, and that's her best friend, Lucy.  
     The pretty girl with long, blond hair.  
**Sue** Oh, right. So, you've got a sister?  
**Jane** No, I've got two sisters. Sandra and Donna.  
**Sue** Really? So, how old is Donna?  
**Jane** Sandra and Donna are twins, they're both 15.  
**Sue** 15, um... and does Donna look like Sandra?  
**Jane** They're exactly the same! They're both tall and thin. They've both got short brown hair, green eyes and big ears!  
**Sue** They're not big, I think they're cute.  
     And... What about their personality?  
**Jane** Oh, you can't believe this but they are totally different in personality.  
**Sue** In what ways?  
**Jane** For example, Sandra is extroverted, talkative and easy-going whereas Donna is introverted, shy and bad-tempered. Sandra is mature while Donna generally behaves like a child.  
**Sue** That is so interesting. I fancy meeting them.



1. Who are the girls talking about?

They are talking about Sandra.

2. What does Lucy look like?

She is a pretty girl with long, blond hair

3. How old is Sandra?

She is 15.

4. Does Sandra resemble her twin?

Yes, she resembles her twin.

5. In what way is Sandra different from Donna?

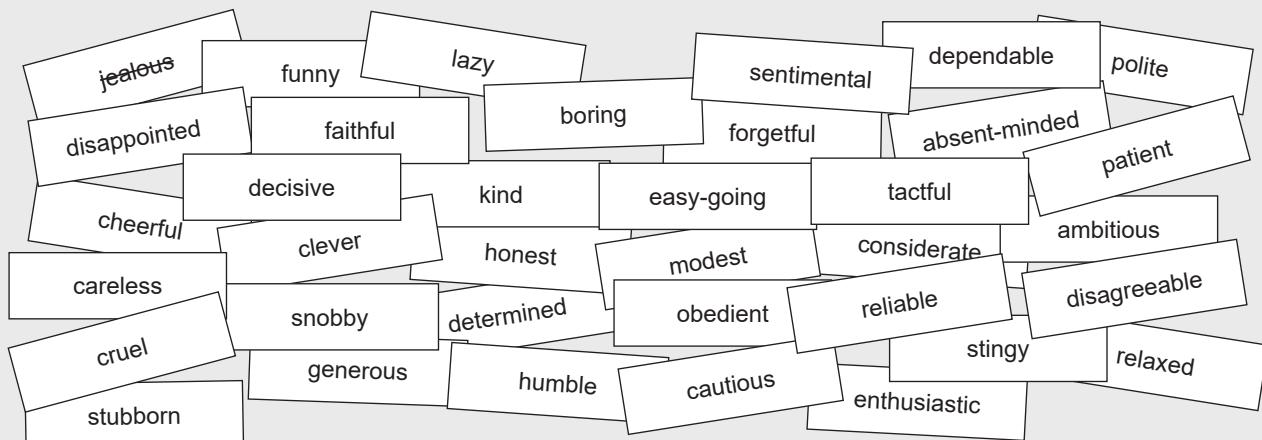
Sandra is extroverted, talkative and easy-going whereas Donna is introverted, shy and bad-tempered. Sandra is mature while Donna generally behaves like a child.

**C. Complete the sentences about Donna and Sandra by filling in the blanks by stating reasons.**

1. Donna and Sandra resemble each other in that they're both tall and thin with short brown hair, green eyes and big ears!
2. The twins differ in personality because Sandra is more mature than Donna.

4

## A. Read the adjectives below and place them into the correct category.



## Favorable Adjectives

funny, sentimental, dependable, polite, faithful, cheerful, decisive, kind, easy-going, tactful, patient, clever, honest, modest, considerate, ambitious, determined, obedient, reliable, generous, humble, cautious, enthusiastic, relaxed

## Unfavorable Adjectives

jealous, lazy, boring, disappointed, forgetful, absent-minded, careless, cruel, snobby, disagreeable, stubborn, stingy

## B. Circle the correct adjective that goes best in each sentence.

E.g. My mother is a very sensitive/ cheerful person. She can easily cry.

1. My friend never gets angry. She's always aggressive/ good-tempered.
2. Our teacher is very cheerful/ talkative. He tries to make us happy all the time.
3. Jane can do anything for you. She's the most selfish/ self-sacrificing person I've ever met.
4. Jim isn't sensible/ sensitive at all. He always reacts with his emotions.
5. That singer is very sympathetic/ popular. He has a great number of followers on social media.
6. Suzy lacks generosity. She is so mean/ thoughtful.
7. I have a helpful/ stingy friend. She's there whenever I need her.
8. Our neighbors are so tolerant/ annoying. They don't mind when we make noise at home.

5

Choose one of the people from Part 1 A and describe him/ her including his/ her age, job, and appearance.

Students' own answers

<input type="radio"/>	Students' own answers
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	



## FUNCTIONS

- Expressing ideas on human rights (gender equality, children's rights...)
- Making suggestions
- Discussing problems



## 1 A

Ask your students to look at the questions and give them a few minutes to think about them. When they are ready, let the volunteer students share their ideas with the class. It's important to involve all of the students in the discussion.

## 1 A Students' own answers

## 1 B

The aim of this activity is to make students match the paragraphs to the correct phrases (children's rights/ gender equality/ animal rights/ the disadvantaged people, etc). Ask them to look at the text quickly and find out which of the phrases in the box are dealt with in each paragraph. Have them write the correct number of the paragraph.

- 1 B 3 gender inequality  
1 the importance of an official reference  
5 animal rights  
3 women's rights  
2-4 disadvantaged people/ groups  
3-4 children's rights



## TEACHER'S NOTES



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**1****A. Discuss the following questions.**

1. What do you think is meant by 'human rights'?
2. What would the world be like without regulations on human rights?
3. How do you think protection of human rights is related to an independent state?

**B. Take a quick look at the text and find out which of the phrases in the box are dealt with in each paragraph. Write the number of the paragraph beside each phrase. More than one option is possible.**

- gender inequality
- the importance of an official reference
- animal rights
- women's rights
- disadvantaged people/groups
- children's rights

When we talk about human rights, we cover many things and it may sound complicated. However, things may get easier and simpler if you can figure out what the basic philosophy which underlies human rights is.

**1** The understanding of human rights may vary depending on the culture and traditions of a society. However, the United Nations Universal Declaration of Human Rights is recognized and referred to as the official reference of human rights. It gives clear definitions of rights and freedoms through articles.

**2** In order for the Universal Declaration of Human Rights to be adopted and applied, the existence of an independent state is vital. Take Syria, where humanity has failed in many aspects. Millions including women, children, old people, civilians have had to immigrate to neighboring countries, in particular Turkey only to be able to survive. Some couldn't get out of the war and got stuck. They have had two choices; either die or live a disadvantaged life as injured, disabled people or as people without running water, a home to sleep in, schools, enough food supplies. Therefore, people should appreciate being part of an independent and well-organized state.

**3** It is not only Syria where human rights cannot exist. There are many other problems in other parts of the world, where there are no wars. Women are still not allowed to join some social activities in some countries, they cannot even vote. There are still places where children are deprived of education and forced to work such as those working at diamond mines in some parts of Africa.

**4** Human rights abuses are often associated with developing or under-developed countries but even developed countries may have a long way to go. Inequality in education of children, unemployment problem for the disabled, social security problems are still waiting to be resolved. In remote parts of some developed countries, some groups lead a simple and primitive form of life, deprived of conveniences and technologies of the modern world. They can be regarded as disadvantaged groups of modern countries.

**5** The world witnesses and gives examples of both good and bad practices of human rights but thinking that we share this planet with other creatures, animals and the wild must be treated fairly. There are some experts and organizations that have been working day and night for arrangement of animal rights and fighting for environment. Hunting seals wildly for their furs on the Arctic, bullfighting events, sterilization of street dogs are only some of the events that are protested. Therefore, more and more people are becoming aware of those issues all around the world.

## 1 C

Let your students read the text and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. When it's done, check the answers.

- 1 C 1. The United Nations Universal Declaration of Human Rights is recognized and referred to as the official reference of human rights. It gives clear definitions of rights and freedoms through articles.
2. Being an independent state is important for human rights to be adopted and applied.
3. In Syria, millions including women, children, old people, civilians have had to immigrate to neighboring countries and some couldn't get out of the war and got stuck. They have died or lived a disadvantaged life as injured, disabled people or as people without running water, a home to sleep in, schools, enough food supplies.
4. Inequality in education of children, unemployment problem for the disabled, social security problems are still waiting to be resolved in some developed countries.
5. We are responsible for the rights of animals because we share this planet with other creatures, animals and the wild must be treated fairly.

## 2 A

Explain your students that there is an extract from Oliver Twist by Charles Dickens. Tell them that it's about the first moments of Oliver just after his birth. Ask them to read it and discuss the questions with their classmates.

- 2 A 1. Everybody is born equal.
2. Students' own answers

## 2 B

Have your students look at the pictures given and discuss which one displays disadvantages and what these disadvantages are. Monitor them and if necessary, help them with vocabulary in English. Encourage them to share their answers with the class.

- 2 B Students' own answers

## 2 C

Ask your students to read the text and discuss the basic advantages around them. Give your students a suitable amount of time to think about it and make sure that all the students are involved in the discussion as this is a good opportunity for them to develop speaking skills.

- 2 C Students' own answers

## HUMAN RIGHTS

## THEME

## 3

**C. Read the text and answer the questions.**

1. What is United Nations Universal Declaration of Human Rights? \_\_\_\_\_
2. Why is being an independent state important for human rights? \_\_\_\_\_
3. Why did some people become disadvantaged groups in Syria? \_\_\_\_\_
4. What are some of the human rights problems in some developed countries? \_\_\_\_\_
5. Why are we responsible for the rights of animals? \_\_\_\_\_

**2**

**A. Below is an extract from a simplified form of *Oliver Twist* by Charles Dickens. It is about the first moments of Oliver just after his birth. Read it and discuss the following questions with your classmates.**

"Without clothes under his first blanket, he could've been the son of a king or a beggar. When the nurse put him in a yellow sweater with age, he looked exactly what he was: A workhouse orphan."

*Oliver Twist, Charles Dickens*

1. What universal fact of humanity do the lines emphasize?
2. What do you think are the current and future disadvantages for Oliver?

**B. Look at the pictures below and discuss which ones display disadvantages and what these disadvantages are.**

**C. Read the text and discuss the basic advantages around you.****Appreciate the gifts in your lives**

There is a saying that goes "The only time you realize the value of a gift is when you lose it." Unfortunately, this is true for some. That's why we hear expressions of regret about what has been wasted or lost. Being able to walk to the toilet on your own is a great gift which some people are unaware of but one can realize this only when they have a broken or injured leg. Many people complain about the service and standards in hospitals but even the worst hospital nearby in an emergency may turn out to be a gift for the vital first aid.

There are millions of people who would appreciate even the most basic things such as a school, electricity, a healthy body, a slice of bread, a house to sleep in because they don't have these gifts. These people are called the disadvantaged. By definition, the disadvantaged means lacking the basic resources or conditions such as standard housing, medical and educational facilities and civil rights which are necessary for an equal position in society. According to this definition; people with mental or physical disabilities, isolated groups, people who face serious risks of poverty, refugees, rural populations can be disadvantaged groups. We can add many people or groups that can be classified as disadvantaged.

**2 D**

Let your students read the text given and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. When it's done, check the answers.

- 2 D**
1. According to the writer, some people are not aware of being able to walk to the toilet on your own is a great gift but they can realize this only when they have a broken or injured leg.
  2. Students' own answers
  3. a, d, e, f

**2 E**

The aim of this activity is to make students discuss the problems or difficulties of the disadvantaged people in the world. Let them work in pairs and discuss everyday lives of the disadvantaged in the world. Then, have them make a list of the problems they think disadvantaged people suffer. Then, have your students share their answers with their friends.

- 2 E**
- The walking disabled have difficulty when they cross the street due to the cars parked on the wheelchair ramps.  
The disadvantaged people aren't given sufficient chance to be employed in different departments of public institutions.

**3 A**

Explain your students that there are newspaper headlines related to human rights. Ask students what they think about these headlines. Let your students discuss why they may be good examples. Set a time limit of 5 minutes for the students to study what they want to say.

- 3 A** Students' own answers

TEACHER'S NOTES

## THEME

## 3

## HUMAN RIGHTS

**D. Reread the text and answer the questions.**

1. According to the writer, what are some people not aware of? \_\_\_\_\_
2. What do you think is a gift? \_\_\_\_\_
3. According to the definition in the text, which of the following people/groups can be classified as disadvantaged?
  - a. children who have lost their houses at war
  - b. a footballer who got injured at a game
  - c. a doctor who cannot go to work because of heavy rain
  - d. a paralyzed old woman
  - e. villagers who don't have running water and Internet at home
  - f. refugees who have to live in tents

**E. Work in pairs. Discuss everyday lives of the disadvantaged in the world and make a list of the problems you think they suffer. Then, share them with your friends.**

- E.g.**
1. There are not yellow lines (Tactile Ground Surface Indicators- TGS) on sidewalks in most cities so the blind have difficulty in walking around on their own.
  2. Some tribes in remote parts of the Amazon and Africa are still deprived of schools and hospitals.

3

**A. Below are newspaper headlines related to human rights. What do you think about them? Discuss why they may be good examples.**

## 3 B

Ask your students to scan the text to look for specific information. They are supposed to find out other good examples of human rights. Set a time limit of 5-6 minutes for the students to complete the activity. Make an oral check for the answers.

**3 B** The 'No to Racism' campaign by UEFA, FIFA's recognizing Kosovo and declaring it as the group's 210<sup>th</sup> member, Some metropolitans have allocated areas or squares so that people can hold activities related to their cultures, thoughts, beliefs, etc., Turkey has introduced new laws to protect manufacturers' and consumers' rights in the last couple of decades.

## 3 C

Allow your students to read the text again and ask them to answer the questions. Monitor the students and help them, if necessary. Finally, choose some volunteers among the students and let them share their answers with their friends.

## 3 C

1. The purpose of UEFA through the 'No to Racism' campaign is to raise public awareness of intolerance and discrimination in football.
2. Because people can shout slogans, arrange activities, run stalls to fulfill and promote their cultural, political or religious requirements, products or activities at the park.
3. In Turkey, any application regarding violation of copyrights regulation is taken seriously and pursued by officials.

## 3 D

The aim of this activity is to make students find the supporting ideas in a text about good practices on human rights around the world. Have your students study the statements in bold in the text. Remind them that one sentence in each paragraph is the topic sentence and the other two are the supporting ideas or details. Have them write 'T' for topic sentences and 'S' for supporting ideas in the boxes.

- T** The world of sports, especially that of football, has been displaying nice examples of fight against discrimination.  
**S** The 'No to Racism' campaign by UEFA aims to raise public awareness of intolerance and discrimination in football.  
**S** FIFA's recognizing Kosovo and declaring it as the group's 210<sup>th</sup> member can be seen as another example of human rights.  
**T** Some metropolitans have allocated areas or squares so that people can hold activities related to their cultures, thoughts, beliefs, etc.  
**S** Perhaps, the most famous of these is London's Hyde Park.  
**S** The Red Square of Russia is associated with demonstrations as well.  
**T** Turkey has introduced new laws to protect manufacturers' and consumers' rights in the last couple of decades and reflections of these laws can be seen in everyday life.  
**S** Consumers rights units have been formed in governorship offices across the country.  
**S** Any application regarding violation of copyrights regulation is taken seriously and pursued by officials.

## 4 A

Explain your students that Mrs. Emily Merits is giving the opening speech at the meeting of the Human Rights Club and there are some of the expressions they will hear in her speech. Playing the tapescript twice will be enough for the students. Remind them to pay attention to the context and match them to their meanings.

**4 A** 1 human rights abuses, 2 disadvantaged groups

## HUMAN RIGHTS

## THEME

## 3

**B. Read the text and find out other good examples of human rights.**

News bulletins usually show complaints and problems about human rights abuses all around the world. However, there are those, both individuals and organizations, who work for human rights and display good examples.

- The world of sports, especially that of football, has been displaying nice examples of fight against discrimination.**  The 'No to Racism' campaign by UEFA aims to raise public awareness of intolerance and discrimination in football. Team captains wear 'No to Racism' armbands and 'No to Racism' banners are prominently displayed on the pitch.  FIFA's recognizing Kosovo and declaring it as the group's 210<sup>th</sup> member can be seen as another example of human rights because it is expected to be a big step towards Kosovo's international legitimacy.
- Some metropolitans have allocated areas or squares so that people can hold activities related to their cultures, thoughts, beliefs, etc.  Perhaps, the most famous of these is London's Hyde Park. People can shout slogans, arrange activities, run stalls to fulfill and promote their cultural, political or religious requirements, products or activities at the park.  The Red Square of Russia is associated with demonstrations as well. It is often home to various demonstrations and cultural events.
- Turkey has introduced new laws to protect manufacturers' and consumers' rights in the last couple of decades and reflections of these laws can be seen in everyday life.  Consumers rights units have been formed in governorship offices across the country.  Any application regarding violation of copyrights regulation is taken seriously and pursued by officials.

**C. Read the text and answer the questions.**

1. What is the purpose of UEFA through the 'No to Racism' campaign? \_\_\_\_\_
2. People see London's Hyde Park beyond a park. Why? \_\_\_\_\_
3. What did Turkey do about copyrights? \_\_\_\_\_

**D. Study the text. One bold sentence in each paragraph is the topic sentence and the other two bold sentences are the supporting ideas. Write 'T' for topic sentences and 'S' for supporting ideas in the boxes.**

4

A. Mrs. Emily Merits is giving the opening speech at the meeting of the Human Rights Club. Below are some of the expressions you will hear in her speech. Pay attention to the context and match them to their meanings. Tapescript 3.1

**Human Rights Club in Action**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. lacking the things (such as money and education) that are considered necessary for an equal position in society</li> <li>2. violation of the basic rights for people</li> </ol> | <input type="checkbox"/> human rights abuses<br><input type="checkbox"/> disadvantaged groups |
|---|---|

**4 B**

The aim of this activity is to make students write mottos or slogans about human rights. Tell your students to imagine that they are members of the university human rights club and working together with the club president Mrs. Merits. She requests them to create mottos or slogans about human rights for use on the official website of the club in addition to the ones already existing. Put the students into groups. Remind them to avoid writing the same mottos or slogans given which are already available on the website. When the activity is completed, let them share their mottos or slogans with the class.

**4 B Students' own answers**TEACHER'S NOTES

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THEME

3

HUMAN RIGHTS

B. Imagine that you are members of the university human rights club. The president Mrs. Merits requests you to create mottos and slogans about human rights in addition to the ones below, already existing in the club's official website. Work in groups to create new mottos and slogans.

**EQUALITY IS  
THE WATER  
FOR LIFE!**

**RESPECT IS THE  
BEST WEAPON!**

**SKIN COLOR IS A COLOR IN LIFE!**

**CONSCIENCE  
IS THE  
FRAMEWORK  
FOR HUMAN  
RIGHTS!**

**RESPECT  
THE ELDERLY  
AND  
THE CHILDREN!**

36

**4 C**

The aim of this activity is to have students make suggestions about improving human rights. Tell your students that there are some of the common complaints and problems on campus. Mrs. Merits asks them to make suggestions for the solutions to these problems. Ask them what their suggestions would be. Give them a few minutes to think about the issues. Ask if there are any volunteers and try to motivate them to express their opinions.

**4 C Students' own answers****5 A**

Have your students study the essay and circle the better option to complete the sentences correctly. Give them a suitable amount of time for the activity and if they have problems with the unknown words, make short and brief explanations for these words in English.

- 5 A**
1. a
  2. b
  3. a
  4. b

**TEACHER'S NOTES**

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## HUMAN RIGHTS

## THEME

## 3

C. Here are some of the common complaints and problems on campus. Mrs. Merits asks you to make suggestions for the solutions to these problems. What would your suggestions be?

**Problems:**

1. There are not enough bulletin boards for human rights club.
2. There are no halal food cafeterias or restaurants on campus.
3. Some faculty buildings need more wheelchair ramps.
4. More rooms should be constructed for nursing mothers.
5. Some dormitories still use shared toilets&bathrooms.
6. Stalls for the festivals are paid.

**Suggestions:**

E.g.

1. How about launching a campaign?
2. Why don't we invite chain restaurants to open a new branch?

5

**A. Study the essay and circle the better choice to complete the sentences about it correctly.**

There are many reasons why people are born or may become disadvantaged. Therefore, there are various types of disadvantaged people or groups. Although it may seem to be a difficult problem to cope with, there are still solutions that can help with fixing some of the issues, at least partly.

It is possible to help some people or groups that are disadvantaged, not to all, but we need to take action. The homeless are one of the groups that is open to help. We cannot host them in our homes or rent flats for them but we can give food, sleeping bags, etc. which will make things easier for them. Also, municipalities can set up tents and accept donations to improve their conditions. Furthermore, used clothing items could be collected at a center and handed out to them. It is out of the question that these will help them much.

In conclusion, not all problems related to the disadvantaged can be solved. However, there are still things to make things better, at least, for some of them.

1. The first paragraph, introduction, is for ...
  - a. expressing the problem
  - b. recommending solutions
2. The solutions are recommended ...
  - a. in the introduction
  - b. in the body
3. The conclusion is for expressing ...
  - a. the final opinion
  - b. solutions
4. The solutions recommended are for ...
  - a. all the disadvantaged groups
  - b. a specific disadvantaged group

**5 B**

Explain your students that there are some categories of disadvantaged groups and some solutions to their problems. They are expected to match the solutions to the categories. When they finish the activity, ask if there are any volunteers who want to share their answers with the class and let them read their answers aloud.

- 5 B** 1. c  
2. b  
3. a

**5 C**

Ask your students to write a variation of the essay in Part 5 A using the template given. Have them take one or more disadvantaged groups and make them think about their problems and offer solutions. Remind them that they can refer to Part 5 A. The aim of this activity is to make students write an argumentative essay including solutions for disadvantaged people's problems.

**5 C** Students' own answers



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## THEME

## 3

## HUMAN RIGHTS

B. Below are some categories of disadvantaged groups and some solutions to their problems. Match the solutions to the categories.



1. refugees



2. persons with disabilities



3. rural populations

- a. sister town or school systems can be established for support
- b. wheelchair donations for those in need could be planned and free sign language courses can be arranged for better communication with the deaf
- c. sister families can be found to host them temporarily, donation campaigns can be launched, tents can be provided

C. Write a variation of the essay in Part 5 A using the template below. Take one or more disadvantaged group/s. Think about their problems and offer solutions. You can refer to Part 5 A.

The background to the problem

Solutions to the problem

The final opinion

INTRODUCTION	
BODY	
CONCLUSION	

6 A

Explain your students that there are some articles of the Universal Declaration of Human Rights and statements of some human rights' abuses victims. Ask them which article they think is related to each of the statements. They are supposed to write the article number beside each statement. Remind them that more than one option is possible.

## **6 A Suggested Answers:**

Moussa: 2, 4, 5, 13, 14, 15, 19

Jennifer: 17

Joma: 3, 6, 7, 8, 9, 11, 12, 13, 16, 18, 19

Solomon: 1, 6, 7, 18

## HUMAN RIGHTS

## THEME

## 3

6

A. Below are some articles of the Universal Declaration of Human Rights and statements of some human rights' abuses victims. Which article do you think is related to each of the statements? Write the article number beside each statement. More than one option is possible.

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
7. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
8. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
9. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
10. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married and when they are separated.
11. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
12. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
13. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
14. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
15. **The Right to Play.** We all have the right to rest from work and to relax.
16. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
17. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
18. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
19. **No One Can Take Away Your Human Rights.**

- \_\_\_\_\_ **Moussa** We were made to work under very difficult conditions. We hardly had any time to sleep.
- \_\_\_\_\_ **Jennifer** I had invested all my money in this project. Before the album came out, I saw it on the Internet. It was the worst moment of my life.
- \_\_\_\_\_ **Joma** When the war broke out, all the laws and regulations came to an end. There was one rule; do your best to survive.
- \_\_\_\_\_ **Solomon** The governor's child was treated before me, without my permission. It wasn't fair at all.

*THEME QUOTE*

"I AM IN FAVOR OF ANIMAL RIGHTS AS WELL AS HUMAN RIGHTS. THAT IS THE WAY OF A WHOLE HUMAN BEING"

## 6 B

The aim of this activity is to make students distinguish the positive and negative expressions about human rights in a recorded text. Tell them that they will hear some people and in their statements, each has positive and negative expressions related to human rights. They are expected to listen and make a list of their positive and negative expressions as in the example. Playing the tapescript twice will be enough for the students. Then, let them compare their answers for peer correction.

## 6 B Meriam: fair-unfair

Ali : freedom-slavery  
Tom : innocent-guilty

## 7 A

Focus attention on the notes about sentence stress. Remind your students that the most important words for communication in a sentence are stressed. Give the students a few minutes to study these words.

## 7 B

Ask your students to read the sentences and determine the stress of these sentences. If necessary, let them discuss in pairs. Then, play the tapescript once. Have your students listen and check their answers.

7 B	1. television	tel-e-VI-sion	10. technician	tech-NI-cian
	2. themselves	them-SELVES	11. eighty	EIGHT-y
	3. Mr. Thomas	Mr. THOMAS	12. realistic	re-al-IS-tic
	4. ourselves	our-SELVES	13. taboo	ta-BOO
	5. guarantee	guar-an-TEE	14. dining table	DINING-table
	6. bedroom	bed-ROOM	15. democratic	dem-o-CRAT-ic
	7. Carnegie Hall	Carnegie HALL	16. concentration	con-cen-TRA-tion
	8. policeman	POLICE-man	17. bamboo	bam-BOO
	9. one hundred	ONE hund-red	18. greenhouse	GREEN-house



## TEACHER'S NOTES



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## THEME

## 3

## HUMAN RIGHTS

B. You will hear some people. In their statements, each has positive and negative expressions related to human rights. Listen and make a list of their positive and negative expressions as in the example. Then, compare your answers. Tapescript 3.2

People	Positive Expressions	Negative Expressions
E.g. Judy	equal	discrimination
Meriam		
Ali		
Tom		

## 7

A. Study and listen to the notes. Tapescript 3.3

Numbers, a multiple of ten, have stress on the first syllable.	ten, sixty	TEN, SIX-ty
Reflexive pronouns have stress on the second syllable.	myself, herself	my-SELF, her-SELF
Proper nouns have stress on the second word.	South Africa, Mrs. Jackson	South AFRICA, Mrs. JACKSON
Compound nouns have the most stress on the stressed syllable of the first word.	football, seafood	FOOT-ball, SEA-food
The words ending in '-tion, -sion, -cian, -ic' have usually stress on the second-last syllable.	education, economic	e-du-CA-tion, e-co-NO-mic
The words ending in '-ee and -oo' have usually stress on the last syllable.	employee, shampoo	emp-loy-EE, shamp-OO
The words ending in '-cy, -ty, -phy, -gy and -al' have usually stress on the third-last syllable.	democracy, critical	de-MOC-ra-cy, CRI-ti-cal

B. Read and determine the stress patterns of the words. Then, listen and check. Tapescript 3.4

- |                  |       |                   |       |
|------------------|-------|-------------------|-------|
| 1. television    | _____ | 10. technician    | _____ |
| 2. themselves    | _____ | 11. eighty        | _____ |
| 3. Mr. Thomas    | _____ | 12. realistic     | _____ |
| 4. ourselves     | _____ | 13. taboo         | _____ |
| 5. guarantee     | _____ | 14. dining table  | _____ |
| 6. bedroom       | _____ | 15. democratic    | _____ |
| 7. Carnegie Hall | _____ | 16. concentration | _____ |
| 8. policeman     | _____ | 17. bamboo        | _____ |
| 9. one hundred   | _____ | 18. greenhouse    | _____ |

**1****A. Look at the pictures and write what they are associated with.**

freedom

equality

justice

peace

①

E.g. freedom

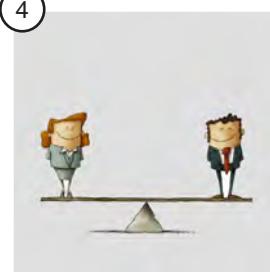
②

justice

③

peace

④

equality**B. Read the short stories below and find which of the human rights above they violate. More than one option is possible.**

④ I loved my grandparents so much but I had bad memories with them. Whenever we came together with my cousins at their home, they behaved differently towards my elderly cousin. They used to hug and kiss him much. Once I saw them while giving him some pocket money in a hidden place with whispers.

① I was living in a small village where girls  
 (4) weren't allowed to go out of the house. We  
 2 were supposed to help our mothers all the time. It was so boring to be home all the time.

④ When I started to work in the factory, I recognized that there were only few women workers and I was among those.

③ My country was a battlefield when I left there. There were bombs everywhere and nights. We were starving as we couldn't go out to buy anything.

③ My last neighborhood was totally a hell. Everybody was cross with each other. When I spoke to one of them, the other one got angry with me and this time, they became cross with me. This was so annoying and I immediately moved to another neighborhood in a month.

**C. Reread the short stories in Part 1 B and answer the questions.**

1. Have you experienced such kind of human rights violations?

Students' own answers

2. If so, what kind of violations have you witnessed or experienced?

Students' own answers

2

**A. Look at the words in the box and match them to their meanings. Use your dictionaries if necessary.**

a. inequality

b. deprive

c. refugee

d. conscience

e. disadvantaged

f. racism

g. paralyzed

h. abuse

1. A person's moral sense of right and wrong viewed as acting as a guide to one's behavior.
2. (of a person or area) in unfavorable circumstances, especially with regard to financial or social opportunities.
3. Prevent (a person or place) from having or using something.
4. Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
5. A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
6. (of a person or part of the body) partly or wholly incapable of movement; disabled.
7. Difference in size, degree, circumstances, etc.; lack of equality.
8. Use (something) to bad effect or for a bad purpose; misuse.

a	b	c	d	e	f	g	h
7	3	5	1	2	4	6	8

**B. Read the sentences and fill in the blanks with an appropriate word from Part 2 A.**

**E.g.** If you compare a violent society with a relatively peaceful one, the single biggest difference is income inequality.

1. People donate items of furniture to the society who then distributes them to disadvantaged families.
2. As a refugee, he can be deported only if he is a danger to national security or to the community.
3. In June, 2013, a stroke turned his active 58-year-old father speechless and paralyzed.
4. My mother was deprived of an education while my uncles were sent to school.
5. Black people are imprisoned at five times the rate of white due to racism.
6. He has grossly misused his position and abused his authority.
7. There were people who had obviously suppressed their conscience for the rest of their lives after their actions.

3

**A. Look at the photos of Sandra and write down what she can do as a disabled woman.**

She can take photos.



She can play computer games.



She can cook.

**B. Look at her photos again and think about her life. Tick the correct sentences for her.**

- She is miserable.
- She is at peace with herself.
- She can do whatever she wants.
- She lives as she wishes.
- She always needs somebody in her actions.
- She has developed a great level of self-acceptance.

**C. Take a quick look at the text and check your answers.**

I remember two incidents from my early school days that prompted me at an early age to campaign for the rights of children and young people with disabilities. In one instance, a mainstream school I was about

to start sent letters to the parents informing them that Todd, who uses a wheelchair, would be arriving and if they didn't want their children in the same class they could be moved to an alternative. In another incident, a pupil was given a cash prize for being my friend.



Both events are still unsettling to think about, but particularly the latter because it associated disability with pity. The thing that distressed me most, and still distresses me today, is that they gave a monetary prize to one of the friends that I'd made – for being my friend – in front of the entire school. To give someone a prize and basically money to be my friend is possibly the worst message you could ever put out.

I'm, now 35, and the chair of a society in New York. This society supports disabled people and the organizations they lead. Last month, I delivered a barnstorming speech at the annual European Day of Persons with Disabilities conference in Brussels where I reminded the delegates - many of them were young people with disabilities- that exclusion, loneliness and isolation was the reality for many.

To me, what you insistently want when you are growing up is to fit in, and when you are constantly being told that you don't fit, there are two ways you can react. "One is to take it all on board and end up hating yourself, and the other one is to fight against it."

There have been massive obstacles, but one of the things that upsets me most about hearing children and young people's experiences today is that a lot of the things that I experienced are still happening. I hear stories of young people who aren't even allowed out even during break times because there are fears that they might be bullied or that something bad might happen to them because there aren't enough staff members to accompany them, so some people think that the only option is to keep all the disabled in a room together but actually, it is not.

Like many other disabled people, I have noticed a negative change in public attitudes towards us since welfare reforms began being rolled out. I occasionally get shouted at in the street, I recall an incident on a bus when a woman berated me for being in an accessible space when she had to fold her baby's pushchair to make a room for my wheelchair.

Now, I am on the board of numerous rights-based groups in the UK and Europe, their youth networks. And I still don't understand why more people haven't been up in arms about these kinds of organizations and societies. It doesn't matter how you approach the issue, there is a clear need for help and assistance. First, we should be aware that thinking disabled people as part of society is not a 'nice' thing that we're doing. It is a basic human right and it enriches the whole society.



The biggest misconception about disability is that it inevitably means a worse quality of life. On the contrary to the common view, I actually have an amazing life. My disability and my impairment have opened up the world to me in a way that I really think people underestimate.

To me, the biggest act of rebellion I can engage in my life is existing in the world and living life the way I want to live alongside my peers, non-disabled and disabled. But first, it is clear that we should take prompt action about bringing down the barriers that exist for disabled people.

#### D. Read the text and answer the questions.

1. Which of the two incidents Sandra experienced in her school life struck her the most?  
[Giving her friend a prize to be her friend struck her the most.](#)
2. What is the reality for the disabled according to Sandra?  
[Exclusion, loneliness and isolation is the reality for the disabled.](#)
3. What are the two ways that a disabled person react while trying to fit in a society?  
[One is to take it all on board and end up hating yourself, and the other one is to fight it.](#)
4. What do people think about disabled people being part of society, according to Sandra?  
[Disabled people being part of society is not a 'nice' thing we're doing. It is a basic human right and it enriches the whole society.](#)
5. What is the biggest rebellion of Sandra?  
[Existing in the mainstream world and living life like she wanted to live it alongside her peers, non-disabled and disabled.](#)
6. Write down three obstacles that the disabled comes face to face while living in a society from the text.  
[Fear of being bullied, negative change in public attitudes, constantly being told that you don't fit.](#)
7. Write three suggestions to make life easier for the disabled.  
[Audio books should be read for the blind. / Subtitled TV series should be more common for the deaf. / Lessons and exams should be provided on the first floor of school buildings for the walking disabled.](#)

**4****A. Look at the pictures and match the given problems to the correct pictures.**

1. behaving badly towards the elderly  
 2. income inequality  
 3. domestic violence  
 4. being physically abusive towards women  
 5. gender difference  
 6. behaving badly towards animals

**B. Read the rules and suggestions given below. Then, match them to the related problem in Part 4 A. More than one option is possible.**

- a. Everybody should respect the elderly.
- b. Every child has the right to be loved and respected.
- c. Every government should do their best to prevent the unfair distribution of income.
- d. Everyone deserves equal rights.
- e. Everybody has the duty of protecting the animal rights.
- f. Animals have right to live as well as humans on earth.
- g. Men shouldn't use brute force against women.
- h. Every workplace must give the equal chance for women to work as well as men.
- i. Every parent should recognize the children's rights all over the world.
- j. Every government should supervise the sheltered housing organizations regularly.
- k. Every government should do its best to prevent the violation of human rights.

Problems	Suggestions
1	a, d, j, k
2	c, d, k
3	b, d, i, k
4	d, g, k
5	d, h, k
6	d, e, f, k

**C. Now write down two more suggestions to the problems in Part 4 A.**

Men should try to understand women.

People shouldn't behave badly to the old.

# COMING SOON

THEME

4



## FUNCTIONS

- Making predictions
- Expressing degrees of certainty and uncertainty
- Receiving instructions about cyber games



**1 A**

Ask your students to look at the question. Give them a suitable amount of time to think about it and let the volunteer students share their ideas with the class. It's important to involve all of the students in the discussion.

**1 A** Students' own answers

**1 B**

Ask your students whether they have heard of or witnessed a cyber crime or not. Give your students some time to think about the question and practise what they would like to say. Monitor them and if necessary, help them with vocabulary. Motivate them to share their answers with the class.

**1 B** Students' own answers

**1 C**

Let your students read the text and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. When it's done, check the answers.

- 1 C**
1. Malware is a software designed to stop a computer's normal functioning.
  2. A phisher can access the victim's personal information with phishing websites which can mimic a legitimate website.
  3. We should be suspicious of a spam e-mail because identity theft scams may come in the form of a spam e-mail.
  4. You can contact the police in case of noticing a cyber crime.

**TEACHER'S NOTES**

**1****A. Do you think you are safe online?****B. Have you ever heard of or witnessed a cyber crime?****C. Read the text and answer the questions.**

There is a Turkish saying which goes "There is no rose without a thorn" to emphasize that sometimes you have to take the bitter with the sweet. This is the same for the cyber world. While enjoying the advantages of cyber tools, you may be under serious threats. Just like the criminals in everyday life, cyber world has created its own criminals who are called hackers, cyber criminals and cybercrooks. Their culprits are sophisticated malware (malicious+ware), which are software designed to stop a computer's normal functioning.



Some of the popular cyber crimes are phishing, identity theft, online harassment and invasion of privacy. There are phishing websites which can mimic a legitimate website. The computer user is not suspicious of anything and if s/he has entered any personal information such as home address, citizenship number, social security number or

banking passwords, it is far too late. A phisher's already gotten them. Thanks to a phishing filter, you can eliminate this threat.

**1 D**

Put your students into groups. Let them read the text again and fill in the lists with expressions or jargon related to cyber crimes and rights from the text. Give them a suitable amount of time to scan the text. Don't forget to make an oral check for the answers when they complete the activity.

**1 D** List of the words used for cyber criminals: cybercrooks, phisher,

List of the cyber crimes: identity theft, online harassment, invasion of privacy

List of the malicious actions: gain access to your credit card or banking account information, do shopping in your name, hack into a person's computer, read their e-mails or monitor online activities.

List of the rights: file a report, go straight to court, report the crimes to the admin or developer.

**TEACHER'S NOTES**

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## COMING SOON

## THEME

## 4



Identity theft is another major crime. Identity theft scams may come in the form of a spam e-mail, website or even an online pop-up survey. Cybercrooks who may have gained access to your credit card or banking account information, may do shopping in your name and you may suddenly face a huge credit card debt. Monitor your accounts frequently and in case of a suspicious activity, report it to authorities at once.

Invasion of privacy is also a very serious threat. This includes hacking into someone's computer, reading their e-mails or monitoring online activities.

The good thing about the above cases is that they are all preventable by taking the steps timely and downloading or buying anti-spyware or anti-virus programs. Like in any specific crime in everyday life, you can contact the police and file a report. You can go straight to court as well. Reporting these crimes to the admin or developer is another right. There are units to pursue these cases. You have rights and use them when necessary.

1. What is a malware?

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2. How can a phisher access the victim's personal information?

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3. Why should you be suspicious of a spam e-mail?

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4. What should you do in case of noticing a cyber crime?

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**D. Work in groups. Fill in the lists with expressions/jargon related to cyber crimes and rights from the text.**

List of the words used for cyber criminals	List of the cyber crimes	List of the malicious actions	List of the rights
- hacker	- phishing	- mimic a legitimate website	- contact the police

**2 A**

Ask your students to look at the question and answer whether they know or play any cyber games that teach them something. Monitor them and if necessary, help them with vocabulary in English. Motivate them to share their answers with the class.

**2 A** Students' own answers

**2 B**

Tell your students that they are going to read a text about cyber games. Ask them to read the text and find out in what way the cyber game mentioned can be of help. Give them five minutes for the activity. When it's done, choose some volunteers to share their answers.

**2 B** Cyber games can be used with various beneficial purposes such as teaching, improving imagination.

**2 C**

Have your students read the text again and answer the following questions. Set a time limit of 5-6 minutes for the students to read it. Make an oral check for the answers when the activity is completed.

**2 C**

1. No, they don't.
2. The desired contribution of Coleaver is to help with vocabulary learning in English.
3. The advantage to win the game is to get an assistant that takes him/ her to the letters through the shortest routes, things become much easier.
4. The magic password is to get out of the maze.

**2 D**

The aim of this activity is to make students reorder the scrambled steps of a cyber game in a text. Explain your students that the bold parts of the steps of the game Coleaver are embedded in the text. Let them work in groups and put the steps into the correct order.

- 2 D** 2  
3  
5  
7  
8  
9  
4  
1  
6

2

**A. Do you know or play any cyber games that teach you something?**

**B. Read the text and find out in what way the cyber game mentioned can be of help.**

Some cyber games may be infamous for their negative impacts such as addiction and causing misconceptions but not all are the same. There are cyber games with various beneficial purposes such as teaching, improving imagination, etc. Coleaver is a game that can help with vocabulary learning in English. It is aimed at children aged 7 to 10. You need at least two players. The players **choose an avatar** that is trapped in a maze. The exit door opens with a different magic password each time. When players start the game, their avatars run around to **collect the letters** of the magic password. The player to **create the magic password** first is allowed to **get out of the maze**. If a player can manage to **get the assistant** that takes him/her to the letters through the shortest routes, things become much easier. But in order to deserve the assistant, a player has to **type in the answers to the 5 questions asked at the beginning of the game correctly and faster** than the other player. If there are no 5 correct answers by either player, the one with the highest number of correct answers is given the assistant and thus holds the advantage. You can **access the web page of the game** with the same name. Before getting started, you have to **create an account and log in**.



**C. Answer the following questions.**

1. Do all cyber games have similar purposes? \_\_\_\_\_
2. What is the desired contribution of Coleaver? \_\_\_\_\_
3. What is the advantage to win the game? \_\_\_\_\_
4. What is the magic password for? \_\_\_\_\_

**D. The bold parts of the steps of the game Coleaver are embedded in the text. Work in groups and put them into the correct order.**

- create an account
- log in
- get the assistant
- collect the letters
- create the magic password
- get out of the maze
- type in the answers to the 5 questions correctly and faster
- access the web page of the game
- choose an avatar

**2 E**

Tell your students that the text also has the scenario of the game Coleaver. Have them complete the list related to the components of the scenario. Give them some time for the activity and check the answers.

**2 E** Characters: an assistant to get help from

Setting : the exit door

Purpose : to collect the letters of the magic password.

to create the magic password

to deserve the assistant

to answer the 5 questions asked at the beginning of the game correctly and faster than the other player.

Main actions of the game:

- collect letters

- get assistant

- create the password to open the door

**2 F**

The aim of this activity is to make students prepare a slide show to introduce the game. Ask them to imagine that they have designed a cyber game and they are trying to sell it to a company. Remind them to use the slide frames with instructions on. For the scenario part, ask them to include the characters, setting, purpose, main actions, etc.

**2 F** Students' own answers

**TEACHER'S NOTES**

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## COMING SOON

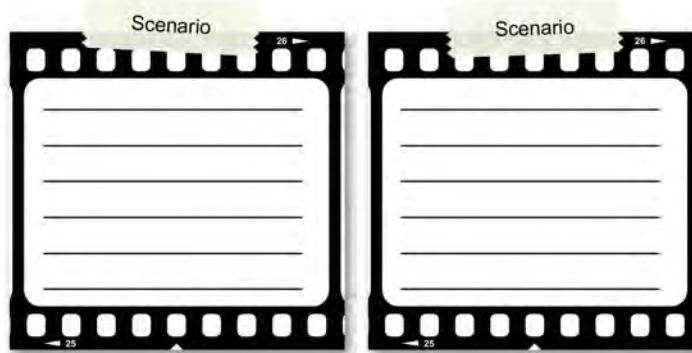
## THEME

## 4

E. The text also has the scenario of the game Coleaver. Complete the list related to the components of the scenario.

Characters	Setting	Purpose	Main actions of the game
- trapped avatars in a maze	- a locked maze	- to get out of the maze	- answer the questions

F. Imagine that you have designed a cyber game and are trying to sell it to a company. Use the slide frames with headings on and prepare a slide show to introduce the game. For the scenario part, include the characters, setting, purpose, main actions, etc.



## 3 A

Have your students discuss the positive and negative effects of cyber games and then, jot down some notes. Set a time limit of 5 minutes for the students to practise what they want to say.

3 A Students' own answers

## 3 B

Explain your students that they are supposed to watch and take notes about positive and negative effects of cyber games. Then, let them compare their notes with the notes based on the video. Play the video once and have them do the activity. If necessary, play the video again and give them a suitable amount of time to complete the task. Don't forget to check the answers.

**3 B Positive Effects:** Some games have teaching purposes.

They can help with cognitive functions: They may change the brain structure, help with concentration, boost hand and eye coordination help to improve quick thinking, decision making skills.

**Negative Effects:** Some children try to move and act like super heroes and heroines and get seriously injured. Distraction from school life, muscular and skeletal disorders, poor academic performance, social isolation, aggressive behavior are some of them.

## 3 C

Ask them to watch the same video with some missing parts in the record and let them participate in the dialogue to maintain the dialogue as James or Joan using the expressions in the box.

- 3 C 1. Do you mean they are useful?
2. I can't quite understand what you say.
3. You hit the nail on the head.
4. Some children try to move and act like superheroes and heroines and get seriously injured.
5. That doesn't seem to be a problem.
6. I don't see any point in playing such a game.

## 4 A

Tell your students that the length of the lines in the below diagram shows the progress human beings made. Ask them how they would interpret the speed of change according to the diagram. Set a time limit of 5 minutes for the students to practise what they want to say.

4 A Students' own answers

## 4 B

Ask your students to what extent we can predict the future. Give them a few minutes to read and think about the question and practise what they would like to say. Then, ask if there are any volunteers and try to motivate them to express their opinions.

4 B Students' own answers

## 4 C

Ask your students to read the passage and discuss the predictions and plans. Give your students a suitable amount of time to think about it and make sure that all the students are involved in the discussion as this is a good opportunity for them to develop speaking skills.

4 C Students' own answers

3

A. Discuss the positive and negative effects of cyber games and jot down some notes.

B. Watch the video and take notes about positive and negative effects of cyber games. Then, compare your notes with the notes based on the listening. Video 4.1

Positive Effects

Negative Effects

C. You will watch the same video again with some parts undubbed. These undubbed parts are for you to participate in the debate by using the statements below. Video 4.2

1. Do you mean they are useful?
2. I can't quite understand what you say.
3. You hit the nail on the head.
4. Some children try to move and act like superheroes and heroines and get seriously injured.
5. That doesn't seem to be a problem.
6. I don't see any point in playing such a game.

4

A. The length of the lines in the below diagram shows the progress human beings made. How would you interpret the speed of change according to the diagram?



B. To what extent can we predict the future? Discuss with friends.

C. Read the passage and discuss the predictions and plans.

Predicting the future has always been one of the top issues for human beings but it is getting even more difficult because today's changes are exponential, which makes them almost impossible to follow. In other words, if we are at 4 today, the next step is normally 5 but changes occur so fast that it is not 5 but 8. Therefore, if you predict something about the future depending on today's data, you are most likely to be mistaken. Only 20 years ago, many people opened CD/DVD rental centers as they believed this would earn them a lot. But it took this business about 15 years to become extinct. "In the car industry, it used to take 5 years for the next car and it cut down to 2 years and now it's 17 months for the next edition of the car to come out. Everything is getting shorter and shorter," says futurist Gerd Leonhard and adds "The world is speeding up like an express train." Therefore, the future is, to an extent, predictable but more of an imaginary world. Here are some predictions by some futurists. They agree on some points while there are points where they disagree.

**4 D**

The aim of this activity is to make students talk about predictions and plans. Explain your students that the text gives examples of predictions and plans for the future. They are expected to share their predictions and plans with their friends and cover as many fields as possible. Remind them to include predictions and plans for education, jobs, technology, environment, transportation, social life, etc.

**4 D** Students' own answers

**4 E**

Have your students describe the imaginary future in their mind in a detailed way in a paragraph in the light of the sentences they have heard from their classmates and their own predictions. Remind them that the questions given may be of help. The aim of this activity is to make students write detailed descriptions of an imaginary future.

**4 E** Students' own answers

**TEACHER'S NOTES**

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## COMING SOON

## THEME

## 4

- A majority of your income will come from products and services that do not even exist today.
- I believe, our children will do the jobs that do not exist today.
- I guess, people will completely turn to smart technologies and this will help cope with global warming.
- I imagine that factories without human workers will produce much more.
- Apparently, cars of the future will have less harmful emissions and they will all be eco-friendly.
- Jobs that are related to information technologies will be more popular.
- The role of the teacher will change.
- Robot teachers will be more active.
- Cloud technologies will be in the center of life.
- People will have more time to spend together as robots will do most of the work.
- There won't be any environmental problems in the future.
- Self-driven cars will help us a lot in everyday life.
- Organic farmers will make a fortune.

As the saying goes "future is female", we can hardly come up with correct predictions for most of the time. However, there are those making plans, at least, for the predictable part of the imaginary world.

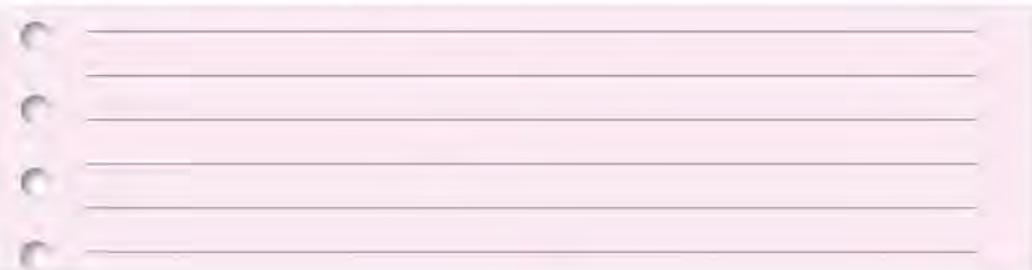
- Luxembourg is going to introduce automatic money transfer as a safety measure.
- Some EU countries are going to focus on teaching 21<sup>st</sup> century skills rather than knowledge based content.
- Some municipalities are going to invest more in new forms of transportation.
- Some governments are going to ban GMO (genetically modified organism) foods.

Do you have your personal plans for the imaginary future?

**D. The text gives examples of predictions and plans for the future. Now, share your predictions and plans with your friends. Cover as many fields as possible. Try to include predictions and plans for education, jobs, technology, environment, transportation, social life, etc.**

**E. Now, in the light of the sentences you've heard from your classmates and your own predictions, describe the imaginary future in your mind in a detailed way in a paragraph. The questions below may be of help.**

1. What will everyday life be like?
2. Will schools be the same as those today?
3. How will smart technologies impact life?
4. What (kind of) jobs will become more popular?
5. How will people socialize?
6. What kind of advances are likely to take place in medicine, media, education, travel?
7. What forms of energy will be used most?
8. Will robot doctors become a reality?



## 5

The aim of this activity is to make students match the topics to recorded passages corresponding to virtual reality and imaginary world. Let them listen to the recorded passages and match them to the topics given. They are expected to write the number of the record by each topic title in the box.

- 5 4
- 1
- 2
- 5
- 3

## 6 A

Focus attention on the reduced forms of "will" and "will not" and play the tapescript once. Give the students a few minutes to study the sentences. If necessary, play the tapescript again and let them practise. The aim of this study is to make students notice and use reduced forms.

## 6 B

Put your students into pairs and ask them to practise the sentences. Remind them to take a look at the example and if necessary, add some more examples. Give them five minutes for the activity. When it's done, choose some volunteers among the students and let them practise their sentences.

- 6 B
- 1. When'll you leave?
  - 2. I won't see her./ I'll not see her.
  - 3. Who'll go by train?
  - 4. Bob won't be at home./ Bob'll not be at home.
  - 5. I'm afraid it'll rain.

TEACHER'S NOTES

## THEME

## 4

## COMING SOON

**5**

Listen to the recorded passages about virtual reality and imaginary world and match them to the topics given below. Write the number of the record by each topic title in the box.

Tapescript 4.1

- Definition of virtual reality
- Benefits of virtual reality
- Actors of the imaginary world
- Sectors using virtual reality
- Decisions in the future

**6**

A. Listen and notice the reduced forms of *will* and *will not*. Then, practise them. Tapescript 4.2

## Full Forms

What will you have?  
 I will have the steak, please.  
 She will come to our party tomorrow.  
 Who will go?  
 Tom will cry.  
 I will not be at the school tomorrow.  
 She will not cycle to work.  
 We will not listen to the radio.

## Reduced Forms

What'll you have?  
 I'll have the steak, please.  
 She'll come to our party tomorrow.  
 Who'll go?  
 Tom'll cry.  
 I won't be at the school tomorrow.  
 She won't cycle to work.  
 We won't listen to the radio.

B. Work in pairs. Practise the sentences as in the examples. You can add some more examples, if necessary.

E.g.      You : I will come soon.  
 Your friend : I'll come soon.

Your friend : Where will we meet?  
 You : Where'll we meet?

1. When will you leave?
2. I will not see her.
3. Who will go by train?
4. Bob will not be at home.
5. I am afraid it will rain.

THEME QUOTE

"THE PAST  
CANNOT BE  
CHANGED. THE  
FUTURE IS YET  
IN YOUR POWER"

1

## A. Read the dialogue and answer the questions.

**Nancy** Do you ever worry about what the world will be like when our grandchildren grow up?

**Jess** Come on! We haven't had our baby, yet. I cannot worry about my grandchildren.

**Nancy** I know, but I am worried about having a baby. What will the world be like when she grows up? Look at the news bulletin. Don't they make you worry about what will happen in the future?

**Jess** Well, of course things are going to change a lot in the next fifty years, even in the next twenty but...

**Nancy** I know and I'm getting worried. Everyone says global warming is a fact. Scientists say that it is going to get warmer. It's going to be a very different world for our children and grandchildren.

**Jess** Look, Nancy, it is no use worrying. Not all scientists think the same...

**Nancy** Yes, I know but I can't help worrying! They say temperatures will rise by up to 4 °C before the end of the century.

Jess, this is the world our daughter is going to grow up in.

**Jess** Nancy, you have to be at ease, you're having a baby soon and I don't...

**Nancy** I can't help being worried. If the Arctic ice melts, there'll be floods and polar bears will have nowhere to live.

**Jess** Come on, Nancy. Listen to me now, they also say humans are clever enough to cope with this. We'll do our bit and we'll bring up our baby to do the same. Every little helps ...

**Nancy** OK, but maybe it won't help. It may be too late already.



1. What is Nancy worried about? She is worried about her child's future.
2. What makes her wonder? Having a baby makes her wonder.
3. What do scientists say about the future? They say that it definitely will get warmer.
4. What examples of global warming does Nancy mention? Temperatures will rise by up to 4 °C before the end of the century, Arctic ice will melt and polar bears will have nowhere to live.
5. How does Jess try to reassure Nancy? What does he say? He says that humans are clever enough to cope with global warming. They'll do their bit and they'll bring up their baby to do the same.

## B. Reread the dialogue and write down the sentences that express predictions.

Do you ever worry about what the world will be like ...?

What will the world be like ...?

What will happen in the future?

It will get warmer.

Temperatures will rise by up to 4 °C.

There'll be floods and the polar bears will have nowhere to live.

We'll do our bit and we'll bring up our baby...

It won't help.

2

**A. Fill in the blanks with *will/won't* to create meaningful sentences.**

1. Sue and Jane won't let you come with her because they don't like her at all.
2. I will/ won't cross the ocean for you.
3. I won't study tonight because my exams are over.
4. I won't go to the States. I want to go to the UK.
5. **William** : Will you be at home this afternoon?  
**Richard** : No, I won't. I have a meeting at 4 o'clock.
6. Jim won't go to school tomorrow. He's ill.
7. If my parents give me some money, I will buy a new pair of shoes.
8. If you eat too much, you will put on weight.
9. Don't stay out too late or you will be tired tomorrow morning.
10. I don't think she will pass the exam. She isn't good at Maths.
11. You may as well go home now, I will be back for hours.
12. Go to bed now and you will feel better tomorrow.
13. It's John's birthday next month. He will be 18.
14. My parents are on holiday for two weeks so they won't be at home tomorrow.
15. If the weather is OK, your plane will leave on time.

**B. Answer the questions using the words in brackets.**

**E.g.** Where do you think Agatha will go? (expect/ Paris) I expect she will go to Paris.

1. When do you think Thomas will come? (expect/ today) I expect he will come today.
2. What do you think Laura will say? (probably/ nothing) She will probably say nothing.
3. Do you think you will love him? (think/ love) I think I will love him.
4. How do you think Sandra will go back? (probably/ by bus) She will probably go back by bus.
5. Where do you think they will live when they get married? (think/ Japan) I think they will live in Japan.

**C. Complete the sentences *will/ won't* + a suitable verb.**

**E.g.** I'm hungry now. I will eat something.

1. I'm too tired. I will get a taxi.
2. I have to phone Jack but it's too late. I will call him in the morning.
3. Jim is ill. He won't go (not) to school tomorrow.
4. My room is so untidy. I will tidy up it.
5. I've left the window open. I will close it.
6. I feel very sleepy. I won't go (not) out tonight.
7. Those suitcases look heavy. I will help you with them.
8. I won't tell (not) Carol what you said. I promise.
9. It's Gigi's birthday tomorrow. She will turn 21.
10. They won't go (not) to France, they will go to Turkey.

3

**A. Read the sentences below and write when you are going to do something as in the example.****E.g.** Have you eaten anything? (after school)Not yet. I am going to eat something after school.

1. Have you done your homework? (tonight) Not yet. I am going to do my homework tonight.
2. Have you cleaned your room? (soon) Not yet. I am going to clean it soon.
3. Have you fixed your car? (tomorrow) Not yet. I am going to fix it tomorrow.
4. Have you phoned Bella? (after dinner) Not yet. I am going to phone her after dinner.
5. Have you travelled to England? (next month) Not yet. I am going to travel to England next month.

**B. Read the dialogue extracts below and fill in the blanks with *will/be going to*.****E.g.** Craig: So you will get married.David: That's right. On June 8<sup>th</sup>.

Craig: Congratulations.

1. **Julia** Are you coming to the cinema with us?  
**Clara** Yes, and I guess, I will take Linda with me.
2. **Judy** My son didn't study hard for his exam.  
**Karen** So, he isn't going to pass the exam.
3. **Christopher** What are our vacation plans dad?  
**Father** We are going to spend two weeks in Marmaris.
4. **Helen** It is too late to phone now, Tom.  
**Tom** Don't worry. I suppose, I will phone him tomorrow.
5. **Scarlett** It's cloudy today.  
**Joseph** Yes. I think, it will rain.
6. **Karen** Are you enjoying your study?  
**Kevin** No, I'm not. I am going to change my topic.
7. **Nancy** What are you going to do Friday night?  
**John** Well, I haven't decided yet. I think, I will visit my grannies.
8. **Jenny** Why are you filling that bucket with water?  
**Sam** I am going to wash my car.

**C. Complete these sentences using *will/be going to*.****E.g.** Do you think flying cars will become popular?

1. I think, Turkey will win the next World Cup.
2. Hurry up, the bus is at the bus stop. We are going to miss it.
3. Look, Gözde looks pale. Do you think she is going to be sick?
4. I guess, there will be cars running on different source of energy in the future.
5. Next century will be very hi-tech, I believe.
6. I think, air pollution will decrease due to the usage of bio energy until 2030.

4

**A. Read the text and answer the questions.****Are We Aware of Cyber Threats?**

**Cyber** crime is one of the biggest threats to people nowadays. With organizations becoming more and more technology dependent, experiencing an increase of 22% in cyber crime cases in a year is not surprising.

Your home is filled with many valuable items but your computer and email account definitely contain crucial personal information, important work documents, and even your passwords. You can lock the door and keep danger away from your houses to some extent but what about your PCs or laptops? Can you take the necessary precautions to keep your personal information safe?

There are various threats under the title of cyber crimes. Take phishing for the first instance. It involves **tricking** a computer user into performing some risky action that **undermines** all their previous security precautions. Secondly, keylogging... you might be sent an **innocuous** e-mail, even one that looks like it has come from an organization or individual you trust. These e-mails contain links or attachments that, when clicked on, cause **malicious** code to be downloaded. It could be designed to sit quietly on your computer and steal passwords or banking logins. Thirdly, ransoming... You might receive an e-mail that actually locks your machine down and demand a **ransom** payment before returning access to you. And, this list can be extended.

We know that many people aren't aware of these threats or the means to block them. There are, however, practical ways in which you can support your digital security. In general, those who already have a strict, security-minded approach online are those who work in cyber-security professionally. Most professionals strongly agree that the level of security that we put into our computer networks at home would rival that of many cyber security agencies. Here are some ideas for home security practices.

Having a "passive tap", a special device set up to monitor all traffic leaving home network or coming into it via the public Internet can be listed as the first precaution. Secondly, people use a separate device when they want to check their bank account online. If your regular computer or phone is

hacked, at least your money won't be at risk. Or, how about doing regular **backups** and keeping the external hard drive disconnected from your computer? That way, even if your whole machine gets encoded because of a ransom-ware, your files will still be accessible.

Never be one hundred percent sure that the device connecting to the Internet in your home is so safe. There are thousands, if not more, of web cams insecurely connected to the Internet because no default security was included in the product. The result is that interior views of people's homes and offices are available to view online, almost certainly without the device owners realizing. So, it is time to **undergo** a thorough review of your current cyber security procedures, identifying any vulnerabilities. With the rise of the "Internet of Things", it's no longer enough to secure laptops and smart phones – you need to consider anything with Internet capabilities.



1. Do people consider the disadvantages of being hacked seriously?

No, they don't take it serious.

2. What are the listed types of cyber crimes in the text?

Phishing, ransoming, key-logging.

3. How many practical ways of reassuring digital security are listed in the text?

Three.

4. Which precaution is more applicable to you?

Student's own answer.

**B. Reread the text and guess the meanings of the words in bold. Then, match them to their definitions.**

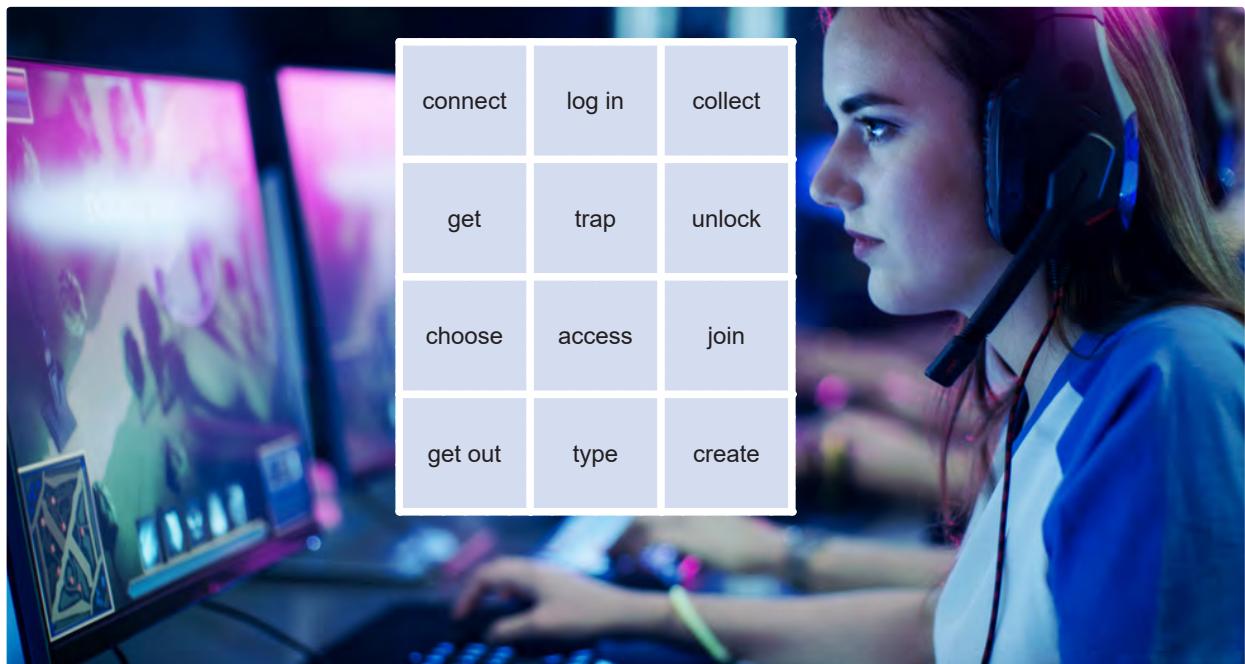
- Lessen the effectiveness or power.
- Deceive or outwit.
- Experience or be subjected to.
- A sum of money demanded or paid for the release of a captive.
- Relating to computers, information technology, and virtual reality.
- Intending or intended to do harm.
- A copy of a file or other item of data made in case the original is lost or damaged.

- |          |           |
|----------|-----------|
| <b>e</b> | cyber     |
| <b>b</b> | trick     |
| <b>a</b> | undermine |
| <b>f</b> | malicious |
| <b>d</b> | ransom    |
| <b>c</b> | undergo   |
| <b>g</b> | backup    |

**5**

Think about your favorite cyber game. Then, compose a cyber game scenario by using some of the verbs in the box.

connect	log in	collect
get	trap	unlock
choose	access	join
get out	type	create



Students' own answers




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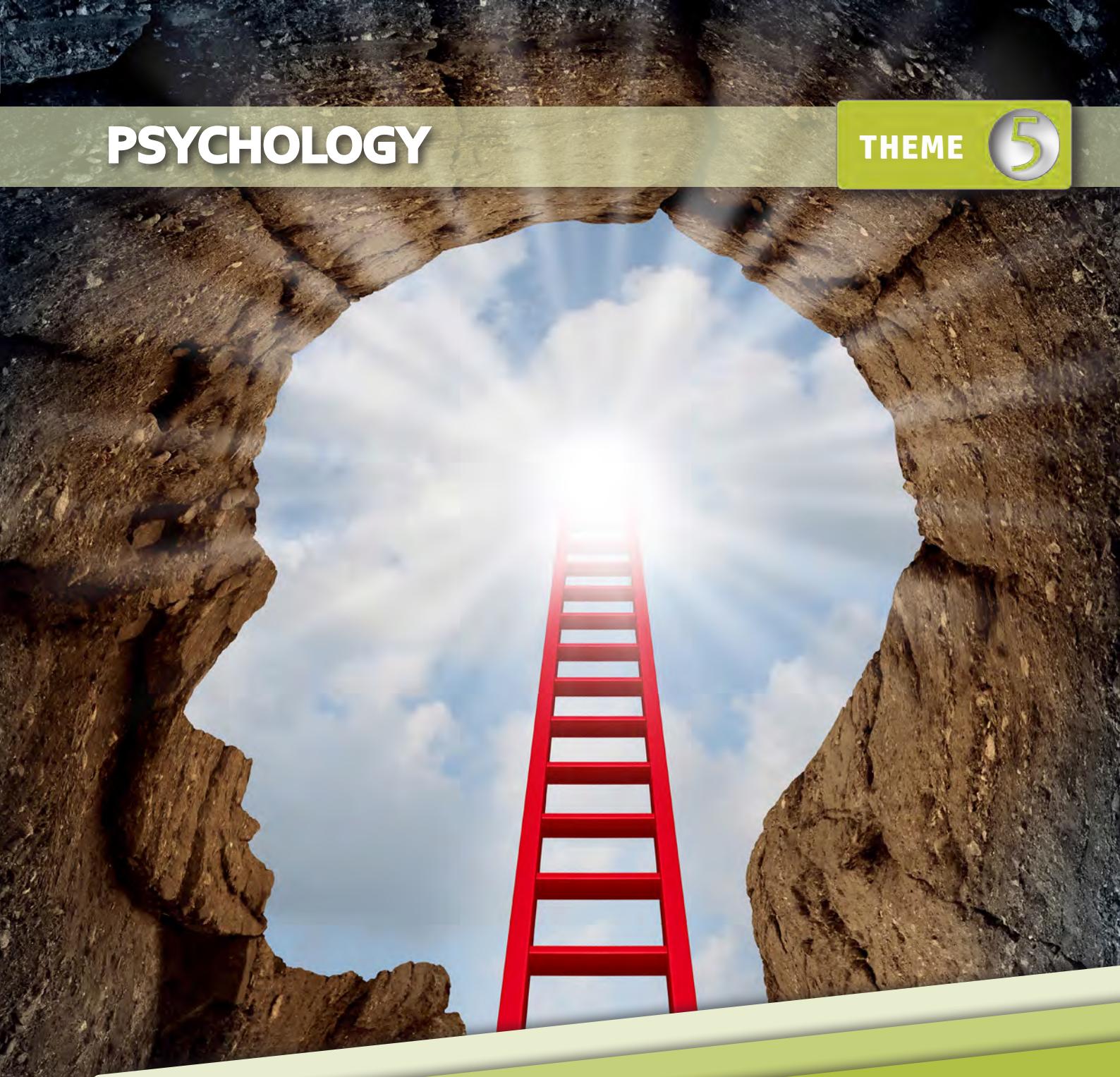

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## FUNCTIONS

- Describing mood
- Making suggestions to change negative mood
- Following and giving instructions



## 1 A

Explain your students that this activity is related to vocabulary and ask them a few questions to help them get prepared for the task.

E.g. What impacts your mood mostly?

How do you feel when you get good or bad news, in the morning, before an exam, etc.?

Put students into groups of 3 or 4 and ask them to classify the adjectives related to moods and mood tones as positive or negative. Give them a suitable amount of time to discuss and complete the task. Let them use their dictionaries, if necessary.

**1 A Positive:** hopeful, amused, calm, approving, empathetic, joyful, sincere, excited, humorous

**Negative:** desperate, shocked, depressed, blunt, upset, nervous, disrespectful, miserable, threatening, annoyed, sarcastic, bossy, embarrassed, anxious, childish

## 1 B

Focus on the flashcards and ask students to describe the moods for eliciting sentences such as the ones given in the examples. Set a time limit of at least 5 minutes and let them discuss in pairs if they can't decide about the moods.

When it's done, choose a few students among the volunteers and have them share their answers with the class.

**1 B** Students' own answers

## 2 A

Take your students' attention on the situation given in the question and let them think about it for a few minutes. Motivate them to share their opinions with the class and try to guide them for a discussion.

**2 A** Students' own answers

TEACHER'S NOTES

## THEME

## 5

## PSYCHOLOGY

**1**

A. Below are words related to moods, mood tones. Work in groups and classify them as positive or negative. Use dictionaries if necessary.

desperate	hopeful	shocked	amused	calm	depressed
blunt	upset	nervous	disrespectful	approving	empathetic
joyful	miserable	sincere	threatening	annoyed	sarcastic
bossy	childish	embarrassed	anxious	excited	humorous



Positive

Negative

B. Look at the flashcards below and describe the moods as in the examples.



E.g. She seems to be confused.  
She is rather shocked.  
She looks as if she is angry.

**2**

A. What kind of things do you do for a change when there is a negative mood in your class? Discuss with your friends.

**2 B**

Give your students some time to scan the dialogue and explain that they are expected to find out what is done by Mr.Timmons and his students to change the negative mood in the class. Also, choose some volunteer students and let them act the dialogue out when they finish reading. Finally, ask students about their answers and make an oral check.

**2 B** Mr. Timmons suggests listening to some music and his students suggest airing the classroom and letting some fresh air in to change the negative mood.

**2 C**

The aim of this activity is to help students express their opinions about how Mr.Timmons dealt with the problem and improve their speaking skills as much as possible. Give them a few minutes to study what they would like to say and let them discuss. Listen carefully for pronunciation but try not to correct their mistakes unless it's necessary.

**2 C** Students' own answers

**2 D**

First, tell your students that the dialogues given in this part aim to change moods. They are supposed to read and act them out in pairs using the mood tones given in brackets. Remind students that they can also use their own mood tones. This will be useful for the students to comment on each other about mood tones.

**2 D** Students' own answers

**Let's Explore:** In this part, students are expected to study the statements from the dialogue. Try to draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the best options to complete the given sentences about the rules for making suggestions.

**Let's Explore:** 1. b  
2. a- c

TEACHER'S NOTES

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## PSYCHOLOGY

## THEME

## 5

**B.** Read the dialogue and find out what Mr. Timmons and his students do to change the negative mood.

Mr. Timmons	Good afternoon, everyone.
Students	Good afternoon, sir.
Mr. Timmons	It seems to me that most of you are upset.
Peter	We are, sir. We have just had an exam and most of us did badly.
Mr. Timmons	Thanks for sharing it honestly, Peter. Honesty is a virtue. We do not expect you to do well in all exams, Peter. These things happen. I suggest you forget about it and focus on the next exam.
Linda	If we had a choice now, we wouldn't sit for exams.
Mr. Timmons	That's also what we teachers would do if we had the chance, Linda. Anyway, we'd rather do something to change the negative mood here. Any suggestions?
Emma	Let's air the classroom and let some fresh air in. It's really stuffy in here.
Mr. Timmons	That'll be nice, Emma. Fresh air always helps.
Peter	I suggest having a break.
Mr. Timmons	I'd love to say yes, Peter but there are rules. We are not allowed to have breaks whenever we want to. I know! Why don't we listen to some music? I already have a nice piece for you as part of the class today.



**C.** How do you think Mr. Timmons dealt with the problem? Discuss with your friends.

**D.** Below are some of the dialogues Mr. Timmons had with some students to change moods that day. Act them out with your partner, using the mood tone given in brackets. Alternatively, you can use your own mood tones and ask your friends for their comments.

Mr. Timmons	First of all, calm down, guys! (determined)
Linda	We can't, sir. (sad)
Mr. Timmons	Take a deep breath and listen to me carefully. (calm)
Eric	OK. I will. (uneager)
Mr. Timmons	Please, stop complaining! (nervous)
Martin	OK. I will try, sir. (respectful)
Mr. Timmons	Hey, Dorris, see me in private after class. (annoyed)
Dorris	Sure. (neutral)



Study the following statements from the dialogue and circle the best choices to complete the sentences about the rules below them.

"I suggest you forget about it and focus on the next exam."  
 "Let's air the classroom and let some fresh air in."  
 "I suggest having a break."  
 "Why don't we listen to some music?"

1. The statements above are used to express...
  - a. advice
  - b. suggestions
2. The expressions 'I suggest' can be followed by...
 

a. a clause with the bare form of the verb	b. infinitive forms
c. gerund forms	d. imperative forms

**3 A**

Students are given some expressions with negative moods and some suggestions for them. They should match the situations to suggestions. The aim of this activity is to help the students get prepared and motivated for the listening task in the next part. Make short, brief explanations for the unknown words if they need help. Don't forget to check the answers when they complete the activity.

**3 A 3** I feel nervous these days.

- 1 I'm in despair. I don't know what to do.
- 2 I can't help feeling excited. My lips are dried out.

**3 B**

Focus on the instruction and tell your students that Mrs.Calmer, a psychologist, is talking to different clients. They all have negative moods and Mrs.Calmer is making suggestions to change their moods. Ask students to listen to the tapescript carefully and make a list of the suggestions. Play the tapescript twice and finally, make an oral check for the answers.

**3 B**

1. Suggestion/s for client 1: Mrs.Calmer suggests that he talk to his friends when they have the time instead of listening to music.
2. Suggestion/s for client 2: Mrs.Calmer suggests that she assume that they are her parents, her beloved ones and they will always see her as their child no matter how old she is, what her status is and they feel well when they give her advice and that they think they protect their children. If she does so, it doesn't hurt her.
3. Suggestion/s for client 3: Mrs.Calmer suggests that he talk to them about the problem and tell them that he does not want anything similar once more and he had better contact the authorities at school and ask them for help.

**3 C**

Put students into pairs as they are expected to make a role-play between a school counselor and a student. Ask students to take a look at the role cards and create a dialogue using the instructions in the cards. Set a time limit of 10 minutes for the activity. Monitor students and help them if necessary. When they complete the task, choose a few volunteer pairs for acting the dialogue out.

**3 C** Students' own answers

**TEACHER'S NOTES**

## THEME 5

## PSYCHOLOGY

**3**

**A. Below are expressions with negative moods and suggestions for each of them. Match the situations to suggestions.**

- I feel nervous these days.
- I'm in despair. I don't know what to do.
- I can't help feeling excited. My lips are dried out.

- 1. Why don't you seek professional help?  
There is always a way out.
- 2. Chill out! Let's go and get a drink.
- 3. Meet your friends and relax.

**B. Now, listen to Mrs. Calmer, talking to different clients and make a list of the suggestions she makes to change the negative moods of her clients. Tapescript 5.1**

1. Suggestion/s for client 1: \_\_\_\_\_
2. Suggestion/s for client 2: \_\_\_\_\_
3. Suggestion/s for client 3: \_\_\_\_\_

**C. Work in pairs. Look at the role cards below and role-play a school counselor and a student after creating your dialogue.**

School counselor:

Listen to the student and tell that you understand him/her. Ask if he/she ever shares his/her problems with a friend. Suggest sharing problems with a friend he/she trusts. Remind that a good friend is the best psychologist.

Student:

Share your problem of not receiving any help from friends despite trying to help others. State that you do not like sharing problems because you do not want to disturb others. Ask for suggestions. Tell the counselor that you will follow his/her advice and thank him/her.

## 4 A

First, take your students' attention on the task by asking them a few questions, such as;

**E.g.** What do your moods depend on?

Do your moods change when you listen to a song, read a poem or see a painting, etc.?

Then, explain students that there are statements by different people about their moods. Ask them to read these statements and decide which of the items in the box on the left depend on. Also, remind that more than one option is possible. Give them some time and let them share their answers with the class when the activity is completed.

**4 A** 1 The melody is rather depressing.

3 The moon is associated with serenity, so this image makes me feel calm and relaxed.

3-4 The whirlpool reminds me of confusion and despair. I feel desperate.

3-4 His raising the cup made me joyful.

1-2 I got nervous when I heard the lyrics as they caused me to recall those times.

## 4 B

In this part, students are expected to use their writing skills. They are expected to describe their moods based on either the song lyrics or the picture, by giving reasons. Give them some time to choose one and write about it. Let them use their dictionaries if they need help with the unknown words in the song lyrics. Also, remind students that they can benefit from the sentences in Part 4 A. When the task is completed, motivate them to share their moods with the class.

**4 B** Students' own answers

TEACHER'S NOTES

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## PSYCHOLOGY

## THEME

## 5

**4**

**A.** Below are statements by different people about their moods. Read them and decide which of the items in the box on the left they depend on. More than one option is possible.

1. A song
2. Lyrics/A poem
3. A painting/picture
4. A movie scene

- \_\_\_\_\_ The melody is rather depressing.  
 \_\_\_\_\_ The moon is associated with serenity so this image makes me feel calm and relaxed.  
 \_\_\_\_\_ The whirlpool reminds me of confusion and despair. I feel desperate.  
 \_\_\_\_\_ His raising the cup made me joyful.  
 \_\_\_\_\_ I got nervous when I heard the lyrics as they caused me to recall those times.

**B.** Describe your mood based on the following song lyrics or picture through a piece of writing. Use sentences like those in Part 4 A.

**Beautiful Ohio**

I sailed away;  
 Wandered afar;  
 Crossed the mighty restless sea;  
 Looked for where I ought to be.  
 Cities so grand, mountains above,  
 Led to this and I love.  
 Beautiful Ohio, where the golden grain  
 Dwarf the lovely flowers in the summer rain.  
 Cities rising high, silhouette the sky.  
 Freedom is supreme in this majestic land;  
 Mighty factories seem to hum in tune, so grand.  
 Beautiful Ohio, thy wonders are in view,  
 Land where my dreams all come true!




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**5 A**

Focus on the poem and ask your students to read it. Then, give them a few minutes and let them discuss what kind of a mood tone it leads to, in pairs. When they make a decision, choose some volunteer pairs and have them read the poem aloud by reflecting its tone. Ask the other students to share their comments.

**5 A Students' own answers****5 B**

Explain your students that they are going to listen to four people speaking and they are expected to guess these people's moods. Ask the students to listen carefully and circle the correct words. Play the tapescript twice and give students a suitable amount of time for the task. Remember to make an oral check for the answers.

- 5 B**
1. a
  2. a, b
  3. a, b
  4. a

**6 A**

This activity gives students a chance to express their personal opinions about the impacts of songs, paintings, photographs, films etc. on people's moods by giving examples from their own life. Set a time limit of 2-3 minutes for the students to think and practise what they want to say. Make sure that as many students as possible are involved in the discussion.

**6 A Students' own answers****6 B**

In this activity, students will evaluate the issues in terms of impacting their moods and how. Give them some time to think about their own moods and write the number representing the amount by each issue given. Motivate your students to share their opinions with their friends giving reasons.

**6 B Students' own answers**TEACHER'S NOTES

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## THEME 5

## PSYCHOLOGY

**5**

- A. Below is an anonymous poem. In pairs, read it and discuss what kind of a mood tone it leads to. Once you have decided, read it aloud to your friends by reflecting its tone and ask for their comments.

**Don't Quit**

When things go wrong, as they sometimes will,  
 When the road you are trudging seems all up hill,  
 When the funds are low and the debts are high,  
 And you want to smile, but you have to sigh,  
 When care is pressing you down a bit,  
 Rest! If you must; but don't quit.

- B. Listen to the people speaking and try to guess their moods. Circle the words that describe their moods, tones. More than one option is possible. Tapescript 5.2

Speaker 1

a) frustrated

b) calm

c) joyful

Speaker 2

a) elated

b) excited

c) nervous

Speaker 3

a) excited

b) motivating

c) disappointed

Speaker 4

a) desperate

b) elated

c) optimistic

**6**

- A. Discuss the impacts of songs, paintings, photographs, films, etc. on people's moods. Give examples from your own life.

- B. How do the following impact your mood? Write the number representing the amount beside each.

4: very much  
 3: quite much  
 2: a little  
 1: not at all

- moods of the people around me
- sad news
- songs
- paintings
- poems
- amount of sleep
- work stress
- exams

**6 C**

Focus on the picture and ask your students to do some brainstorming about the factors impacting their moods individually. Then, let them scan the text to find out these factors in a suitable amount of time. Make short, brief explanations for the unknown words, if necessary. When students complete the activity, have them share their answers with the class.

**6 C Students' own answers****6 D**

Explain your students that some people and their problems are given in this part. Students should read the text again and write the reasons underlying beside each statement. Remind students that more than one reason is possible for each problem. Set a time limit of 7-8 minutes for the activity and let them discuss in pairs, if necessary. Finally, check the answers.

- 6 D**
1. sleep
  2. lifestyle
  3. social impacts
  4. diet

**TEACHER'S NOTES**

**C. Read the text and find out whether you are aware of the factors impacting your moods.**



Our experiences, actions, people around us, what we read, hear or say and moods are interdependent. That's why, in everyday life, we go through mood swings depending on various factors.

The lyrics of a song, something we overhear, a painting we walk by, a joke from a friend can radically change or impact our moods. When we are in a good mood, we have positive interactions, we become more creative and effective. However, people who are in a bad mood or demoralized are less likely to perform well at work or make a good impression. Too much of mood swings in a day is considered to have negative effects on everyday life, as well. Being aware of the factors that impact our moods and mood swings or what triggers them is vital for a balanced and positive lifestyle. Some of the major factors and descriptions are here:

<u>Factors influencing moods:</u>	<u>Descriptions:</u>
• Diet	Some food and flavors like hot and spicy ones lead to negative, aggressive moods.
• Sleep	Sleep problems, disorders are known to make your mood states unstable. Getting a good night's sleep is vital in many respects.
• Lifestyle	A well-known and healthy lifestyle leads to happy and healthy mood states. If you have an unhealthy lifestyle, it will make you agitated, irritated and restless.
• Social impacts	People or the crowd around you influence your mood. If the people around you are in a good mood, you will feel the same or vice versa.

It is obvious that eating healthy, sleeping well, exercising and socializing with good people are all vital and necessary in maintaining a good lifestyle. However, if you are often experiencing negative moods or mood swings, remember that one or some of the above factors may be the reason/s underlying. You'd better seek professional help.

D. Below are some people with their problems. Read the text and write the reasons underlying beside each statement. More than one option is possible.

1. John has displayed unstable mood statements, recently. \_\_\_\_\_
  2. Mary is agitated and rather irritated these days. \_\_\_\_\_
  3. Jack complains about his moods in his new friend circle. \_\_\_\_\_
  4. Josh was in a negative, aggressive mood last week. \_\_\_\_\_

## 7 A

Ask your students to listen to the sentences and focus on intonation in them. After listening, you can also ask your students some questions about how falling and rising intonation occur and add some more examples. Playing the tapescript twice will be enough for the students.

## 7 B

Have your students read the sentences given. Then, ask them to determine and draw arrows for the intonation patterns of the sentences. Remind them that they can benefit from the sentences in Part 7 A. Give them five minutes for the activity.

## 7 B

1. Today was wet, cold and cloudy.

2. If you study very hard, you will pass the exam.

3. Do you want to buy a book or borrow it from the library?

4. I would like to have pizza, coke and chips.

5. She was tired, cold and had a headache.

6. If Jane speaks better English, she can find a better job.

7. If you tell me about your problem, I can help you.

8. Are you coming or going?

9. Would you like a house or flat?

## 7 C

After giving your students a few minutes to think about the activity, ask if there are any volunteers. Try to encourage them to express their opinions. Play the tapescript and let them check their answers. If necessary, play the tapescript again and have them practise.

## 7 C Students' own answers

## THEME 5

## PSYCHOLOGY

7

A. Listen and study the intonation of the sentences below. Tapescript 5.3

Choices (Alternative questions)	Rising and falling	Do you want to go to Rome or Paris?
Lists	Rising, rising, and falling	I saw Jack, Sue and Marry
Conditional sentences	Rising and falling	If it is rainy today, we can't go on a picnic.

B. Read the sentences below, determine and draw arrows for the intonation patterns of the sentences as in Part 7 A.

1. Today was wet, cold and cloudy.
2. If you study very hard, you will pass the exam.
3. Do you want to buy a book or borrow it from the library?
4. I would like to have pizza, coke and chips.
5. She was tired, cold and had a headache.
6. If Jane speaks English better, she can find a better job.
7. If you tell me about your problem, I can help you.
8. Are you coming or going?
9. Would you like a house or flat?

C. Listen and check your answers. Tapescript 5.4



**1****A. Use the given adjectives to fill in the blanks.**1. angry2. dizzy3. upset4. bossy5. shocked6. sleepy7. confused8. happy

**E.g.** Our teacher looks angry. We had better not ask him a question right now.

1. Sandra looks upset. Why don't we ask what has happened to her?
2. Your father seems to be bossy. Does he have strict rules at home?
3. You look sleepy during classes. I suggest that you go to bed early at nights.
4. Since the accident, she hasn't spoken a word. She looks as if she is shocked.
5. Your mother looks happy. I think she has learned the good news.
6. Are you feeling dizzy again? I suggest you see a doctor urgently. It may be related to hypertension.
7. The contestant looks confused. I think he will give a wrong answer.

**2** Read the text and answer the questions.**Positive Effects of Smiling**

Some people consider smiling an unintentional response to something funny but it is much more than that. Many studies suggest that smiling, whether it is forced or not, has a positive effect on your mood and makes everyone around you feel better. Here are some major benefits of smiling that will make you want to smile more!

**Contagious**

Due to the complex brain activity that occurs when you see someone smiling, smiles are contagious. Studies show that seeing somebody smiling activates the area of your brain that controls your facial movements, which makes you smile unintentionally. Even in bad situations, if you smile, others are likely to smile at you at least.

**Lowers stress and anxiety**

It's difficult to keep smiling in stressful situations but it is worth trying because some studies report that smiling has health benefits in bad situations. While recovering from a stressful situation, some study participants who were smiling had lower heart rates than those with a neutral facial expression. The next time you feel stressed, just try smiling to calm down.

**Releases endorphin**

Smiling can help you cope with stress and anxiety by releasing endorphin and chemicals that make you happier. And they are the same chemicals you get from an hour of working out or running. Smile more to get some amount of endorphin without running.

**Strengthens your immune system**

Smiling even supports your immune system and makes it stronger. It is proved that smiling makes your body produce white blood cells to help fight illnesses. In a study it was found that hospitalized children who were visited by story-tellers and puppeteers who made them smile and laugh had higher white blood cell counts than those who weren't visited.

**Makes you approachable**

If you want to make some friends, you shouldn't frown at the people around. Studies have found that a smile is an inviting facial expression that tells people you are willing to talk and interact with them.

**Makes you seem more trustworthy**

If you want to improve your credibility, simply smile more. Trusting doesn't come easily to many but smiling at someone may help. Participants in a study rated people who smiled as more trustworthy than people with non-smiling facial expressions.



- How many positive effects of smiling are mentioned in the text? 6 positive effects of smiling are mentioned.
- Why is smiling contagious? Seeing somebody smiling activates the area of your brain that controls your face movements and that makes you smile..
- How does smiling lower stress and anxiety? Smiling lowers people's heart rates and this calms them down
- What is the role of endorphin in the body? Endorphin makes us happier.
- How does smiling make our immune systems stronger? Smiling makes your body produce white blood cells to help fight illnesses.
- Do you agree with all of the positive effects listed above? Why/why not? Students' own answers

3

**A. Match the suggestions to their answers. The first one is done for you.**

- |  |   |
|--|---|
| <input type="checkbox"/> 7 Shall we watch the match in my house?<br><input type="checkbox"/> 3 I think you should buy the red one.<br><input type="checkbox"/> 4 Why don't we go to the cinema tonight?<br><input type="checkbox"/> 1 I don't think you should sell your house.<br><input type="checkbox"/> 5 I suggest you take a taxi.<br><input type="checkbox"/> 8 Why don't you try these shoes on?<br><input type="checkbox"/> 6 Let's go to the Chinese restaurant!<br><input type="checkbox"/> 2 I'm off today. What about going to the beach? | 1. Thanks for the advice, but I need money.<br>2. That's great! We can swim.<br>3. Oh no! I have a red jumper already.<br>4. OK. You should choose the movie.<br>5. Yes, I should because it's too late.<br>6. I'm sorry, I can't. I have eaten something at home.<br>7. <b>That suits me.</b><br>8. I couldn't find my size. |
|--|---|

**B. Refuse the given suggestions by suggesting doing something else using the given words in brackets.**

E.g. I would like to eat out in a Japanese restaurant! (Chinese restaurant)  
Oh, I don't like Japanese food. Why don't we eat in a Chinese restaurant?

1. How about going to the theatre tonight? (cinema)  
No I'd rather not. Why don't we go to the cinema?
2. What about a cruise holiday this summer? (camping)  
I don't like cruise holidays. Do you mind if we go camping?
3. Let's take up guitar classes this semester. (piano)  
No, I think we should choose the piano.
4. I suggest going shopping downtown. (shopping in the mall)  
I don't want to go shopping downtown. Let's go to the shopping mall.
5. Why don't we visit the Natural History Museum? (Louvre Museum)  
I'd rather not. Why don't we visit the Louvre Museum.
6. How about spending a day in a national park? (beach)  
I'd like to swim today. Why don't we go to beach?
7. I suggest seeing the exhibition in the city. (stay at home)  
I don't want to see the exhibition. Let's stay at home
8. Let's celebrate our graduation tonight! (tomorrow)  
No, not tonight. Why don't we celebrate it tomorrow night?

**C. Read the situations in column A and match them to an appropriate suggestion from column B.****A**

- 1 The weather may be sunny tomorrow.
- 9 Your friend wants to lose some weight.
- 8 Your friend has a problem with his credit card.
- 3 Your friend doesn't know the answer to a question in the test.
- 6 Your friend may be tired.
- 4 Your boss may call while you're out.
- 5 You may not get better soon.
- 7 You may not be at the airport when your friend's plane lands.
- 2 Your friend may be hungry.

**B**

- 1. **Let's go swimming.**
- 2. Shall I make a sandwich for you?
- 3. Why don't you guess?
- 4. Why don't you take a message for me?
- 5. I suggest you see a doctor urgently.
- 6. Why don't you take a nap?
- 7. Why don't you wait for me by the M-48 airlines counter?
- 8. Why don't you call the customer service?
- 9. You should stop eating sweets.

**D. Read the dialogues and answer the questions.**

**Aiden** Why don't we eat out tonight, Lucas?

**Lucas** That sounds delicious! How about going to the newly opened Chinese restaurant then?

**Aiden** Why not?

**Violet** My parents in law are coming for the weekend and I'm not sure about where I should take them to show them around.

**Amelia** What about taking them to the Great Mall? It has everything you need; shops, cafés, restaurants, places for rest and entertainment.

**Violet** That's a very good idea. Thanks for the advice, Amelia.

**Doctor** I suggest you take short walks around the neighborhood first. You shouldn't start to run hurriedly or you could hurt yourself.

**Patient** I won't do that, doc. Thanks a lot.

**Dru** I'm bored inside. What should I do now?

**Phoebe** I suggest going out. Look, it's sunny outside. We can go to the park or just have a walk. We can go to the cinema if you want to.

**Dru** What is on?

**Phoebe** As far as I know, the adventure movie you were waiting for is on this week.

**Dru** Yay! So, let's go to the movies then.

1. Are Aiden and Lucas going to the Chinese restaurant? Yes, they are going to the Chinese restaurant.
2. Why do you think Violet likes the idea of going to the mall? Because it has everything she needs.
3. What does the doctor suggest doing? The doctor suggests taking short walks around the neighborhood.
4. Why does Phoebe suggest that Dru should go out? Because it's sunny outside.
5. What film are Dru and Phoebe going to watch? They are going to watch adventure movie.

**E. Complete the sentences with suggestions from the box. Pay attention to verb forms.**

**E.g.** You look nervous. I suggest you walk in fresh air.

make a quick decision

see a psychologist

go home and have a rest

waste your money

join a music club

stay at home and study

1. You seem to be confused. I suggest you not make a quick decision.
2. You have an important exam tomorrow. I suggest staying at home and study.
3. You look depressed nowadays. I suggest seeing a psychologist.
4. You look tired. I suggest you take a break.
5. I think you are good at singing. I suggest joining a music club.
6. You've worked hard and earned a lot. I suggest you not waste your money.

**4****A. Read the poem below and choose the best title for it.**

- a. Travel around the world!
- b. Smiling catches you!
- c. Be someone funny!

Smiling is infectious,  
You catch it like the flu.  
When someone smiled at me today,  
I started smiling too.

I passed around the corner,  
and someone saw my grin,  
and when he smiled I realized,  
I'd passed it on to him.

I thought about that smile,  
then I realized its worth.  
A single smile just like mine,  
could travel around the earth.

So, if you feel a smile begin,  
don't leave it undetected.  
Let's start an epidemic quick,  
and get the world infected!

**Anonymous**

**B. Write a short paragraph about one of your experiences which proves that smiling is contagious.**

Students' own answers



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## FUNCTIONS

- Making requests
- Accepting and declining requests
- Asking for and responding to favors



**1 A**

Explain your students that there are situations for which people generally make requests. Ask them to look at the situations, think about them for a few minutes and then, tick the appropriate situations from the box. It's important to involve most of the students in the discussion.

**1 A Students' own answers****1 B**

Explain the activity to your students and tell them to look at the pictures beforehand. Play the tapescript once and let the students write the correct dialogue number into the boxes. Then, play the tapescript again and give them some time to complete the activity. Don't forget to check the answers.

**1 B**

1. (d) opening the window
2. (h) asking for a change
3. (c) borrowing dictionary
4. (g) moving the table in the shade
5. (f) warning students
6. (b) borrowing a car
7. (e) parking
8. (a) checking on an assignment

**1 C**

Ask your students to listen to the dialogues again and tick the expressions related to making requests they hear. The aim of this activity is to make students identify phrases and the most frequently used vocabulary related to requests in various contexts in a recorded text. If necessary, play the tapescript again. Make an oral check for the answers.

**1 C Does anyone mind if I ...?**

- Do you happen to ...?
- Can I ...?
- Would it be possible to ...?
- Could you please ...?
- Do you think I could ...?
- Is it alright if I...?
- I was wondering if you could ...?

**1****A. For which of the following do you make requests more often in everyday life?**

- asking for directions  
 asking somebody to do a favor  
 asking about the price

- booking a room/ticket/table etc.  
 ordering something  
 asking for clarification

**B. Listen to eight dialogues and write the correct dialogue numbers into the boxes.**

Tapescript 6.1

(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)

**C. Listen to the dialogues again and tick the expressions related to making requests you hear.** Tapescript 6.2

1.  Would it be possible to...?
2.  Could you please...?
3.  Do you think I could...?
4.  I was wondering if you'd mind...  
5.  Is it alright if I...?  
6.  I was wondering if you could...  
7.  Would you mind if I...?
8.  Does anyone mind if I ..?  
9.  Is it OK if you...?  
10.  Do you happen to...?  
11.  Could you possibly...?  
12.  Would you mind...?  
13.  Can I...?  
14.  Could I ask...?

**2 A**

Tell your students that they are going to read a dialogue between David and Kevin. Explain them that David asks Kevin for help with summarizing a short story for a few times but Kevin doesn't seem eager. Ask them to read the dialogues and find out how many different ways of making requests David uses to convince Kevin. Finally, make an oral check for the answers.

**2 A** David uses 5 different ways of making requests to convince David.

**2 B**

The aim of this activity is to make students complete a conversation about favors in a recorded text. Play the tapescript for the students to listen to the dialogue between Helen and Sarah and complete the missing parts. Let them write their answers in a few minutes and then, play the tapescript again for oral check.

**2 B**

1. a favor
2. Would you mind
3. Sure
4. Could I
5. That sounds
6. trouble
7. helps
8. my pleasure.

**2 C**

Put your students into pairs. Ask them to read the given situations, choose one and prepare a dialogue. The aim of this activity is to make students act out a self-prepared dialogue about requests or favors. Give them ten minutes for the activity. When it's done, choose some volunteers among the students and let them act out their conversations.

**2 C** Students' own answers

**TEACHER'S NOTES**

## FAVORS

## THEME

## 6

2

**A.** Read the dialogues and find out how many different ways of making requests David uses to convince uneager Kevin to help with homework.

**David** Good afternoon, Kevin. How is that summary coming along? Would you mind sending it to me when it's finished?

**Kevin** Yeah, sure. I can do that.

*... a few days later*

**David** So Kevin, is there any chance you could send me that summary you've been promising me?

**Kevin** OK. I'll do my best.

*... the next day*

**David** Well, Kevin. Are you OK to send that summary to me soon?

**Kevin** Yeah, sure.

*... a couple of hours later*

**David** So Kevin, that summary we were talking about earlier, I'd appreciate it if you could send it over to me.

**Kevin** I'll try.

*... an hour later*

**David** So, Kevin, if you could send me that summary before the deadline, that would be really great.

**Kevin** Right, I'll do my best.



**B.** Listen to the dialogue between Helen and Sarah and complete the missing parts.

Tapescript 6.3

**Helen** Hi Sarah. I've got (1) \_\_\_\_\_ to ask. (2) \_\_\_\_\_ cooking dinner tonight?  
I will stay late at work.

**Sarah** (3) \_\_\_\_\_, Helen. What would you like?

**Helen** (4) \_\_\_\_\_ trouble you to make some soup?

**Sarah** (5) \_\_\_\_\_ good. Let's eat delicious soup tonight. What kind of soup should I cook?

**Helen** Would it be too much (6) \_\_\_\_\_ for you to cook tomato soup?

**Sarah** No, that's easy. Yummy. Good idea.

**Helen** Thanks, Sarah. That really (7) \_\_\_\_\_ me out.

**Sarah** No problem. It would be (8) \_\_\_\_\_.

**C.** Work in pairs. Choose one of the given situations and prepare a dialogue. Then, act it out.

1. You are on vacation alone. You'd like to have a picture of yourself with that beautiful view. You see a stranger. You ask him/her to take a picture of yours. And that person accepts your request.
2. Your friend is going to the canteen. You ask him/her to get a bottle of water for you. Your friend accepts/declines your request.
3. You are busy writing an essay and you can't find your dictionary. You ask your deskmate to hand you his/her dictionary for a minute. Your friend declines your request saying that she/he needs it at that moment.

**3 A**

Have your students look at the posters, discuss the purpose of each poster and write them down. Make simple, brief explanations for the unknown words in English and encourage the students to share their answers with the class.

- 3 A**
1. Organ donation
  2. Protecting the environment
  3. Helping the abandoned children
  4. Helping the street animals

**3 B**

Tell your students to scan the four posters in a suitable amount of time. Ask them to read the announcements on posters and answer the questions. Monitor and help the students if they are having problems with vocabulary. Don't forget to check the answers.

- 3 B**
1. University students are invited to the organ donation organization.
  2. Selling home made cakes for donation is the main event of 'A Touch from Heart'.
  3. 'Green is for Hope Charity' has an honored guest.
  4. The animal lovers will come together at City Hall.
  5. The members of 'Loyal Friends Charity' will meet at 8 pm.

**TEACHER'S NOTES**

## THEME

## 6

## FAVORS

**3**

A. Look at the posters below and write down the purpose of each one.

**1****2****3****4**

B. Read the announcements on posters and answer the following questions.

1. Who are invited to the organ donation organization? \_\_\_\_\_
2. What is the main event of A Touch from Heart? \_\_\_\_\_
3. Which charity organization has a featured guest? \_\_\_\_\_
4. Where will the animal lovers come together? \_\_\_\_\_
5. What time will the members of Loyal Friends Charity meet? \_\_\_\_\_

**3 C**

Have your students study the posters and tick the items they have in common. Give them a few minutes to complete the activity. Ask if there are any volunteers. Try to encourage them to express their opinions.

**3 C** events, target group, purpose, name of the charity organization, venue, date, slogan/ motto, time

**3 D**

The aim of this activity is to make students write an announcement to invite people for a charity organization. Have your students imagine that they are members of a charity organization. Remind them that they should include the items in Part 3 C.

**3 D** Students' own answers

**4 A**

Pay attention to the notes about 'yod coalescence'. Remind your students that 'yod coalescence' is a version of assimilation, blending of the 'y' sound with the 'd'. Give the students a few minutes to study the notes.

**4 B**

Ask your students to read the sentences and circle the places where 'yod coalescence' may occur. If necessary, let them discuss in pairs. Then, play the tapescript once. Have your students listen and check their answers.

**4 B**

1. Would you repeat your answer?
2. Could you speak louder?
3. Would dyou lend me your book?
4. Could dyou buy two tickets?
5. Could you help me to carry these boxes?
6. Would you have lunch with us?

**4 C**

Put your students into pairs and ask them to make requests using 'Would you ...?/ Could you ...?' and practise 'yod coalescence' through them. Remind them to take a look at the examples and be careful about 'yod coalescence'. Give them five minutes for the activity. When it's done, choose some volunteers among the students and let them act out their conversations.

**4 C** Students' own answers

## FAVORS

## THEME

## 6

**C.** Study the posters and tick the items they have in common.

- |   |  |
|---|--|
| <input type="checkbox"/> name of the guest                | <input type="checkbox"/> venue           |
| <input type="checkbox"/> events                           | <input type="checkbox"/> date            |
| <input type="checkbox"/> target group                     | <input type="checkbox"/> slogan/motto    |
| <input type="checkbox"/> purpose                          | <input type="checkbox"/> time            |
| <input type="checkbox"/> name of the charity organization | <input type="checkbox"/> donation amount |

**D.** Imagine that you are a member of a charity organization. Write an announcement to invite people to an event of your charity organization. Then, design your poster. Try to include the items in Part 3 C.



4

**A.** Study the notes.

Yod coalescence means a version of assimilation, blending of the 'y' sound with the 'd'

/d/ + /j/ = [dʒ]

Would you help me with my homework?  
*/wudʒu help mi wið maɪ 'haʊm wɜːrk?/*

Would you give me a glass of water, please?  
*/wudʒu gɪv mi ə glæs ʌv 'wɔːtər, pliz?/*

Could you turn on the light?  
*/kudʒu tɜːn ən ðə laɪt?/*

Could you help me?  
*/kudʒu help mi?/*

**B.** Read the sentences and identify places where yod coalescence may occur. Then, listen and check. Tapescript 6.4

1. Would you repeat your answer?
2. Could you speak louder?
3. Would you lend me your book?
4. Could you buy two tickets?
5. Could you help me to carry these boxes?
6. Would you have lunch with us?

**C.** Work in pairs. Make requests using 'Would you ...?/Could you ...?'. Practise yod coalescence through them.

**5 A**

Ask your students to take a look at the questions and discuss their answers. The aim here is to make the students discuss and be aware of the charity organizations. Motivate them to share their opinions.

**5 A Students' own answers****5 B**

Ask your students whether they have heard of Darüşşafaka Schools. Let them look at the first part of the text quickly and find out the mission of the foundation. Give them a few minutes to read the text and think about the issue. Ask if there are any volunteers. Try to encourage them to express their opinions.

**5 B It has undertaken the mission of changing lives through education and providing a modern education for thousands of students.****5 C**

Make your students read the text and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. When it's done, check the answers.

- 5 C**
1. The Darüşşafaka Organization was founded in 1863.
  2. The organization is led by the idea that the development of any country depends on the development of its people.
  3. The aim of the organization is to raise individuals who are adherent to Atatürk principles, life-long learners, inquirers, modern, self confident and responsible for the society.
  4. Underprivileged students, whose mothers and/ or fathers are deceased, who pass the Darüşşafaka admission examination are accepted by the schools.

**TEACHER'S NOTES**

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**5****A. Discuss the following questions.**

1. What are the aims of charity organizations?
2. Have you ever participated in a charity event?
3. Which of the following types of charity organizations would you like to support?

- Animal charities
- Environmental Charities
- NGOs (Non-governmental organizations)
- Health Charities
- Education Charities
- Arts&Culture Charities

**B. Have you heard of Darüşşafaka Schools? Take a quick look at the first part of the text and find out the mission of the foundation.****Touching the Lives of Children in Need by Heart**

Darüşşafaka is Turkey's first private school opened by a non-governmental organization. It gives an opportunity of quality education to underprivileged students whose mothers and, or fathers are deceased. It has undertaken the mission of changing lives through education and provided a modern education for thousands of students since 1863. After the graduation from high school, it also provides the students who continue their education in university with a scholarship.

Darüşşafaka adopts the idea that the development of any country depends on the development of its people. Thus, the foundation aims to raise individuals who are adherent to Atatürk principles, lifelong learners, inquirers, modern, self-confident and responsible for the society.



Only the students who have passed the Darüşşafaka admission examination are accepted by the schools. And, today, there are around 1000 students who are having education at Darüşşafaka Schools in Maslak with a full scholarship for boarding education, for a period of 9 years. In order to bring up well-raised individuals, Darüşşafaka schools provide their students with various social and cultural activities and use English as the official education language.

**C. Read the text above and answer the following questions.**

1. When was the Darüşşafaka Organization founded? \_\_\_\_\_
2. What is the idea the organization is led by? \_\_\_\_\_
3. What is the aim of the organization? \_\_\_\_\_
4. What is required to be a student in Darüşşafaka Schools?  
\_\_\_\_\_

**5 D**

The aim of this activity is to make students scan a text for specific information about a charity organization. Let your students read the second part of the text and fill in the blanks in the sentences with the specific information required. Make an oral check for the answers when the activity is completed.

- 5 D**
1. Yusuf Ziya Pasha
  2. 1863
  3. Barironi and Ohannes Kalfa
  4. June 29, 1873
  5. 1994
  6. 2012-2013

**5 E**

Have your students read the text again and guess the meanings of the words in bold. Then, make students match them to their definitions. The aim is to guess the vocabulary items with the help of contextual clues. Make an oral check for the answers when the activity is completed.

- 5 E**
1. c
  2. d
  3. e
  4. b
  5. a

 TEACHER'S NOTES

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D. Read the second part of the text in Part 5 B and fill in the blanks in the following sentences with the specific information required.

#### HISTORY OF DARÜŞSAFAKA

Veteran Ahmet Muhtar Pasha, Vidinli Tevfik Pasha, Sakızlı Ahmet Esat Pasha and Ali Nâki Efendi **established** the foundation under the leadership of Yusuf Ziya Pasha, who was a great mathematician, soldier and politician of his time.

The reason why it was founded was to provide resources for the education of craftsmen at the Grand Bazaar. At first, the foundation restored old Valide Mektebi in Beyazıt in 1863 and used it as a school

for years. But, the original school building was designed by Italian architect Barironi and Ohannes Kalfa, the architect of Dolmabahçe Palace, and was constructed in Fatih, İstanbul. Equipped with the latest technology, the school opened its doors on June 29, 1873 as a private, boarding and non-profit school. 120 years later, in 1994, Darüşşafaka moved from its historical campus in Fatih to its new and modern campus in Maslak. At first, Darüşşafaka accepted students whose fathers were **deceased** for 149 years. After the amendment in the law in 2012, students with deceased mothers could also be accepted. Thus, for the first time in 2012-2013 academic year,



students whose mothers were deceased joined Darüşşafaka schools.

Because of its mission, many organizations, foundations and important individuals have supported Darüşşafaka by **donating** money, participating in the charity organizations or promoting its campaigns since the day it opened its doors to educate. Moreover, some notable soldiers, noted poets, authors, scholars and artists **volunteered** to teach at Darüşşafaka from time to time. Some of them were Namık Kemal, Agah Efendi, Ahmet Mithat, Salih Zeki and Yahya Kemal Beyatlı.

1. Darüşşafaka was founded under the leadership of \_\_\_\_\_.
2. Its first building was opened in Beyazıt in \_\_\_\_\_.
3. The famous Italian architects, \_\_\_\_\_ and \_\_\_\_\_ designed the new building in Fatih, İstanbul.
4. The school opened its doors on \_\_\_\_\_ as a private, non-profit school.
5. In \_\_\_\_\_, it moved to its new building in Maslak.
6. In \_\_\_\_\_ academic year, students who lost their mothers could join the education, for the first time in history.

E. Reread the text above and guess the meanings of the words in bold. Then, match them to their definitions.

- 1. establish
- 2. decease
- 3. join
- 4. donate
- 5. volunteer

- a. to offer to do something without being forced to do it or without getting paid for it
- b. to give money, food, clothes, etc. to somebody/something, especially a charity
- c. to start or create an organization, a system, etc.
- d. to die
- e. to become a member of an organization, a company, a club, etc.

**6 A**

Tell your students that they are going to read a dialogue between Jennifer and Kate. They are expected to find out what kind of a favor Kate asks Jennifer to do. Set a time limit of 2-3 minutes for the activity. When it's done, check the answers.

**6 A** Kate asks Jennifer to water her plants when she's away.

**6 B**

Let your students work in pairs. They are expected to read the expressions of declining and accepting requests and decide whether they are formal or informal. Explain them that they will write (I) for informal and (F) for formal, in the boxes. Motivate them to share their answers with the class.

**6 B** I Yes.

F I'd be happy to but ...

I No, no, no.

F I'd be happy to.

I Okay.

I No problem.

F My pleasure.

I Uh-huh.

I Sure!

F I'm afraid I can't.

F I'd be glad to.

I Doesn't matter!

F That's fine.

I No, you can't.

I Help yourself!

F No, I'm sorry.

F Yes. Of course.

I Never, ever!

**6 C**

Explain your students that they are going to listen to three dialogues about favors. Ask them to listen to the dialogues and decide whether the expressions of accepting and refusing are formal or informal. Play the tapescript once. Give them some time to complete the activity. If necessary, play the tapescript again. Make an oral check for the answers.

**6 C** Dialogue 1: Formal

Dialogue 2: Formal

Dialogue 3: Informal

**6 D**

The aim of this activity is to make students distinguish between formal and informal language while accepting and declining requests. Let them read the requests given and decline or accept them depending on whether they are formal or informal. Give them a few minutes to think about the requests or statements. Then, ask if there are any volunteers. Try to motivate them to express their opinions.

**6 D** Students' own answers

## THEME

## 6

## FAVORS

**6**

**A.** Read the dialogue between Jennifer and Kate and find out what kind of a favor Kate asks Jennifer to do.

Kate Oh, hi, Jennifer, how are you doing?  
 Jennifer Hi, Kate. I'm fine.  
 Kate Um... Jennifer, have you got a minute?  
 Jennifer Yeah, sure.  
 Kate I'm not disturbing you, am I?  
 Jennifer No, no, no.  
 Kate OK. I don't know if I told you that I'm going on holiday next week for a couple of weeks.  
 Jennifer Oh, cool. That's very nice.  
 Kate Yes, and I was wondering if I could ask you a big favor.  
 Jennifer Of course, what is that?  
 Kate Would you mind watering my plants while I'm away?  
 Jennifer Yeah, that's fine. Sure.  
 Kate Ah, sweetheart. Thank you so much.



**B.** Work in pairs. Read the expressions of declining and accepting requests below and decide whether they are formal or informal. Write (I) for informal and (F) for formal, in the boxes.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Yes.                    | <input type="checkbox"/> My pleasure.        | <input type="checkbox"/> That's fine.    |
| <input type="checkbox"/> I'd be happy to but ... | <input type="checkbox"/> Uh-huh.             | <input type="checkbox"/> No, you can't.  |
| <input type="checkbox"/> No, no, no.             | <input type="checkbox"/> Sure!               | <input type="checkbox"/> Help yourself!  |
| <input type="checkbox"/> I'd be happy to.        | <input type="checkbox"/> I'm afraid I can't. | <input type="checkbox"/> No, I'm sorry.  |
| <input type="checkbox"/> Okay.                   | <input type="checkbox"/> I'd be glad to.     | <input type="checkbox"/> Yes. Of course. |
| <input type="checkbox"/> No problem.             | <input type="checkbox"/> Doesn't matter!     | <input type="checkbox"/> Never, ever!    |

**C.** Listen to three different dialogues about favors and decide whether the expressions of accepting and refusing are formal or informal. Tapescript 6.5

	Formal	Informal
Dialogue 1		
Dialogue 2		
Dialogue 3		

**D. Decline or accept the requests below depending on whether they are formal or informal.**

- |   |         |
|---|---------|
| "Could you please open the door?"           | Decline |
| "Would you mind turning down the heater?"   | Accept  |
| "Can I borrow your laptop?"                 | Decline |
| "Will you please help me carry these bags?" | Accept  |
| "Would you mind if I turned the volume up?" | Decline |
| "Would you please pass me the shaker?"      | Accept  |
| "Will you shut down your computer?"         | Decline |

**7 A**

Focus on the poster and ask your students to describe what they see in it. Then, tell your students to analyze it. Ask them whether they know how to support charity organizations. They are supposed to read the campaign poster given and answer the questions. Set a time limit of 5 minutes for the students to study what they want to say and motivate them to share their ideas.

**7 A Students' own answers****7 B**

Explain your students that there is an application letter in this part. Tell them to take a quick look at it and find out its purpose. Give them enough time for reading the text and if they have problems with the unknown words, make short and brief explanations for these words in English.

**7 B** The purpose of the application letter is to apply for the (\$10,000) scholarship that American University Women Charity Foundation gives to one lucky college student.

**TEACHER'S NOTES**

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## FAVORS

## THEME

## 6

7

A. Do you know how to support charity organizations? Read the campaign poster below and answer the questions.

*Give a Hand*

*Any support will broaden horizons of our students.*

- Become 'a big parent' with small donations.
- Become 'a donor' for their educational expenditures.



Have you ever taken part in a charity organization actively?



Have you ever donated money to a charity organization?



B. Below is an application letter. Take a quick look at it and find out its purpose.

American University Women Charity Foundation  
Harvard University College Scholarship  
537-565 Somerville Ave  
Somerville, Massachusetts  
02143

Karen Campbell  
Gral Francisco R. Murguía  
Zacatecas, Mexico  
98350  
12.01.2018

RE: Application for Harvard University College Scholarship cover letter

Dear Susan,

I was so excited when I first read about the \$10,000 scholarship that American University Women Charity Foundation gives to one lucky college student. My goal is to go to Harvard University to pursue an engineering degree. It has always been my passion to become an engineer ever since I was a little girl. My father was an engineer before his tragic decease, and he was a very successful one and was respected very much by his colleagues. By completing my engineering degree, I feel that I will not only further my career but also pay tribute to my father who gave his life for his calling. Being an engineer means everything to me.

I graduated from Lexington High School in 2017 with honors. I took a year off to travel and see the world, but now I am ready to get back to school. I was an outstanding student at my high school. I was a member of the future scientists club. I was the school valedictorian and tried to get involved in any extracurricular activity that the school offered, as much as possible. I believe in self-fulfillment both at academic and social levels.

I know that, as American University Women Charity Foundation, you will receive thousands of applications for this scholarship. I believe that you will consider my application and allow me to fulfil my dream of being a successful engineer. The field is challenging and it has difficult classes; however, I feel that I will have no problems arising to this challenge. To be an engineer means everything to me. However, with the expenditures of room, transportation, books and all the other basics, it is going to be a big ticket. I appreciate your consideration.

Looking forward to hearing from you.

Your sincerely,  
Karen

## 7 C

Ask your students to read the application letter again and study its organization. Then, let them reorder the jumbled steps of writing an application letter for a scholarship. Help them with the unknown words if necessary and finally, check the answers.

## 7 C 6. Convincing why they should provide you with that scholarship

4. Description of your situation
1. Purpose of your letter
2. Salutation
3. The reason why you are writing the letter
5. Your strengths, successes and interests
7. Expressing that you're waiting with curiosity
8. Closing

## 7 D

The aim of this activity is to make students write an application letter to an organization for scholarship. Focus on the posters and ask your students to analyze them. Then, have them think about their dream and write an application letter addressing to the scholarship announcements below. When they finish writing, ask if there are any volunteers who want to share their letters with the class. Choose a few students among these volunteers and let them read their letters aloud.

## 7 D Students' own answers

## TEACHER'S NOTES



C. Reread the application letter and study its organization. Then, reorder the jumbled steps of writing an application letter for a scholarship.

- Convincing why they should provide you with that scholarship
- Description of your situation
- Purpose of your letter
- Salutation
- The reason why you are writing the letter
- Your strengths, successes and interests
- Expressing that you're waiting with curiosity
- Closing

THEME QUOTE

"WE SECURE  
OUR FRIENDS  
NOT BY  
ACCEPTING  
FAVORS BUT  
DOING THEM"

D. Think about your dream and write an application letter addressing to the scholarship announcements below. Remember to place the date and addresses as in the sample letter.

**CHICAGO ART LOVERS  
ORGANIZATION  
DANCE SCHOLARSHIP**

100 confident dancers are wanted!

Talent is required!

ALL EDUCATION EXPENSES will be met by the ART LOVERS ORGANIZATION!

**THE RICHEST'S'  
ORGANIZATION  
ANNOUNCES:**

WE SEEK FOR 10 GENIUSES!

\$ 500.000 Award for each!

A chance to have an education at any university in the world with a full scholarship!

**HEALTHY MINDS  
FOUNDATIONS,  
BARCELONA**

REAL SPORTSMEN ARE NEEDED!

Talent and self-discipline will be rewarded!

\$ 20.000 will be awarded annually throughout your university education.

1

**A. Read the conversations below and fill in the gaps with the words and phrases from the box. One has been done for you.**

would you mind if	here you are
do you mind if I	thanks
could you	could you lend
go ahead	what's the problem

Jane Yeah?

Susan E.g. Could you turn down the music, please? It's nearly midnight and I'm trying to sleep.

Jane Oh, I'm so sorry. Is it better now?

Susan Yes, (1) thanks. Maybe, I can sleep now. Good night.

Samuel	I'm sorry, (2) <u>would you mind if</u> I left early today?
Manager	Of course not, is there a problem?
Samuel	I'm going to drive my mother to the airport.
Manager	Oh, I see. Sure, (3) <u>go ahead</u> .

Tim Andrew, do you have some change with you?

Andrew Um... yes. Why?

Tim (4) Could you lend me some, please? I forgot my wallet in the classroom.

Andrew OK, (5) here you are.

Kim	(6) <u>Do you mind if</u> I change my seat, Sir?
Teacher	No, not at all. (7) <u>What's the problem?</u>
Kim	I can't see because of the sun.
Teacher	OK, then. Why don't you sit next to Jenny?

**B. Match the requests to their appropriate responds from 1-11. One has been done for you.**

- |  |   |
|--|---|
| <p>4) Can I have a glass of water?<br/>       7) Do you mind if I make a phone call?<br/>       2) Could you repeat that, please?<br/>       1) Could I speak to you for a moment?<br/>       6) Would you mind if I looked at your books?<br/>       3) Is it OK if I don't join your party tomorrow?<br/>       10) Could you move over, please?<br/>       5) Could you lend me \$20, please?<br/>       9) Do you mind if I turn up the volume?<br/>       11) Can I come round to your house after school?<br/>       8) Could you tell me where the nearest bank is, please?</p> | <p>1. Yes of course. About what?<br/>       2. Oh, sorry, I said it costs \$15.<br/>       3. Well, not really. Why can't you come?<br/>       4. Of course, there's a bottle on the table.<br/>       5. I suppose so. But I need it back before Friday.<br/>       6. Not really. You can borrow some if you want.<br/>       7. No, that's all right if it's a local call.<br/>       8. I'm sorry, I'm not from around here.<br/>       9. No, not at all. The remote control's here.<br/>       10. Yes, sorry. I didn't realise you wanted to sit down.<br/>       11. Well, my mum's not feeling well. Maybe another time.</p> |
|--|---|

2

**Read the dialogue between Dorothy and Sharon. Then, answer the questions.**

**Dorothy** Hello.

**Sharon** Hi, Dorothy. It's Sharon. Listen, I'm still at work.

**Dorothy** Work? I thought you got out of work at five o'clock.

**Sharon** Normally I do but today I have to meet the manager. Listen. I'll be late. Could you do me a favor?

**Dorothy** Sure. Anything. What do you want?

**Sharon** I'm having some friends over for dinner. Could you get out and buy some fish for me?

**Dorothy** I'll do that right now. Anything else?

**Sharon** Yes, would it be too much trouble for you to make some salad for us?

**Dorothy** OK, that's easy. But, we're out of bread. Would you mind picking some up from that bakery? I love the bread of that bakery opposite your office.

**Sharon** No problem. I'll be home in an hour. See you soon.

**Dorothy** Actually, I'll probably be gone by the time you get here. I'm meeting some friends for coffee.

**Sharon** Ok then. See you later. Thank you very much.

**Dorothy** Don't mention about it!

1. Why does Sharon ask Dorothy for a favor?

Because Sharon is still working and she has friends over for dinner.

2. What does Sharon want Dorothy to do?

She wants Dorothy to get out and buy some fish.

3. Does Dorothy request anything? If so, what is it?

Yes, Dorothy requests picking some bread up from the bakery.

4. Will Dorothy be there when Sharon gets home?

No, Dorothy won't be there.

3

**Read the beginning of the dialogue between Ruth and Sally. Then, put the rest of the dialogue into the correct order.**

**Ruth** Sally, how are you doing?

**Sally** Hi Ruth, I'm fine, um, have you got a minute?

**Ruth** Er, yeah, sure.

**Sally** I'm not disturbing you, am I?

**Ruth** No, no no.

**3** Yeah, and I was wondering if you could do me a huge favor

**6** Yes, sure.

**9** No, no dear. Thank you very much!

**7** Ah Ruth, thank you so much!

**8** Is there anything else I can do for you?

**5** Could you, please, water my roses in the garden twice a week?

**4** Of course Sally. What's it?

**2** That's very nice, Sally!

**1** Well, I am going to visit my daughter for two weeks...



**4**

Read three dialogues below and fill in the missing parts in a meaningful way. (Answers may vary.)

### At The Post Office

**Paul** Excuse me. Would you mind if I took your pen for a moment please?

**Clerk 1** E.g. Sorry, it doesn't write well.

**Paul** (1) OK. Thanks anyway.

(to another person)

**Paul** Could you hand me your pen, please?

**Clerk 2** (2) Of course. Here you are.

**Paul** Thank you.



### Talking to a Friend on the Telephone

**Joseph** Good morning. May I speak to Mr. Harris, please?

**Secretary** (3) Sure. May I take your name, please?

**Joseph** Joseph King, from FebGam Corp, Ltd.

**Secretary** Please, hold on a minute, Sir. I'll see if Mr. Harris is available... Please speak on, Sir. Mr. Harris is on the line.

**Joseph** Hello Anthony, How are you?

**Anthony** Hi, Joseph. I'm fine and you?

**Joseph** Fine, thank you. Anthony, I need your help. Would you mind doing me a massive favor?

**Anthony** (4) Of course. my friend. What is it?

**Joseph** Could you lend me some money? I'm abroad and I've run out of money.

**Anthony** (5) I'm afraid I can't. Today is my pay day and I'll make payments to the banks.

**Joseph** OK. Anthony. Thanks anyway.

**Anthony** (6) I'm so sorry.

### At the Office

**Secretary** Good afternoon, Spicy Industries.

**Mr. Smith** Hello. May I speak to Ms. Depp, please?

**Secretary** (7) I'm sorry. She's not in. Would you like to leave a message?

**Mr. Smith** (8) Yes, please. Please tell her the meeting is on Wednesday at 6.00.

**Secretary** Wednesday at 6.00

**Mr. Smith** And, would you ask her to phone me this afternoon? My number is 5653434.

**Secretary** (9) Of course, sir. I'll give Ms. Depp the message.

**Mr. Smith** (10) Thank you. Goodbye.

**Secretary** Goodbye.



**5****A. Take a quick look at the text and fill in the blanks in the sentences below.**

1. Charity Organization is founded in 2001.
2. The first building was constructed in London.
3. Today, they have nearly 20 million members.
4. You should pay 20 dollars to be a member of this organization.

**Charity Organization**

Charity Organization is a foundation established by volunteers who would like to help people make their lives easier in 2001. Their first charity building was constructed in London but later on, they became widespread all around the world and now they have an office almost in every European country. Today, they have approximately 20 million members throughout the world.

The benefits that safe and affordable shelter can have on families and communities that partner with this organization can be long-lasting and life-changing.

Day by day, increasing number of families find themselves in a battle to keep a decent roof over their heads. While these families are suffering from unpredictable rent increases, overpopulated conditions or lack of access to land and affordable financing, they live with an endless responsibility of uncertainty, stress and anxiety.

Charity Organization knows that safe, proper and affordable shelter plays a definitely vital role in helping families to create a new cycle filled with possibilities and progress. Low-cost home ownership sets free families and forwards the skills and confidence they need to invest in themselves and their communities.

To join this organization, you should pay 20 dollars of membership fee per year and join at least three organizations of the association in a year. Otherwise, your membership will be canceled because no passive membership is allowed.

**B. Read the text and answer the questions.**

1. Who founded the Charity Organization? Volunteers who would like to help people make their lives more bearable founded the Charity Organization.
2. What is the aim of the organization? It is helping people make their lives more bearable.
3. What are the obstacles that some families face? Unpredictable rent increases, overpopulated conditions, or lack of access to land and affordable financing are mentioned obstacles.
4. What is the vital role of the organization? Helping families to create a new cycle filled with possibilities and progress is its vital role.
5. What should we do to be a member of the organization? You should pay 20 dollars of membership fee per year and join at least three organizations of the association in a year.

**6****A. Read the announcement and answer the questions.**

LONDON EDU-CHARITY  
ORGANIZATION  
ANNOUNCES;

**50 confident students are  
wanted!**

**400.000 dollars will be  
awarded annually.**

**Your effort is  
your success!**

ALL EDUCATION EXPENSES will  
be covered by the EDU-CHARITY  
ORGANIZATION.

1. What is the name of the organization?  
It's London Edu-Charity organization.
2. How many students will be provided with the scholarship?  
50 confident students will be provided.
3. What is their slogan?  
It's: "Your effort is your success!"
4. How much will the scholars be given?  
400.000 dollars will be given.
5. How often will the scholars get the money?  
The scholars get the money annually.

**B. Write an application letter for the scholarship announced above.**

Students' own answers

- 
- 
- 
- 
- 
-



## FUNCTIONS

- Narrating a past event/ experience
- Talking about sequential actions



**1 A**

Students are expected to look at the question and discuss what kind of patients need to be connected to a life support unit. Give them a few minutes to think and practise what they would like to say. Let the volunteer students share their ideas with the class. It's important to involve most of the students in the discussion.

**1 A** Students' own answers

**1 B**

Ask your students whether they would let doctors disconnect a beloved one from the life support unit if they asked them to. Give your students some time to think about the question and study what they would like to say. Monitor them and help them with vocabulary, if necessary. Motivate them to share their answers with the class.

**1 B** Students' own answers

**1 C**

Explain your students that there is a news story about a Turkish woman that was covered by a newspaper in the US. Let your students read the text and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. When it's done, check the answers.

**1 C**

1. The villagers were worried because they heard the sirens of an ambulance and they started to wonder who it was as it was probably for a neighbor or an acquaintance from the village.
2. She suffered from a coronary failure.
3. Due to the seriosity of the heart problem, Fatma was connected to a life support unit.
4. The doctors couldn't believe their eyes when Fatma moved her eyelids.

**TEACHER'S NOTES**

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**1 A. What kind of patients are connected to a life support unit?**

**B. Would you let doctors disconnect a beloved one from the life support unit if they asked you to? Discuss with your friends.**

C. Below is a news story that was covered by a newspaper in the US. It is about a Turkish woman. Read it and answer the questions.

# REFERENCE POST

World - Business - Finance - Lifestyle - Travel - Sport - Weather

Issue: 240104      THE WORLD'S BEST SELLING NATIONAL NEWSPAPER      Est - 1965

First Edition      Monday 5th June

1. Why were the villagers worried? \_\_\_\_\_
  2. What did Fatma suffer from? \_\_\_\_\_
  3. Why was Fatma connected to the life support unit? \_\_\_\_\_
  4. How did the doctors feel when Fatma moved her eyelids? \_\_\_\_\_

**1 D**

The aim of this activity is to make students reorder the past events in a news story. Put your students into pairs. Let them read the text again and put the jumbled events into the correct order. Don't forget to make an oral check for the answers when they complete the activity.

- 1 D** 7 Fatma moved her eyelids.  
6 A doctor unplugged the device.  
5 The family let the doctors disconnect Fatma from the life support unit.  
1 Fatma fell on the ground.  
4 People gathered together in the village square.  
2 Her husband found her lying still and called the emergency.  
3 The ambulance arrived.  
8 Fatma recovered miraculously.

**1 E**

Tell your students that the reporter who interviewed Sultan to learn the details of the news paraphrased some statements for the newspaper. Put students into groups of 3 or 4 and ask them to decide on Sultan's original statements. Remind your students to refer to the news story and circle the better option in italics.

- 1 E** 1. When 2. didn't know  
3. Before 4. as soon as

**Let's Explore:** In this part, students are expected to compare Sultan's original statements in Part 1 E to the paraphrased forms in the news story and circle the choices that are true about paraphrasing. Try to draw students' attention on how the sentences are paraphrased and what should be considered while paraphrasing. Set a time limit of 2-3 minutes and check the answers.

**Let's Explore:** a, b, d, e

**2 A**

Pre-teach your students the concepts involved and give further examples related to them. Tell students that there are some statements with their paraphrased forms below them. Put students into groups. Ask them to study the pairs to find out how paraphrasing was achieved. Have them write the changes in brackets, as in the examples. Monitor and help the students if they are having problems with vocabulary. Don't forget to check the answers.

- 2 A** 1. alternative grammar patterns, omission  
2. antonyms, alternative grammar patterns  
3. alternative grammar patterns, replacement, omission

## NEWS STORIES

## THEME

## 7

D. Below is a jumbled list of the events in the news story. Work in pairs and put them into the correct order.

- Fatma moved her eyelids.
- A doctor unplugged the device.
- The family let the doctors disconnect Fatma from the life support unit.
- Fatma fell on the ground.
- People gathered together in the village square.
- Her husband found her lying still and called the emergency.
- The ambulance arrived.
- Fatma recovered miraculously.

E. The reporter who interviewed Sultan to learn the details of the news paraphrased some statements for the newspaper. Work in groups and decide on Sultan's original statements. Refer to the news story and circle the better option in italics.

1. *When/Before* my mother collapsed, she was working in the garden.
2. As I was waiting at the door of the intensive care unit, villagers kept calling me because they *knew/didn't know* the truth.
3. *Before/After* the doctors told the family members it was impossible for her to recover, they had tried everything.
4. My mother was able to move her eyelids as soon as/before the doctor unplugged the unit.



Compare Sultan's original statements in Part 1 E to the paraphrased forms in the news story and circle the choices that are true about paraphrasing.

While paraphrasing a statement ...

- a. synonyms and antonyms can be used.
- b. alternative phrases and grammatical patterns can be used.
- c. the general meaning of the statement changes.
- d. all the specific details are kept the same.
- e. some parts can be removed, omitted or replaced.

2

A. Below are some statements with their paraphrased forms. Work in groups and study the pairs to find out how paraphrasing was achieved. Write the change/s in brackets, as in the examples.

E.g. 1. While Jane was walking down the street, she bumped into an old friend.

When Jane encountered one of her old friends, she was walking down the street. (synonyms, alternative grammar patterns)

2. Jane woke up to the noise from the construction workers at 7 am. on Sunday morning.

The noise from the construction workers caused the girl to wake up early on Sunday morning. (alternative grammar patterns, omission, replacement)

1. The reason why I have come here is to help you.

I have come here to help you. (\_\_\_\_\_)

2. He took up yoga and this helped him recover soon.

If he hadn't taken up yoga, he wouldn't have recovered soon. (\_\_\_\_\_)

3. He was honest. This affected the director's decision.

The director considered his honesty while making his decision. (\_\_\_\_\_)

**2 B**

Have your students imagine that they are a reporter and they have interviewed Oumar Hoidini, one of the earthquake survivors, for a story in their newspaper. Also, what he told them about his experience is given. Tell them to paraphrase the story before submitting it to their editor. Ask them to work individually and give them a suitable amount of time to complete the activity. When it's done, check the answers.

**2 B** Students' own answers

**2 C**

Ask students to take a look at Oumar Houdini's story again and find the answers to the questions. Let them work in pairs. Set a time limit of 5 minutes for the activity. Finally, check the answers.

- 2 C**
1. It was at a September night.
  2. People were sleeping.
  3. Yes, it did.
  4. The earthquake hit the area. There was no electricity, no food, no water, no mobile phone signals. The building had collapsed.
  5. He heard some dogs barking. It took the rescue teams about an hour to spot and take him out after that.
  6. Students' own answers

**TEACHER'S NOTES**

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- B. Imagine that you are a reporter and you have interviewed Oumar Houdini, an earthquake survivor, for a story in your newspaper and below is what he told you about his experience. Paraphrase the story before submitting it to your editor.

The earthquake hit the area while most were asleep, just before the dawn, at a September night. There was no electricity, no food, no water, no mobile phone signals. All I had under the debris was a small space and oxygen.

It was far too late when I noticed the truth. I mean, the earthquake. The building had collapsed. Even though I was in a terrible situation, I tried to remain calm and patient. I never lost hope. I don't know why. Perhaps, it was because I believed that some people, rescue teams or one of the beloved ones could get me out of the building. I just sat down and waited. I had time for reflection about what my life had been like. I also thought about how I would appreciate each moment of life if I survived. Suddenly, I heard some dogs barking. It took the rescue teams about an hour to spot and take me out after that. Now, I know what life means and just laugh at those who hurt others for anything.



- C. Work in pairs. Find the answers to the questions in Oumar Houdini's story.

1. What time was it? \_\_\_\_\_
2. What were people doing? \_\_\_\_\_
3. Did anything change the course of events? \_\_\_\_\_
4. What happened at the end? \_\_\_\_\_
5. What happened?/What was the problem?/What were the main events?  
\_\_\_\_\_
6. What were the reactions?/What did the people involved do?/How did they react?  
\_\_\_\_\_

**2 D**

The aim is to make students write a news story or a past experience. Let students look at the template given and include answers to the questions in Part 2 C in their writing. Remind them that alternatively they can write an imaginary story. Give them some time for the activity and let the volunteers read their stories aloud.

**2 D** Students' own answers

**3 A**

Ask your students to look at the question and answer why they think Naim Süleymanoğlu was called 'The Pocket Hercules. Monitor students and if necessary help them with vocabulary. Motivate them to share their answers with the class.

**3 A** Students' own answers

**3 B**

The aim of this activity is to make students list the sequences of the past events in a recorded text. Play the tapescript once and have them listen to the first part of a record about Naim Süleymanoğlu and list the main events with their sequences. If necessary, play the tapescript again and give them some time to complete the task. Don't forget to check the answers.

**3 B**

1. He was born into a Turkish family living in Bulgaria.
2. He was initially interested in wrestling and football.
3. He was directed towards weightlifting.
4. He earned the nickname 'The Pocket Hercules.'
5. He broke a world record in a weightlifting championship in Brazil.

**3 C**

Explain your students that there are some cohesive devices and they are used to link ideas in a logical way. Also, they have different functions in terms of what they express. Let them work in pairs and match the cohesive devices to the functions on the right. Make an oral check for the answers when the activity is completed.

**3 C comparison:** similarly, likewise

**addition** : and, furthermore, also

**sequencing:** first, second, next, then, after

**result** : so, therefore, as a result

**qualifying** : however

## NEWS STORIES

## THEME

## 7

D. Write a news story or a past experience using the template below. Try to include answers to the questions in Part 2 C in your writing. Alternatively, you can write an imaginary story.

Time/Place/  
What  
was happening?

What  
interrupted?/What  
happened next?/What were  
the other events/actions of  
the plot?

Resolution

3

A. Why do you think Naim Süleymanoğlu was called 'The Pocket Hercules'?

B. Listen to the first part of a record about Naim Süleymanoğlu and list the main events with their sequences. Tapescript 7.1

C. Below are some cohesive devices. They are used to link ideas in a logical way and they have different functions in terms of what they express. Work in pairs and match the cohesive devices to the functions on the right.

## Cohesive Devices

similarly	furthermore
first	then
second	after
and	also
so	as a result
therefore	however
likewise	next

## Functions (What is expressed)

comparison
addition
sequencing
result
qualifying

**3 D**

The aim of this activity is to make students complete a recorded text using cohesive devices. Play the tapescript once and have them listen to the second part of the record about Naim Süleymanoğlu and complete the text with cohesive devices. If necessary, play the tapescript again and give them a suitable amount of time to complete the task. Don't forget to check the answers.

**3 D** 1. However 2. First 3. Therefore 4. Also 5. As a result 6. Then

**4 A**

Ask your students whether they have heard or experienced a drive under difficult weather conditions. Give them a few minutes to think about the questions and study what they would like to say. Then, ask if there are any volunteers and try to motivate them to express their opinions.

**4 A** Students' own answers

**4 B**

Have your students read the question and think about what kind of precautions they can take before starting a long journey by their cars to minimize risks. Set a time limit of 2-3 minutes and choose a few volunteers to share their ideas with the class. Listen carefully for pronunciation. Try not to correct their mistakes unless it's necessary.

**4 B** Students' own answers

**4 C**

Let your students scan the text and answer the questions. Ask them to work individually and give them a suitable amount of time to complete the activity. Monitor them during reading and if they have problems with the unknown vocabulary items, make short, brief explanations to help them. When it's done, check the answers.

- 4 C**
1. While they were driving on the steep slopes on their route, the warm weather, together with the sunshine, disappeared and suddenly it started to hail.
  2. They were lucky because they saw a stopover on the right and took shelter in there.
  3. They were excited at the stadium.

**TEACHER'S NOTES**

**D. Listen to the second part of the record about Naim Süleymanoğlu and complete the text below with cohesive devices. Tapescript 7.2**

It was good enough for an exceptionally bright career. (1) \_\_\_\_\_, things suddenly started to go wrong for Naim. (2) \_\_\_\_\_, the Bulgarian Government of the time boycotted Los Angeles Olympic Games. (3) \_\_\_\_\_, he missed his first chance at Olympic success.

(4) \_\_\_\_\_, assimilation policies against Bulgaria's Turkish minority were being carried out. (5) \_\_\_\_\_, Naim was not happy at all. In the meantime, Naim Süleymanoğlu was forced to change his name to 'Naum Shalamanov'.

Naim had made his decision before the Weightlifting World Cup in Melbourne in 1986 where he won the gold medal in 60 kilogram category. Just after he had won the medal, he used a brief moment when he was not monitored by the Bulgarian delegation to be taken out of the building by Turkish agents. (6) \_\_\_\_\_, he was brought to Turkey immediately with a private jet. Suddenly, he became the subject of newspaper headlines all around the world.

As the crisis with Bulgaria resolved, Naim started to compete under the Turkish flag. Now, he was happy at home and made a unique worldwide reputation with six world and nine Olympic medals.

**4**

**A. Have you ever heard or experienced a drive under difficult weather conditions? If so, share it with your friends.**

**B. What kind of precautions can we take before we start a long journey by car to minimize risks?**

**C. Read the text and answer the questions.**

It was a warm day with plenty of sunshine in early spring when we set off for the capital excitedly to watch a Championships League match. As we were driving on the steep slopes on our route, the warm weather, together with the sunshine, disappeared and suddenly it started to hail. The ice cubes were as big as cubes of sugar. We didn't know what to do. It was getting worse and worse. We could hardly see the road. We took a deep breath when we saw a stopover on the right and took shelter in there. Before the hail started, we had already decided to have lunch at a restaurant nearby. However, while we were having lunch and expecting the hail to die down, it turned into snow. At first, we thought it wouldn't last for a long time and enjoyed our drinks. Meanwhile, it got even heavier and two hours later, all the roads were completely covered with snow. Each snow flake caused us to lose our hopes of watching the match. We tried to keep each other moralized and hopeful despite the possibility of staying there overnight. Fortunately, it stopped and the sun appeared once more in the sky as soon as the snow stopped. Soon after this, it melted and we hit the road again. The fear was replaced by smiles on our faces. After we had driven for 2 more hours, finally, we arrived in Madrid and started to count down for the Championships League match that night. We strolled the city for a short time and then went into the stadium. We got involved in the exciting atmosphere of the stadium and when the match started, we had forgotten about all the difficulties on the road.

## 4 D

The aim of this activity is to make students list vocabulary for narrating and describing events in a text. Explain your students that the table given has the three parts of the narrative they have read. Let them work in groups and fill in the table with a list of the characteristic, key words (sequencers, cohesive devices, verbs, etc.) special to each part of the story. When it's done, check the answers.

**4 D Setting:** Time: a warm day with plenty of sunshine in early spring

Environment: steep slopes

Place: on the way to the capital, Madrid

**Main Event/ Climax:** set off for the capital

drive on the steep slopes

it started to hail

saw a steep over on the right and took a shelter in there

had lunch, expecting the hail to die down

it turned into snow

the snow got heavier and all the roads were completely covered with snow

the snow stopped and the sun appeared

the snow melted and hit the road again

drove for 2 more hours and arrived in Madrid

strolled the city and went into the stadium

the match started

The story's high point: the snow stopped and the sun appeared in the sky

**Ending (resolution):** arrived in Madrid, went into the stadium and watched the championships League match

## 5 A

Explain your students that the illustrations given tell a news story that took place in a village of Indonesia. Ask them to work in pairs and make a presentation based on the story. Remind your students that the words and expressions in the box may be of help. Monitor and help the students if they are having problems with vocabulary. Don't forget to check the answers.

**5 A Students' own answers**

## 5 B

The aim of this activity is to make students narrate the events in the past. Have your students jot down some notes about a past experience or an event in the past. Remind your students to consider the setting, climax and resolution. As the last step of this activity, students are expected to narrate the experience or event to their friends.

**5 B Students' own answers**

## NEWS STORIES

## THEME

## 7

1. What strange thing did they experience while driving?

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2. Why were they lucky?

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3. How did they feel at the stadium?

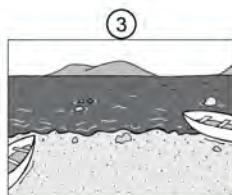
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**D.** The table below has the three parts of the narrative you have read. Work in groups and fill in the table with a list of the characteristic, key words (sequencers, cohesive devices, verbs, etc.) special to each part of the story.

Setting (the environment, time and place, in which the story takes place)	Main Event/Climax (a series of events, conflict, the story's high point)	Ending (resolution)

5

**A.** The illustrations below tell a news story that took place in a village of Indonesia. Work in pairs and make a presentation based on the story. The expressions in the box may be of help.



then/next

came true

thanked

happened

explained everybody

suddenly

had already learned

rushed to the summit

realized the tsunami indicators



**B.** Jot down some notes about a past experience or an event in the past considering the setting, climax and resolution and narrate it to your friends.

## 6 A

Focus attention on the notes about sentence stress. Remind your students that the most important words for communication in a sentence are stressed. Give the students a few minutes to study these words.

## 6 B

Have your students listen and focus on the sentence stress. If necessary, let them discuss in pairs. Then, play the tapescript again. Give them a suitable amount of time for the activity. Make a simple and brief explanation for the sentence stress if students need help.

## 6 C

The aim of this activity is to make students practise sentence stress appropriately. Ask your students to read the sentences and determine the stress of these sentences. If necessary, let them discuss in pairs. Then, play the tapescript once. Have your students listen and check their answers.

- 6 C
1. They were in ROME when the EARTHQUAKE HAPPENed.
  2. No, my FATHER is FORTY FIVE years old.
  3. I am from JAPAN but I LIVE in FRANCE.
  4. THIS is Jack's CAR. It is RED and FAST.
  5. I BOUGHT a JACKET YESTERDAY but it was STOLEN.
  6. The CUTE GIRL was TALKing to your MOTHER.
  7. MORRIS is having SALAD and PASTA because he DOESN'T like EATING MEAT.

TEACHER'S NOTES

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6

## A. Study the notes about sentence stress.

Content words are usually stressed.		Structured words are usually unstressed.	
nouns	book, Jason	pronouns	I, we
main verbs	buy, go	articles	a, an
adjectives	blue, handsome	auxiliary verbs	do, can
adverbs	always, slowly	conjunctions	and, but
demonstratives	this, that	quantifiers	many, some
negatives	can't, won't	verb 'to be' as a main verb	am, is
numbers	two, thirteen	prepositions	from, to
wh- questions words	what, when	possessive adjectives	my, her

## B. Listen and focus on the sentence stress. Tapescript 7.3

1. Sue and her father drank a cup of coffee.
2. I never wear a white T-shirt on a rainy day.
3. What time do you usually get up at the weekend?
4. She will buy two kilos of apples and a kilo of oranges.
5. I am thirsty. I will drink some water.

## C. Read the sentences and determine the stress of the sentences. Then, listen and check.

Tapescript 7.4

1. They were in Rome when the earthquake happened.
2. No, my father is 45 years old.
3. I am from Japan but I live in France.
4. This is Jack's car. It is red and fast.
5. I bought a jacket yesterday but it was stolen.
6. The cute girl was talking to your mother.
7. Morris is having salad and pasta because he doesn't like eating meat.

THEME QUOTE

"ALL STORIES HAVE  
A BEGINNING AND  
AN ENDING, AND IF  
THEY'RE ANY GOOD,  
THE ENDING IS A  
BEGINNING"

1

**A. Read the dialogue between Aaron and Tommy. Then, answer the questions.**

- Aaron** Hey Tommy! Did you look at my blog last weekend?
- Tommy** I couldn't, unfortunately. I had a lot to do. While I was studying, my cousin Gwen came. It was nine o'clock already and after she left, I couldn't study much.
- Aaron** Oh, sorry to hear that. What did you two do?
- Tommy** Well, we didn't stay at home. We went to a café nearby. When we got there, we saw Timothy. He joined us and we chatted for about two hours.
- Aaron** Sounds great. So you aren't ready for Mrs. Gabriel's class, are you?
- Tommy** Not much. You? I bet you finished your homework last night.
- Aaron** Well, I didn't study all night. As I was watching the match on TV, I started writing my new blog post.
- Tommy** Cool! What about the homework then?
- Aaron** My plan was to watch some TV then do the homework. When I received the phone call at eight, I changed my mind and logged into my blog.
- Tommy** Who was the caller?
- Aaron** Rowan. I was just watching the match when he called me. He called to say that the homework was postponed until next week.
- Tommy** Really! Oh, isn't it great? While I was in the café, I was worried about my homework indeed. Now I can finish it. So, as we were chatting in the café, you were posting on your blog. What is the post about?
- Aaron** It is about what we lived, we faced in the past and how we tell them. Memories, to cut it short.
- Tommy** Sounds interesting. I'll read it for sure. Bye for now, take care!
- Aaron** Bye, see you!



- Did Tommy finish his homework before he met Timothy? No he didn't finish her homework.
- What was Aaron's plan for last night? He planned to watch some TV.
- Where did Tommy and Gwen meet Timothy? They met Timothy in the cafe.
- Did Aaron finish his homework when Rowan phoned him? No he didn't finish his homework.
- What was Aaron's blog about? It was about memories.

**B. Reread the dialogue and underline the sentences in past tenses and place them into the correct category.**

## Simple Past Tense

Did you look at my blog last weekend? / I had a lot to do./ my cousin Gwen came./ It was nine o'clock/ she left,/ What did you two do?/ We didn't stay at home./ We went to a cafe near us./ We got there,/ we saw Timothy./ He joined us/ we chatted for about two hours./ You finished your homework last night./ I didn't study all night./ I started writing my new blog post./ My plan was to watch some TV/ I received the phone call at eight,/ I changed my mind and logged into my blog./ Who was the caller?/ He called me./ He wanted to say that the homework was postponed to next week./ I was in the cafe/ I was worried about my homework indeed.

## Past Continuous Tense

I was studying./ I was watching the match on TV,/ I was just watching the match/ We were chatting in the cafe,/ You were posting on your blog

**2**

Complete the following using the words in brackets. Use the *simple past* or the *past progressive*.

E.g. Paula was eating (eat) lunch when someone called (call) her.

1. While I was working (work), Ethan came (come).
2. Clare's parents dropped by (drop by) to visit her while she was watching (watch) a movie.
3. Helen visited us last night. She helped me with the dinner. While I was cooking (cook), she set (set) the table.  
After dinner, we had (have) coffee while watching TV.
4. My sister had a difficult day. When I arrived (arrive) home, she was sleeping (sleep).
5. When the electricity went off (go off), I was reading (read) my essay.
6. Yesterday, Bella and Scarlett went (go) to the park to get some fresh air. While they were walking (walk) beside the swimming pool, they saw (see) a boy swimming.
7. While the boys were walking (walk) around the zoo, they fed (feed) animals.
8. While I was travelling (travel) around the world, I witnessed (witness) so many strange events.
9. I was having (have) a shower when the lights went (go) off. My mother got (get) a flashlight so I could get out of the bathroom.
10. I took (take) photos while I was having (have) a safari tour.
11. While Hannah was walking (walk) in the street, she bumped (bump) into an old friend.
12. My father showed (show) me a falling star while we were going (go) to the cinema.
13. Lucy and Kylie were dancing (dance) when the clock struck (strike) 12.

**3**

Complete the story with an appropriate connector from the box.

soon

at last

finally

meanwhile

at first

My brother, John, was a very intelligent boy and graduated from the university with honors. He is happy and has a very high income now. However, (E.g.) at first he was depressed. He couldn't get the opportunity to work for the job he had been educated for. My family couldn't afford the expenses of both of us since I was also preparing for the university. So, he had to earn his own living.

He had looked for the job he wanted for more than 2 years. (1) Meanwhile, he worked part-time. (2) At last, he was employed for a great job with a high salary. There, he met a beautiful woman and they got married. They started to work together on new projects. (3) Soon, they became very popular around the world as they invented different kinds of devices for the automotive industry. (4) Finally, they got many invitations from the biggest companies in the USA, however, they didn't even think about them as they never had the idea of leaving their family and their country behind.



**4****A. Fill in the blanks with simple past or past perfect forms of the verbs in brackets.**

**E.g.** Before she did (do) the presentation, she had checked (check) the details carefully.

1. It started (start) to rain after we had gotten (get) to the station.
2. Jill lost (lose) the game because he had never played (never/ play) squash before.
3. Susan turned on (turn on) the TV after she had hung (hang) out the washing.
4. When she arrived (arrive), the match had already started (already/ start).
5. After the man had come (come) home, he fed (feed) the cat.
6. Sue watched (watch) a movie after the kids had gone (go) to bed.
7. After Martin had taken off (take off) his jacket, he phoned (phone) his friend.
8. By the time she turned (turn) twenty, she had visited (visit) nearly every capital city in Europe.
9. I was (be) very tired because I had studied (study) too much.
10. They had ridden (ride) their bikes before they went (go) to park.
11. Sam had gone (go) to work by the time I arrived (arrive).
12. When we returned (return) home, we saw that someone had broken into (break into) our house.

**B. Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in brackets while making your sentences.**

**E.g.** John was very nervous as it was his first time on TV. (hadn't)  
John hadn't been on TV before, so he was very nervous.

1. Staying at an all-inclusive hotel was a bad experience for us. (stayed)  
We hadn't stayed at an all-inclusive hotel before.
2. After they had read the contract, they signed it. (before)  
They had read the contract before signing it.
3. She had to write more than fifty letters to get an interview from him. (had)  
She got an interview only after she had written more than fifty letters.
4. The kids ran over the bridge to see the rescue boat, but it was no longer there. (had)  
The rescue boat had gone by the time the kids ran over the bridge.
5. Your neighbor looked familiar to me, but in fact she was a complete stranger. (met)  
Although she looked familiar to me, I hadn't met with her before.
6. When we arrived at the cinema, we could only see 'the end' on the screen. (just)  
The film had just finished by the time we arrived at the cinema.

**5**

**Reorder the sentences to create a story. The first one is done for you.**

- 1 It was around 7 o'clock in the evening on August 12<sup>th</sup>, last year.
- 5 Christopher tried to stop but he couldn't.
- 7 The police car arrived while he was still looking around.
- 9 They drove Christopher to a hospital nearby. Doctors were suspicious of a hallucination and recommended him therapies.
- 2 Christopher was driving to work.
- 10 Additionally, they advised him not to drive till the end of the therapies.
- 3 The road was clear and he was driving carefully.
- 4 Suddenly, he noticed a young girl in front of the car.
- 6 He pulled over, looked around and under the car. Fortunately, there was nothing.
- 8 The police officers were shocked when Christopher told them everything.

**6**

**A. Read the first part of a story and answer the questions.**

It was a warm spring Sunday. As usual, we got up late, had breakfast lazily and decided not to spend the whole day at home. We prepared some sandwiches and went on a picnic by the lake. While my husband was driving the car, our little daughter and I were singing children songs together. After a thirty-minute travel, we arrived at the picnic area. There were trees and flowers all around. Our daughter lost her patience and started to shout to her father to stop the car. As soon as we saw an empty picnic table, we stopped the car and ran towards the table we had seen before. We were enjoying the environment when David shouted to me to ask for help. We got our picnic carpet from the boot and laid it down together. Little Sue started to play with her doll in joy. David went to bring our picnic basket. As soon as he put the basket on the table, the table collapsed with a huge sound. I grabbed Sue in a hurry and escaped from the danger. Luckily, we were fine and everything was still OK. We gathered together and got into the car quickly to find another table by the lake...



1. How many were they? They were three people.
2. What did they decide to do? They decided to go for a picnic by the lake.
3. How long did it take to arrive? It took thirty minutes.
4. What happened when David put the picnic basket on the table? The table collapsed with a huge sound.
5. Did they return home after that small accident? No they didn't. They got into the car to find another table.

**B. Read the second part of the story and fill in the blanks using the correct forms of the given verbs in brackets.**

In a few minutes, we **E.g. found** (find) another table by the lake and carried our stuff there. Everything seemed alright. Sue started to play with her doll again. I read my book and David read his newspaper. After a while, we felt that we were hungry. We set our table and had our picnic. Sue (1) **met** (meet) a little girl and they (2) **became** (become) friends together. Sally (3) **introduced** (introduce) us to her family and we became friends, either. We joined the two tables and had a great chat together. While we (4) **were drinking** (drink) our last cups of tea, the girls (5) **started** (start) to gripe. They said that they felt bored. So, we (6) **decided** (decide) to play ball games together. We (7) **were playing** (play) dodge ball when David (8) **suggested** (suggest) walking around the lake. Everybody agreed and we had a small tour around the lake. It was getting darker and before we (9) **went** (go) for a walk, I (10) **picked** (pick) up all our stuff and put it in the car. We sometimes took selfies while walking in nature. We had a great time until we got back to the car. While I (11) **was saying** (say) goodbye to our new friends, David (12) **shouted** (shout) angrily that he (13) **lost** (lose) the car key. We were shocked. We looked for it everywhere but we couldn't find it. While David (14) **was calling** (call) the insurance company to ask for help, Sue (15) **shouted** (shout). When we (16) **ran** (run) towards her, we (17) **saw** (see) the keys in her hand. It was such a beautiful day that I was happy for not finishing that day with a sad ending. We rushed into our cars and drove back home happily. However, another surprise (18) **was awaiting** (await) us by the front door. This time we (19) **had lost** (lose) our door keys. But, this was an easier problem at least. We called a locksmith and he opened our door in an hour. Before falling into sleep, I heard David saying "what a day?", sighing.

**C. Read the text and choose the correct answer.**

1. Sue met with \_\_\_\_\_ while having picnic.      a. the little boy      b. the little girl
2. They \_\_\_\_\_ throughout the picnic.      a. were alone      b. were with their new friends
3. \_\_\_\_\_ found the car keys.      a. Sue's friend      b. Sue
4. That day, they got help from \_\_\_\_\_      a. a locksmith      b. an insurance company
5. They lost their \_\_\_\_\_ on picnic that day.      a. car key      b. door key and car key

**D. Write a new ending for the story above.**

In a few minutes, we found another table by the lake and carried our stuff there. Everything seemed alright...

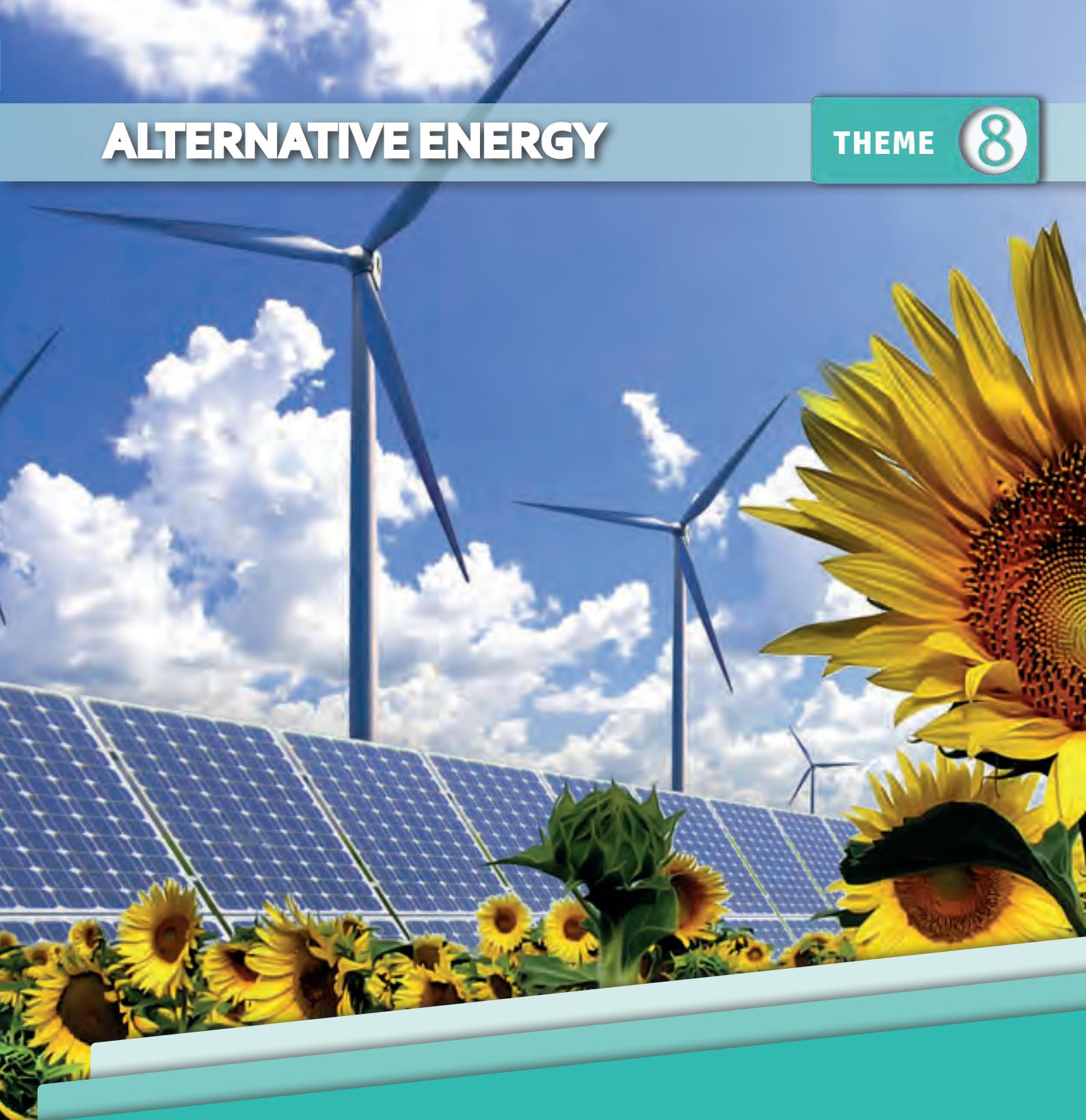
Students' own answers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## FUNCTIONS

- Describing problems
- Making complaints
- Offering solutions



**1 A**

Focus on the question. Ask your students whether they have heard of vampire power before. If yes, let students share their knowledge with the class. But if not, try to guide them to make guesses about the issue. Give them a few minutes to practise what they would like to say. Finally, let the volunteer students speak.

**1 A** Students' own answers

**1 B**

Set a time limit of 5 minutes and ask your students to examine the diagram given. They are expected to tell what they understand about waste of energy. Let students discuss in pairs first and then, share their answers with the class using the information in the diagram. Help the students if they have problems with the unknown words or phrases.

**1 B** Students' own answers

**1 C**

Tell students that some phrases about environment and their definitions are given in this part. Ask your students to read and match these phrases to the definitions. Remind students to work in pairs. When the activity is completed, make an oral check for the answers.

- 1 C**
1. b
  2. c
  3. a

**1 D**

Focus on the table and tell students that they are going to hear a dialogue related to the problems of excessive energy consumption and the solutions to them. Play the tapescript once. Let students talk to a partner about what they have understood, for a few minutes. Then, play the tapescript again. Pause after each problem to give students some time to note down the solutions. Have students compare their answers and finally, check them.

**1 D**

Problems	Solutions
Vampire Power	Unplug when you are done with electrical outlets.
High Carbon Footprint	Be more concerned and sensitive about energy consumptions.

## THEME

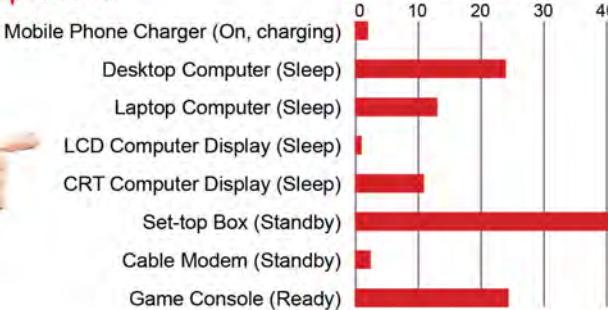
## 8

## ALTERNATIVE ENERGY

1

A. Have you heard of vampire power?

B. What does the diagram below tell you about waste of energy? Discuss with friends.

**Vampire Power****Fact:**

A typical home has about 20 products continuously draining power. This combined phantom energy use can account for about 10% of your power bill.

C. Work in pairs. Match the definitions to the phrases.

1. Vampire Power
2. Carbon Footprint
3. Greenhouse Gases

- a. The gases which increase the Earth's temperature by trapping heat in the atmosphere.
- b. The leakage of energy due to the chargers left plugged into the wall.
- c. The sum of all emissions of CO<sub>2</sub> (carbon dioxide), which are caused by your activities.

D. Listen to the dialogue and note down the solutions to the given problems of excessive energy consumption. Tapescript 8.1

Problems	Solutions
Vampire Power	
High Carbon Footprint	

**2 A**

Ask your students whether they know any celebrities who (have) dedicated their lives to environmental solutions. Give them a few minutes to scan their memories and study what they want to say. When they are ready, choose a few volunteer students and let them speak.

**2 A** Students' own answers

**2 B**

Find a few pictures or photographs of electric cars and solar panels and bring them to the class. Stick these pictures on the board and try to draw your students' attention by asking them a few questions such as;

- What are solar panels used for?
- How do the electric cars help to protect our environment?

Then, ask your students to think about the importance of electric cars and solar panels for the future of our planet. Motivate them to share their opinions with the class. Don't interfere in their speech unless it's necessary.

**2 B** Students' own answers

**2 C**

Focus on the questions. Get your students to scan the text and answer the questions in a suitable amount of time. If they have problems with the unknown words, let them use their dictionaries. When they complete the activity, ask them to compare answers with a partner's and then, make an oral check.

**2 C**

1. He became famous at an early age because he created an online payment service.
2. His projects mainly focus on affordable solar products.
3. He thinks that driving a gasoline sports car is going to feel like a steam engine.
4. The purpose of his foundation is to explore space and discover renewable and clean energy sources.
5. Students' own answers

**2 D**

Have your students read the text again. They are expected to find the key points of the text. If necessary, let students discuss in pairs. As the last step of the activity, tell them to summarize the text by including the key points. Set a time limit of 10 minutes for the activity. Choose some volunteers and let them share their paragraph with their friends.

**2 D** Students' own answers

## ALTERNATIVE ENERGY

## THEME

## 8

2

**A. Do you know any celebrities who (have) dedicated their lives to environmental solutions?****B. How important do you think electric cars and solar panels are for the future of our planet?****A LIFE DEVOTED TO SCIENCE AND TECHNOLOGY**

If you are one of those who keep up with the latest developments in science, technology, space travel or online payment, you are likely to be familiar with the name Elon Musk. Born in South Africa, now residing in Los Angeles, Musk made an early name for himself by creating an online payment service. He made headlines in May 2012 when one of his companies launched a rocket that would carry the first commercial vehicle to the International Space Station.

He, then, created another company to make affordable solar products to secure lower fixed energy rates for years to come and became a leader of shaping the future technology. He is also the co-founder, CEO and product architect of a company which is working on affordable mass market electric cars as well as battery products.

With his team, he has recently introduced a new semi truck which boasts 500 miles of range. It can extend to 1 million miles with an added battery.

He is proud of this product which is the fastest car ever made with its 0 to 60 time of 1.9 seconds.

"I am planning to give a hard smack-down to gasoline cars." he says and adds "Driving a gasoline sports car is going to feel like a steam engine". He has founded his own foundation which is dedicated to space exploration and the discovery of renewable and clean energy sources. He is the one to be appreciated for all his efforts to broaden the vision of humanity to protect Mother Earth.

**C. Read the text and answer the questions.**

1. Why did Elon Musk become famous at an early age? \_\_\_\_\_
2. What do his projects mainly focus on? \_\_\_\_\_
3. How does he compare electric to gasoline cars? \_\_\_\_\_
4. What is the purpose of his foundation? \_\_\_\_\_
5. Do you think future generations will remember Elon Musk as a man of honor? Why?  
\_\_\_\_\_

**D. Summarize the above text about alternative energy by including the key points.**

## 3 A

Focus on the images. Ask your students to describe what they see in them shortly. Give them a few minutes to think about how these images may be related to environmental solutions and discuss in pairs. Then, ask if there are any volunteers to speak. Try to guide your students to a class discussion by involving as many students as possible. Don't interfere in their speech for pronunciation if it's not necessary.

3 A Students' own answers

## 3 B

Read the instruction aloud and ask your students what analyzing is. Listen to their answers and write the definition of 'analyze' on the board;

**analyze:** examine something methodically and in detail, typically in order to explain and interpret it.

and make a short, brief explanation for the students. Then, tell them to read and analyze the text so that they will be able to respond to the questions. Give them some time for the activity and check the answers.

3 B 1. Students' own answers

2. Students' own answers

3.

Problems	Solutions
Household waste	The way people put things in a garbage bag, avoiding using plastic shopping bags, curbing the desire to buy new things just for a change may help much more than it is thought.
Deforestation	Determining residential areas that do not require deforestation, constructing underground transportation systems, raising awareness about family planning may help minimize deforestation.

## 3 C

Let your students do some brainstorming about other environmental solutions that they would recommend as major ones. Give them a few minutes to think and practise what they want to say. When they are ready, ask them to share their opinions with the class. Try to guide them to discuss the issue as this will give them a chance to improve speaking skills.

3 C Students' own answers

## THEME

## 8

## ALTERNATIVE ENERGY

**3**

- A.** Look at the following images and discuss how they may be related to environmental solutions.



- B.** Analyze the text to respond to the questions.

When environmental problems are at issue, most people end up talking about some solutions. Therefore, forms of energy may turn out to be the subject of statements.

Most believe that switching to alternative, renewable and clean energy forms has been considered to be the number one solution to environmental problems. However, this is a highly debatable matter as there are many other things to be done. In order to develop a better understanding of what must be done, awareness about the reasons underlying environmental problems is essential. In addition to carbon emission based problems that lead to any form of pollution such as land, air and water pollution, climate change and global warming; deforestation, overpopulation, some forms of household waste and genetic engineering stand as other major issues to be dealt with. Fortunately, they can still, at least to an extent, be dealt with.

An average household produces tons of garbage each year and it is a futile effort to send these masses to other countries or seek for economical ways of disposal as the only solution. They may work out well but trying to cut down on consumption may be a much better contribution. The way people put things in a garbage bag, avoiding using plastic shopping bags, curbing the desire to buy new things just for a change may help much more than it is thought. Deforestation is another factor which can be kept at certain levels or minimized. Due to overpopulation, new needs such as demand for food, shelter and cloth arise and in order to create new areas to construct homes, roads, factories and agriculture, deforestation occurs. This also triggers floods, soil erosion, global warming, climate imbalance, wildlife extinction and some other issues. Determining residential areas that do not require deforestation, constructing underground transportation systems, raising awareness about family planning may help minimize deforestation.

- What messages can you infer about solutions to environmental problems in the text? Discuss with friends.
- What kind of environmental solutions are of priority in everyday life for you? Make a list of top three.
- What are the solutions to the environmental problems given, according to the text? List them in the grid.

Problems	Solutions
Household waste	
Deforestation	

- C.** What other environmental solutions would you recommend as major ones? Discuss with your friends.

**4 A**

Ask your students to listen and focus on the intonation of the sentences. Playing the tapescript twice will be enough for the students. Check whether they have understood or not by asking them some questions about how falling and rising intonation occur. If necessary, add some more examples.

**4 B**

The aim of this activity is to make students practise intonation in sentences. Let your students read the sentences, determine the intonation patterns and draw arrows for them as in Part 4 A. Remind them to be careful about intonation issues and if necessary, let them work in pairs. Then, play the tapescript and make an oral check for the answers.

**4 B**

I can speak English but I can't speak German.

Is your sister at home, now?

When is Jack's birthday party?

Her amazing sound fascinated me.

Morris was so excited for your success.

I can't stand driving in the rush hours!

My little brother is very afraid of snakes, spiders and crocodiles.

**TEACHER'S NOTES**

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## ALTERNATIVE ENERGY

## THEME

## 8

4

A. Listen and study the intonation of the sentences below. Tapescript 8.2

Questions	<p>For Yes/No questions, rising intonation is used.</p> <p>Are you ill?</p> <p>For Wh-questions, falling intonation is used.</p> <p>What are you doing?</p>
Statements	<p>At the end of the statements, falling intonation is used.</p> <p>I haven't seen her for 7 years.</p>
Listing things	<p>For listing things, rising, rising and falling intonation are used.</p> <p>My sister likes carrots, cabbages and potatoes.</p>
Feelings	<p>For high-energy emotions, rising intonation is used.</p> <p>I couldn't believe my eyes!</p> <p>For boredom and dislikes, falling intonation is used.</p> <p>I am not interested in your match.</p>
Contrasting things	<p>For contrasting things, rising intonation is used.</p> <p>I like eating chocolate but I don't like ice-cream.</p>

B. Read the sentences, determine and draw arrows for the intonation patterns of the sentences as in Part 4 A. Then, listen and check your answers. Tapescript 8.3

1. I can speak English but I can't speak German.
2. Is your sister at home, now?
3. When is Jack's birthday party?
4. Her amazing sound fascinated me.
5. Morris was so excited for your success.
6. I can't stand driving in the rush hours!
7. My little brother is very afraid of snakes, spiders and crocodiles.

**5 A**

Explain your students that they are going to read a complaint letter about an environmental problem and each part has a different function represented by a different color. Students are expected to match the function of each color to the parts of the complaint letter. Set a time limit of at least 5 minutes for the activity and make short explanations for the unknown words if students need your help. Finally, check the answers.

- 5 A** Red: a  
Blue: g  
Green: f  
Pink: c  
Dark Blue: b  
Yellow: e  
Purple: d

**5 B**

Put your students into pairs. Ask them to take a look at the jumbled expressions of a complaint letter. Let them discuss in pairs and put them in the correct order to make up a letter of complaint. Also, remind students that they can benefit from the complaint letter in Part 5 A. When they complete the activity, choose a few volunteer pairs to share their answers with the class for oral check.

- 5 B** 3. the complaint/threat  
1. salutation  
2. why are you writing  
4. the solutions offered  
5. expectations  
6. closing expressions and signature

TEACHER'S NOTES

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## THEME

## 8

## ALTERNATIVE ENERGY

**5****A. Read the complaint letter and decide which part of it the colors show.**

Kensing Street, 5E/1

24012 LITTLEPOLE

3 March 2010

To whom it may concern,

I am a resident of Littlepole, in New Delhi. I am writing to address a serious environmental problem in the neighborhood.

I moved to this neighborhood in January two months ago and noticed that there is a terrible smell of coal especially in the early morning and evening hours while I'm out for a run or walk. I have talked to some residents of the area and learned that most of them use low calorie coals in their stoves or central heating systems. As a result, we inhale carbon polluted air, and at times when there is smog, it becomes almost impossible to walk around. Also, it may cause lung or similar diseases in the long run which are fatal or difficult to cure.

I trust that the municipality will introduce a ban on using low calorie coal and raise people's awareness about the risks involved both in environmental and individual terms.

I am sure that you will do your best and work hard to try to solve this problem. This issue is a priority as it is a very serious threat to people and environment.

Thank you in advance for your prompt attention to this matter. I am looking forward to hearing from you.

Yours sincerely,

*Myra*

Myra Sahana



- a heading (address of the writer and the date)  
 b the solutions offered  
 c the complaint/threat

- d closing expressions and signature  
 e expectations  
 f why are you writing?  
 g salutation

**B. Work in pairs and put the jumbled letter of complaint into the correct order. Write numbers in the boxes.**

Our school building is located at a point which is close to the sewer mains of the town. Unfortunately, nothing has been done by authorities about a leakage at a point close to our garden. This is a serious threat to the students, school staff and residents of the neighborhood let alone the terrible smell and insects caused by it.

Dear Sir or Madam

I am the principal of Middleton Primary School. The reason why I am writing this letter is to complain about the problem of a leakage close to our school.

The solution to this problem is vital. I'd like you to put a warning sign immediately so that people will not get close to it, and then repair the leakage as soon as possible.

I am sure that you will bring a solution to this problem immediately as it is a matter of health.

I look forward to hearing from you.

Yours faithfully,

*Lindsey*

Lindsey Curie,

**5 C**

Tell your students to imagine that they have an environmental problem in their neighborhood, town, city, etc. and need to complain about this problem and suggest solutions to a local or national authority by writing a letter. Let students think about the issue for a few minutes. Then, ask them to write a complaint letter considering the parts and their functions. Monitor students while writing and help them if they have problems with vocabulary. Have them work individually and encourage them to read their letters aloud when it's done.

**5 C** Students' own answers

**5 D**

Focus on the instruction and make a short explanation about the town council's meeting. Ask your students to read the first part of the conversation in a suitable amount of time. Then, let them express their opinions about whether the members of the council are doing the right thing or not and what should be done. Try not to interfere in their speech unless it's necessary.

**5 D** Students' own answers

**Let's Explore:** In this part, students are expected to study the expressions in bold in the previous dialogue. Try to draw their attention on the function-what they are used for- of the expressions. Set a time limit of 2-3 minutes and let students circle the best choice about them.

**Let's Explore:** c

TEACHER'S NOTES

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## ALTERNATIVE ENERGY

## THEME

8

**C.** Write a letter of complaint about an environmental problem to a local or national authority and suggest solutions in your letter.

**D.** The town council is having a meeting to discuss solutions to the problems in town and they are talking about the problem in Myra Sahana's letter. Read the first part of their conversation and discuss whether the members of the council are doing the right thing and what should be done.

- |                       |  |
|-----------------------|--|
| <b>The Mayor</b>      | So, the next issue is related to air pollution stemming from low calorie coal use in the neighborhood of Littlepole. It came in a letter of complaint by a resident, Myra Sahana. You have a copy of the letter in your folders. What would you say about it?                        |
| <b>Linda Thomas</b>   | <b>Don't get me wrong, but I think we should</b> take a prompt action on this matter. We should be more sensitive about environmental issues.  |
| <b>Ally Jonas</b>     | You are right but <b>the solution to this problem</b> is not so simple as introducing a ban at once.   |
| <b>Marie Birdwood</b> | I agree with you Mr. Jonas. It is not that simple. <b>I think we should consider</b> the different aspects of the problem. It is about family budgets, environment, human health, introducing new standards in coal market and similar things.                                       |
| <b>Carl Pitt</b>      | Excuse me, but <b>in order to solve this problem, we must first</b> see things on the spot. We should figure out whether it is really all about low calorie coal use. There might be another reason as well. We should first send experts of the municipality to discover the truth. |
| <b>The Mayor</b>      | That seems to be a good beginning, Carl.   |



Work in pairs. Study the expressions in bold and circle the best choice about them.

The expressions in bold are...

- for describing problems.
- making complaints.
- offering solutions.

THEME QUOTE

"THE FUTURE IS  
GREEN ENERGY,  
SUSTAINABILITY,  
RENEWABLE  
ENERGY"

**6 A**

Explain your students that authorities offered some solutions to the problems after receiving complaints. Ask the students to discuss in pairs and match the complaints to the solutions. Give them some time for the activity and make an oral check for the answers.

**6 A** 2. I think we should first watch the video records from surveillance cameras nearby and find out who did it.

1. In order to solve this problem, we must first send a notification. We cannot punish straight.
3. Thank you for sharing this with us. The solution for this problem is to collect water samples for analysis, immediately.

**6 B**

Ask your students to take a look at the banners given and discuss what they express- complaints or solutions in pairs. If necessary, let the students use their dictionaries. When they are ready, choose a few volunteers and let them share their answers with their friends.

**6 B**

Stop killing : Complaint-Solution

Keep your : Solution

Quit consumption : Complaint

Clean energy : Solution

Turn up : Complaint

Sorry but : Complaint

**6 C**

Put students into pairs. Tell them to make a dialogue imagining themselves as a person complaining about an environmental problem and a local authority offering solutions. Remind students that they can refer to Parts 5 D and 5 E, if necessary. Set a time limit of 5-6 minutes for the activity and let students read and act out their dialogues when the activity is completed.

**6 C** Students' own answers

TEACHER'S NOTES

## THEME

## 8

## ALTERNATIVE ENERGY

**6**

A. Below are solutions offered by authorities after receiving complaints. Work in pairs and decide which solution is related to which complaint.

## Complaints

1. There is a problem that requires an urgent solution. The factory in our neighborhood dumps waste somewhere close to the residential area.
2. Sorry to bother you but we have to inform you that some trees by the lake have been cut down this week. No one has seen them.
3. I'm sorry to tell you that the residents of the area are drinking polluted water.

## Solutions Offered

- I think, we should first watch the video records from surveillance cameras nearby and find out who did it.
- In order to solve this problem, we must first send a notification. We cannot punish straight.
- Thank you for sharing this with us. The solution for this problem is to collect water samples for analysis, immediately.

B. Work in pairs. Look at the banners below and decide whether they express complaints or solutions. Some banners are acceptable for both.

STOP KILLING YOUR MOTHER EARTH.

CLEAN ENERGY WILL BE THE SHELTER.

KEEP YOUR DEVICES UNPLUGGED.  
KILL THE VAMPIRE!

TURN UP THE HOPE, NOT THE HEATERS.

QUIT CONSUMPTION-BASED LIFESTYLE.

SORRY BUT THIS IS URGENT:  
I'M LOSING MY HABITAT.

C. Work in pairs. Imagine that one of you is a person who wants to make a complaint about an environmental problem and the other is a local authority who will offer solutions. Make a dialogue and share it orally with your friends.

## 7 A

Explain your students that the second part of the dialogue between the town council members in Part 5 D is given in this activity. Ask students to read it and think about the solutions offered in the first part. They are expected to discuss whether the members are supportive or critical of these solutions. Motivate them to use English as much as they can and correct their mistakes only if necessary.

7 A Students' own answers

**Let's Explore:** In this part, students are supposed to study the statements from the dialogue. Try to take their attention on what these sentences are used for and help them elicit the function of the bold parts of these sentences. Give them a few minutes and let them circle the best choices to complete the explanations about the statements. Finally, make an oral check for the answers.

**Let's Explore:** 1. b , 2. b

## 7 B

Let your students read the statements about the usage of alternative energy in a few minutes. Then, ask students to write their own opinions on each of them using expressions similar to the ones in the previous dialogue. Remind students to write their opinions in a critical but polite manner. Give them a suitable amount of time for the activity and let them share their opinions with the class when the activity is completed.

7 B Students' own answers

TEACHER'S NOTES

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## ALTERNATIVE ENERGY

## THEME

## 8

7

- A. Below is the second part of the dialogue in Part 5 D. Read and discuss whether the council members are supportive or critical of the solutions offered in the first part.

**Joe Wilkins** Ladies and gentlemen, I have to say that we are giving a prompt reaction. A complaint from one person doesn't necessarily mean that there is air pollution there.

**Lilly North** I'm sorry to tell that the woman may be mistaken. Mr. Wilkins could be right at this point.

**Tim Hogan** Perhaps, it could be better if we talk to some other residents. If there are others to complain about the same problem, we can handle the situation again.

**The Mayor** Thank you very much for your contributions, everyone. We must handle the problem through scientific methods. We can talk to other residents and send experts at the same time.



### Lex & Explore

Study the statements below from the dialogue above and circle the best choices to complete the sentences about them.

- I have to say that we are giving a prompt reaction.
- I'm sorry to tell that the woman may be mistaken.
- Perhaps, it could be better if we talk to some other residents.

1. These sentences are used to ...
  - a. express approval
  - b. express critical opinion
2. The bold parts of these statements are for showing ...
  - a. a rude manner
  - b. a polite manner

- B. Below are statements about the usage of alternative energy. Write your opinions on each of them in a critical but polite manner. Use expressions similar to those in the dialogue in Part 7 A.

1. In my opinion, biodiesel will be the main fuel of the future.

2. We must quit using fossil fuels and start to use alternative and renewable energy forms immediately.

3. Wind turbines should be the main way of generating power.

4. When solar panels are installed, people will not need to use other energy resources.

## 7 C

Focus on the instruction and explain the task to your students. Ask them to read the script of the informal debate in a suitable amount of time. If students have problems with the unknown words, let them use their dictionaries or make short, brief explanations for these words. Then, have the students complete the missing parts with statements from the box. Remind them to be careful about cohesion and coherence issues. Finally, make an oral check for the answers.

7 C 1, 3, 4, 2

## 7 D

The aim of this activity is to make the students participate in an informal debate. Put students into pairs. Let each student pick one of the prompt boxes. One of the students will be 'in favor' and the other will be 'against' alternative energy in the future. As the teacher, you will be the moderator. Give the students some time to think and practise what they would like to say about the issue. Choose some volunteer pairs to act the debate out using the prompts given.

7 D Students' own answers

TEACHER'S NOTES

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## THEME

## 8

## ALTERNATIVE ENERGY

C. Below is the script of an informal debate about alternative energy on TV. Complete its missing parts with statements from the box.

1. In order to make things clear, we must first understand the difference between alternative energy and renewable energy.
2. The exact solution to this problem is to turn to smart technologies. It can be considered a sort of alternative way of producing something at lower costs and in shorter periods. It is also clean, once created and constructed.
3. Another way of looking at this problem is not to focus on alternative, renewable or clean energy. What we should focus on is how we can reduce consumption. It is still one of the best ways to save energy.
4. Don't get me wrong but I think, we should focus on clean energy rather than alternative or renewable energy because most forms of them require some processes and those are non-environment-friendly.



**Jennifer** As fossil fuels are running out, we will need to focus more on alternative energy in the near future. I mean, renewable energy.

**Watcher's view**

**Lordy** Yes, that's right. Alternative energy and renewable energy are not exactly the same. Each alternative to conventional energy generation may not necessarily be renewable energy. Remember that nuclear energy, when it first came up, was considered alternative but it's not renewable and clean.

**Watcher's view**

**Thomas** How will that be possible? I mean, before switching to alternative and renewable forms. Clean energy is the ultimate level, but not in store.

**Watcher's view**

**Robin** None of these things can be the solution on their own.

**Watcher's view**

D. Work in pairs. Pick one of the prompt boxes below and debate with your partner over alternative energy in the future as someone in favor or against.

Student in favor

- fossil fuels cause carbon emissions
- alternative energy is the future of the planet
- alternative energy forms are mostly renewable
- your own statements

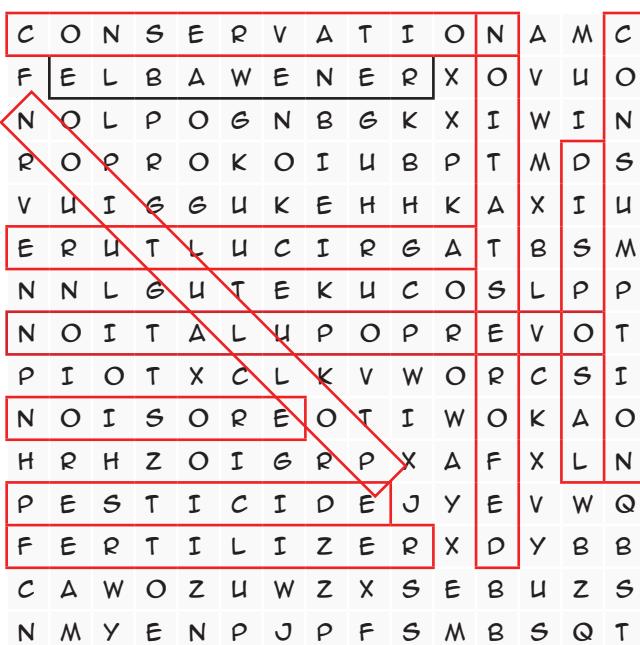
Student against

- harmful effects of fossil fuels have been minimized
- switching to alternative energy requires big investments.
- the true solution is consuming less
- your own statements

1

## A. Do the crossword puzzle below.

renewable  
pollution  
deforestation  
overpopulation  
disposal  
consumption  
agriculture  
erosion  
fertilizer  
pesticide  
conservation



## B. Fill in the blanks with the correct forms of the appropriate words from Part 1 A to create meaningful sentences.

- Chemicals, E.g. fertilizers and pesticides were often doing more harm than good.
- Biodiesel is a renewable fuel which produces less pollution than regular diesel.
- Biodiversity conservation is the shared responsibility of all Turkish people.
- Sneaky pollution of the soil is the main cause of extinction of plant species in the UK.
- Deforestation is a threat to water supplies because it dried up springs and reduced rainfall.
- At present, there is overpopulation of the deer in the Highlands.
- Now, the radioactive waste disposal for each site will be regulated through one organisation.
- We can start by reducing our energy consumption and turning to renewable resources.
- The productivity of the eastern system of agriculture declined in the seventeenth century.
- If the soil is subject to wind and water erosion, it will be important to provide cover to protect it.

2

## A. Read the given problems below and complete them with the appropriate responses the waiter may ask for. One has been done for you.

- 1 This hamburger is cold. I can't eat it.
- 2 The Internet is not working. This is unfair.
- 7 You overcharged me for this bag. This is wrong.
- 5 This food doesn't taste good. It is disgusting.
- 4 There is a fault with the shirt I got yesterday.
- 6 I am not happy with the cable TV service you're providing.
- 3 We have no hot water in our hotel room. This is unacceptable.

- Please bring me a hot one.
- I would like to have it connected, please.
- Please give us another room.
- Could I replace it with another one?
- Could I have another meal instead?
- Please credit me for the lost hours.
- Please give me a refund.

**B. Read the responses below and fill in the blanks with correct expressions from the box.**please allow me  
in a minutewe can offer  
don't worrysorry  
I'll fetch

pay you back

E.g. Oh, I'm so sorry about that. Please allow me to bring you another meal.

- Oh, sir! I'm terribly sorry. (1) I'll fetch you a new shirt right away.
- I'm sorry to hear that you're not happy with our cable TV service. (2) We can offer you some different channels instead.
- We are so sorry for that. (3) Don't worry we will give you extra time.
- I'm so sorry for that. I'll get a hot one for you (4) in a minute.
- Oh, madam. We are so sad for that. I'll (5) pay you back right now.
- We are (6) sorry, sir! Let me give you a room by the lake for compensation.

**C. Read the actions the speakers ask for in Part 2 A and match them to their appropriate responses in Part 2 B. One has been done for you.**

1	2	3	4	5	6	7
d	c	f	a	e.g.	b	e

**D. Read the expressions below and put them into the correct order to create a meaningful complaint dialogue between a customer and a customer service.**

- [4] Of course, I do.  
[2] I guess so. I bought this computer here about three days ago, but I haven't been able to connect to the Internet since then. Moreover, there's an annoying hissing sound in the background while it is working.  
[3] Do you have Internet connection at home?  
[8] Yes, here it is.  
[10] Thank you so much! I'll appreciate that.  
[6] Yes, and there was no problem. All devices are connected to the Internet at home.  
[1] Good afternoon, can I help you?  
[7] OK! Sir, I can guess what the problem is. Another customer had exactly the same problem and we had to change the product with a new one in the end. Do you have the receipt with you?  
[5] Have you tried connecting to the Internet with any other devices?  
[9] That's great. Then, you can get your new computer in ten minutes.



3

**A. Read the text and guess the meanings of the words in bold. Then, match them to their definitions below.**

- 1 reduce
- 4 preserve
- 2 turbine
- 3 intermittent
- 7 convert into
- 8 produce
- 6 hazardous
- 5 accumulate

1. to make something less or smaller in size or quantity
2. a machine or an engine that receives its power from a wheel turning by the pressure
3. stopping and starting often over a period of time
4. to keep a particular quality, feature
5. to gradually increase in number or quantity over a period of time
6. involving risk or danger
7. to change from one form to another
8. to grow or make something

### ALTERNATIVE ENERGY

Scientists are looking for alternative energy sources to **reduce** pollutants and greenhouse gases. Alternative energy sources are the new hopes for reducing the amount of toxins caused by energy use. In order to understand to what extent alternative energy use can help **preserve** ecological balance of the world, it is important to be aware of the types of alternative energy sources that are out there.



Wind power is the use of air flow through wind **turbines** to power generators for electric power. An electrical generator converts the rotation of turbine blades into electrical current.

As wind is a renewable source of energy, we will never run out of it. But wind power is **intermittent**, so consistent wind is needed for continuous power generation. If wind speed decreases, the turbine lingers and less electricity is generated.

It produces no greenhouse gas emissions since no chemical processes take place. In addition to this, on the land occupied with turbines, farming and grazing can still take place on land occupied by wind turbines and this can help in the production of biofuels.

Solar power is the conversion of energy from sunlight into electricity. It works by trapping the sun's rays into solar cells where this sunlight is then **converted into** electricity.

Solar energy is used commonly for heating, cooking, the production of electricity, and even in the desalination of sea water. It is a renewable resource as long as the Sun exists.

Solar power generation releases no pollution because there is no chemical reaction, but solar power stations can be very expensive to build.



Geothermal energy is the heat energy generated and stored underneath the Earth.

Geothermal energy **produces** no harmful by-products, but if it is done incorrectly, geothermal energy can produce pollutants and improper drilling into the earth can cause **hazardous** minerals and gases to be released.

Geothermal power plants are usually small and have little effect on the natural landscape. However, geothermal sites can run out of steam in time.



Geothermal Power

### Hydroelectric Power



Hydropower is the largest producer of alternative energy in the world. It comes from the potential energy of dammed water driving a water-turbine and generator.

Hydroelectric power stations can increase to full capacity instantly because water can be **accumulated** above the dam and released in demand.

There are no outside forces so, electricity can be generated constantly. They produce no waste or pollution since there is no chemical reaction to produce power. But these dams are expensive to build.

### B. Read the text again and fill in the table below.

	Pros	Cons
Wind Power	We will never run out of it. It produces no greenhouse gas emissions. It helps in the production of biofuels.	It is intermittent
Solar Power	It is a renewable resource. It releases no pollution.	Stations can be very expensive to build.
Geothermal Power	<b>It produces</b> no harmful by-products Geothermal power plants have little effect on the natural landscape.	Improper drilling into the earth can cause <b>hazardous</b> minerals and gases to be released. Geothermal sites can run out of steam in time.
Hydroelectric Power	Hydroelectric power stations can increase to full capacity instantly. They produce no waste or pollution.	Dams are expensive to build.

**4**

**Read the problems and suggested solutions to them. Then, add your own suggestions in the boxes.**

	CONSUMPTION	SOLUTION	YOUR CONTRIBUTION
	Your TV, computer, microwave and even some washing machines have a 'standby' mode, which means they're still using energy even when they're not in use.	Unplug your appliances when they're not in use	<a href="#">Students' own answers</a>
	Your fridge and freezer is working non-stop and the energy it consumes adds up quickly.	Buy appliances with a good energy rating	<a href="#">Students' own answers</a>
	Keep your home at a pleasant temperature in summer and winter. It saves you money on energy bills.	Insulate your roof or ceiling	<a href="#">Students' own answers</a>
	Your heater or air conditioner is running but there is not enough heat or coldness.	Close all external windows and doors	<a href="#">Students' own answers</a>
	You go everywhere by your car.	Use public transportation where necessary.	<a href="#">Students' own answers</a>
	More people are using planes for transportation these days.	Avoid using planes as much as possible.	<a href="#">Students' own answers</a>
	There is deforestation in your city.	Don't cut down trees to build new apartments.	<a href="#">Students' own answers</a>



## FUNCTIONS

- Talking about things needed to be done
- Asking and answering questions in interviews



**1 A**

Put students into groups of 3 or 4. Ask each group to think about a web page they are familiar with and make a list of its sections. Set a time limit of 5 minutes for the activity. When it's done, ask the volunteer students to share their lists with the class.

**1 A Students' own answers****1 B**

In this activity, students are given a sample web page. Tell them to read the text in a suitable amount of time. They are supposed to write the elements of the web page beside the numbers given. Remind the students to consider the definitions in the text. If they have problems with the unknown words, have them use their dictionaries. Give them some time for the activity and check the answers.

- 1 B**
1. the navigation menu or bar
  2. search box
  3. advertisement banner
  4. back to top button
  5. breadcrumbs
  6. social share links
  7. copyright or privacy notice
  8. footer

 **TEACHER'S NOTES**

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## THEME

## 9

## TECHNOLOGY

1

A. Work in groups. Make a list of the sections of a web page you are familiar with.

1	2	3
4	5	6
7	8	9

B. Below is a sample web page. Read the text and write the names of the elements of a web page beside the numbers given below according to the definitions in the text.

1 Home      2 Search box      3 FEBGAM TOURS is back!  
Contact: +1 506 256 9874

4 Back to top button      5 Breadcrumb trail  
You are here > Home > Web Pages

6 SHARE button

7 Copyright notice  
Copyright © 2019 - http://www.fbgmpoint.com. All Rights Reserved

8 Footer links  
ABOUT US | NEWS | OVERVIEW | LINKS | CONTACT

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

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**2 A**

Have your students focus on the question and try to draw their attention on 'household repairs' by giving them a few examples using pictures, if possible.

**Eg:** fixing a leaky faucet

repairing your floorboards

painting the walls

replacing a light switch

This activity is designed to make the students be concerned with the issue personally. Ask your students to take a look at the list related to common household repairs. Let them think about these repairs and write 1 beside the ones they could do on their own and 2 beside the ones they would hire a professional for. When the activity is completed, choose some volunteer students to share their opinions with the class.

**2 A Students' own answers****2 B**

Explain your students that they are going to read a dialogue between Susan and Henry related to household repairs. They are also supposed to answer the questions individually. Tell them to consider the household repairs mentioned in the dialogue while reading. If necessary, let students discuss the answers in pairs or compare their answers with a partner's. Finally, make an oral check for the answers.

**2 B** 1. Henry's study is in a complete mess.

2. Henry is going to repair the lock.
3. Because cracked screens can't be repaired. It needs changing.
4. Henry will have John change the tablet's screen tomorrow.
5. No, they don't.

**TEACHER'S NOTES**

## TECHNOLOGY

## THEME

## 9

2

A. Below is a list of some common household repairs. Write 1 beside the ones you could do on your own, and 2 beside the ones you would hire a professional for.

- replace ceramic tiles in the bathroom
- replace a faucet
- repair a broken cord
- replace a door handle
- paint walls
- fix drawers
- fix a loose toilet seat



B. Read the dialogue between Susan and Henry and answer the questions.

- Susan** Henry! Have you noticed the trouble?
- Henry** The trouble? What do you mean?
- Susan** The study is in a complete mess... Like a China shop. But, that is not all. I've told you many times and telling once more. The lock is out of order. You should get it repaired, immediately.
- Henry** Come on, Susan! Don't exaggerate. I just haven't had time. Anyway, I won't get it repaired. I'll fix it myself. I'll just replace the lock set.
- Susan** The earlier you do it, the less damage we will suffer.
- Henry** What do you mean by damage?
- Susan** While we were in the living room with Candy yesterday evening, her son Eric got out of sight. He must have gone into the study. I found the tablet PC with its screen cracked.
- Henry** Oh, my! Cracked screens can't be repaired. It needs changing.
- Susan** Can you do it on your own?
- Henry** Indeed, I can. But ordering the screen, waiting for the delivery may take a couple of days. We should have it changed by a professional.
- Susan** Does anyone do it in town?
- Henry** John. He runs the electronics store on the corner of Lily Street. I'll have him change it tomorrow if he has time.
- Susan** That'll be great. And don't forget to have a locksmith repair the lock as well.
- Henry** Come on, Susan. I'll repair it myself.



1. What's wrong with the study? \_\_\_\_\_
2. Who is going to repair the lock? \_\_\_\_\_
3. Why can Henry not repair the screen of his tablet by himself? \_\_\_\_\_
4. When will Henry have John change the tablet's screen? \_\_\_\_\_
5. Do they have a locksmith repair the lock? \_\_\_\_\_

**Let's Explore:** In the first part, students are expected to study the statements from the text. Try to draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the best choice to complete the sentence about the rule for 'the causative'. Give them a few minutes and then, check the answers. In the second part, ask your students to read the pairs of sentences and choose the one that is true for them by putting a tick in the box beside it. Let them read their answers aloud when the activity is completed.

**Let's Explore:** 1. b  
2. Students' own answers

## 2 C

Tell your students to take a look at the picture and ask them if they prepare a 'to-do list' at home or not. Then, explain the task to your students and play the tapescript once. Give them a few minutes to listen and take notes on the to-do list. Play the tapescript again and let the students complete the list as much as possible. Don't forget to check the answers.

### 2 C To-do list (home)

- get the chairs repaired
- have a plumber fix the leaky faucet
- get the computer formatted

### TEACHER'S NOTES





**1.** Study the statements from the text and circle the best choice to complete the sentence about the rule for 'the causative'.

You should get it **repaired**, immediately.

We should have it **changed** by a professional.

I'll have him **change** it tomorrow if he has time.

The doers of the verbs in bold are...

- a. the subjects of the sentences.
- b. other people who (will) do the actions for the subjects.

**2.** Read the pairs of sentences and tick the one that is true for you in each pair.

I iron my clothes by myself.

I get them ironed by someone else.

My deskmate can do household repairs.

S/he has them done by someone else.

I wash my clothes with dry cleaning label by hand or in the washing machine.

I get them dry-cleaned.

Our English teacher makes us speak English during class.

S/he allows us to speak in our mother language when we have difficulties.

**C.** Mary is talking to her husband Robert about the household repairs and Robert is taking notes. Listen and complete the to-do list about the everyday equipment for Robert.

Tapescript 9.1

#### To-do list (home)

- get the lock changed

-

#### To-do list (office)

- get the copier serviced

-



## 2 D

Read the instruction aloud and explain it to your students. Ask them to read the message and add the things that should be done to the list (office) in Part 2 B. Remind them to use the words in the box and write the sentences in the causative form. Set a time limit of 5 minutes for the activity and make an oral check for the answers.

## 2 D To-do list (office)

get the laptop formatted  
have coffee machine serviced

## 2 E

This activity aims to make your students be concerned with the issue personally by means of their imagination. Tell the students to imagine that they are ill and need help with some problems at home. They are expected to write a note to a friend or family member asking him or her to have the things done. Give students a suitable amount of time to think about the situation and complete the task. Try not to help them as this will help them to use the new grammatical pattern individually. Choose some volunteers and let them share their notes with their friends.

## 2 E Students' own answers

## 3 A

Focus on the text and explain your students that it's about the comments of a person on a technological product. Go through the text by making one of your students read it aloud. Try to take their attention on the linking words in bold and ask them to study the text for classifying these words below the titles. If necessary, make short, brief explanations for the titles. Give them some time for the activity and check the answers.

## 3 A

Contrast	Reason	Example/ Emphasis	Result	Addition	Sequence
however in spite of	since	such as	so therefore	additionally as well as	first then

## 3 B

Let your students look at the issues given and ask related to which of these issues they can find expressions or statements in the text. Give them some time to read the text again so that they can decide and tick the mentioned ones. Make sure that each student has completed the activity and ask the volunteers share their answers with the class for oral check.

## 3 B

- price
- opinion on/ feelings about the device
- functions/ features

## TECHNOLOGY

## THEME

## 9

- D. Robert receives a text message from her office mate Tiffany about some office repairs.  
Read the message and add to his to-do list in Part 2 C. Use the words in the box.

messages

repaired    formatted    serviced

Clear

Robert,

An unlucky day. A lot of problems in the office.

- The copier reports malfunction.
- The laptop crashed. It wants formatting.
- The coffee machine doesn't work.

- E. Imagine that you are ill and you need help with some problems at home. Text a note to a friend or family member and ask him/her to have the things done for you.

Dear \_\_\_\_\_

I'm terribly ill and I need your help.

Can you please \_\_\_\_\_

for me?

3

- A. Study the text and classify the linking words in bold below the given titles.



I bought these goggles (a.k.a. virtual reality headset) half a year ago. I must tell that they are not cutting edge right now **since** technology changes so fast. **However**, when I bought the set, it was the most advanced one **so** it was very expensive. **First**, I felt a bit regretful about buying it. **Then**, as time went by, I realized that it was worth its price. **In spite of** all the changes and newer models introduced, my set is still my favorite. I'm happy with its quality and features. It has two lenses to enhance the video coming from the source. **Additionally**, you can use various devices as the source **such as** game consoles, TV sets, satellite boxes. Naturally, it has a built-in motion tracker **so** you can use it to play games **as well as** go on adventure tours. It has more than what I need. **Therefore**, I love this set.

Contrast	Reason	Example/ Emphasis	Result	Addition	Sequence

- B. Related to which of the following can you find expressions/statements in the text?

- price
- opinion on/feelings about the device
- functions/features
- comparison with similar products

**3 C**

Explain your students that some linking words are given in boxes and they can be replaced by the ones in the text. Ask them to discuss in pairs and decide which linking words can be used for one another. Let them examine the text again and complete the activity in a suitable amount of time. Make an oral check for the answers.

**3 C as a result:** therefore, so

**furthermore:** additionally, as well as

**at first:** first

**like:** such as

**despite:** in spite of

**later:** then

**because:** since

**3 D**

This activity aims to help the students improve writing skills. They are supposed to write a description of a high-tech product as in Part 3 A including linking words and relevant content from Part 3 C. Let students use their dictionaries if they need help with vocabulary. When the task is completed, ask volunteer students to read their descriptions aloud. Listen carefully and correct their mistakes, if necessary.

**3 D Students' own answers**

**4**

Explain the activity to your students and let them do some brainstorming about technology and technological developments. Have your students watch the video and discuss the main idea of it. The aim of this activity is to make students find the main idea of a video about technological developments. If necessary, play the video again and give your students some time for the activity.

**4 The arrival of an innovation**

**5 A**

Focus on the question. Ask your students what they think the reasons are for most of the repairs in their house. Give them a few minutes to practise what they would like to say. Monitor them and if necessary help them with vocabulary using the target language. Motivate them to share their answers with the class.

**5 A Students' own answers**

## THEME

## 9

## TECHNOLOGY

C. Which of the linking words in the text can be replaced by the following ones? Work in pairs and do the replacing.

as a result

furthermore

at first

like

despite

later

because

D. Write a description of a high-tech product as in Part 3 A. Include linking words and relevant content from Part 3 C.

4

Watch the video and discuss the main idea of it. Video 9.1



5

A. What do you think are the reasons for most of the repairs in your house? Tick the reasons that are true for you.

- because of misuse
- because of bad maintenance/service
- because the appliances/devices are old
- because of overuse

**5 B**

Focus on the questions. Get your students to scan the text and answer the questions in a suitable amount of time. If they have problems with the unknown words, let them use their dictionaries or explain them briefly in English. When they complete the activity, ask them to compare answers with a partner's and then, make an oral check.

- 5 B**
1. Robert complains about dealing with a lot of repairs.
  2. Because the gadgets in the office are past their primes. They are a bit old.

**5 C**

Students are given some expressions from the dialogue. They should match them to their functions. Set a time of limit 5-6 minutes. If necessary, let students discuss in pairs. Make short, brief explanations for the unknown words if they need help and don't forget to check the answers when they complete the activity.

- 5 C**
1. c
  2. a
  3. d
  4. b

**5 D**

Focus on the instruction and explain the task to your students. Ask your students to read the expressions given in a suitable amount of time. They are expected to list the expressions below the categories given. Then ask your students decide the correct categories of the expressions. Make simple, brief explanations for the unknown words in English and if necessary set a time limit of at least 7-8 minutes. Motivate the students to share their opinions with the class.

**5 D**

Happiness	Indifference	Surprise	Interest
2, 4	6, 9, 10	3, 5, 7, 11, 12	1, 8

**TEACHER'S NOTES**

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## TECHNOLOGY

## THEME

## 9

**B. Read the conversation and answer the questions.**

**Robert** Tiffany, I've had to deal with a lot of repairs these days. Both at home and in the office. It's been tiring.

**Tiffany** You are right, Robert. I think that's partly because the gadgets in the office are past their primes. They are a bit old.

**Robert** Yeah. They have malfunctions often, and it adds to office expenditures. We ought to get new ones for economy, and comfort.

**Tiffany** Perhaps we should adopt smart technologies.

**Robert** You hit the nail on the head. There are smart devices for almost any office work, from security to cleaning, from air conditioning to presentations. I've read an article about the newest innovations.

**Tiffany** Did anything grab your attention?

**Robert** Yes, smart security cameras. I'm fond of them. They can identify human beings, recognize their faces and even alert you via your phone.

**Tiffany** Come on! It makes no difference to me. The building already has tight security.

**Robert** That's right. Men are more interested in these kinds of things. Security issues, I mean.

**Tiffany** I noticed the other day that the sanitary staff are having difficulty with this vacuum cleaner.

**Robert** The robot vacuum. We can get one. It'll ease up everything for them. It cleans better and allows you to control it remotely.

**Tiffany** Hooray! Excellent.

**Robert** And, one more. That's revolutionary.

**Tiffany** What is that?

**Robert** Interactive touch-screen projector. It turns any surface into an interactive touch screen.

**Tiffany** Are you serious? You are kidding!

**Robert** I am serious, Tiffany. The incredible has come true.

1. What does Robert complain about?
2. Why do Robert and Tiffany think malfunctions occur often?

**C. Below are some expressions from the dialogue. Match them to their functions.**

Functions	Expressions
1. Happiness	<input type="checkbox"/> a. It makes no difference to me.
2. Indifference	<input type="checkbox"/> b. I'm fond of them.
3. Surprise	<input type="checkbox"/> c. Hooray! Excellent.
4. Interest	<input type="checkbox"/> d. Are you serious? You are kidding!

**D. List the following expressions below the categories given.**

- |                                  |                               |                           |
|----------------------------------|-------------------------------|---------------------------|
| 1. John is keen on smart phones. | 5. I can't believe it.        | 9. I wouldn't mind.       |
| 2. Yippee.                       | 6. It doesn't matter to me.   | 10. I couldn't care less. |
| 3. Wow! That's incredible.       | 7. You can't be serious.      | 11. Really?               |
| 4. Lovely.                       | 8. He's mad about tablet PCs. | 12. You are joking!       |

Happiness

Indifference

Surprise

Interest

**5 E**

Explain your students that the text is combined of extracts from websites, brochures and magazines on hi-tech products. The people given in the table have different occupations. Ask students to scan the text and categorize the gadgets according to the people's needs considering their functions. If necessary, let students discuss in pairs. Also, remind them that more than one option is possible. Make an oral check for the answers when the activity is completed.

**5 E**

University professor	Movie Director	Housekeeper	Mountaineer
Smartphones, Tablet PCs, Smartwatches, Interactive touch-screen projector, Smart cameras	Smartphones, Tablet PCs, Smartwatches;, Quadcopters, Interactive touch-screen projector, Smart cameras	Smartphones, Smartwatches, Tablet PCs, Robot vacuum	Smartphones, Tablet PCs, Smartwatches, Quadcopters, Smart cameras

**5 F**

Ask your students to read the text of extracts on hi-tech products again. Put students into pairs and let them take a quick look at the example dialogue. Give them some time to exchange opinions and feelings about the electric devices given, as in the dialogue. Tell students that they should use expressions of interest, happiness, surprise, indifference etc. Finally, let the volunteer students act their dialogues out.

**5 F** Students' own answers

**5 G**

The aim of this activity is to have students make an interview with a friend about the influence of technology on social life. Ask your students to work in pairs and use the interview questions given. Set a time limit of 5-6 minutes for the task. When it's done, choose some volunteers to share their interviews with the class.

**5 G** Students' own answers



#### TEACHER'S NOTES



- E.** The text is a combination of extracts from websites, brochures and magazines on high-tech products. Read it and list the most necessary gadgets for each of the people given. Consider their functions while categorizing. More than one option is possible.

**Smartphones** can run applications on an operating system. They are cordless telephone sets and equipped with computer-enabled features that are not previously used by their predecessors. They can be used for both communication and many computer related operations.

**Tablet PCs** are generally called tablets for short. They are mobile and have touchscreen panels. They also have mobile operating systems that are capable of doing almost the same things as PCs. They lack some I/O ports, though. They are somewhere between smart phones and laptop computers.

**Smart watches** are portable devices that you can wear on your wrist, just like traditional school wrist watches. They have touch screens and operating systems that allow you to run programs for many purposes such as calculations, digital time telling, translations, and game playing.

**Quadcopters** are like helicopters but they are much smaller and have four propellers attached to rotors. They are used across vast areas for transportation, surveillance etc. purposes. The terms drone and quadcopter are mostly used interchangeably. However, they are different devices though they have some certain similarities.

**Interactive touch-screen projector** is a projector that turns any surface into an interactive touch screen. This means you can annotate a presentation, play some games in huge dimensions, or beam a recipe on to your chopping board and scroll through it with doughty finger.

**Smart cameras** are security cameras that automatically identify human beings and even recognize their faces alerting you via your phone. They also have infrared night vision, live warning speakers and multi-axis rotation systems.

**Robot vacuum** is better for pet hair, has an application that allows you to control it remotely. It can access to no-go areas.

University professor

Movie Director

Housekeeper

Mountaineer

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- F.** Reread the text of extracts above and with your partner, exchange your opinions and feelings about the electronic devices given, as in the dialogue. In your dialogues, use expressions of interest, happiness, surprise, indifference, etc.

E.g.

Henry Tablet PCs appeal to me so much.

Sam It makes no difference to me.

Henry Come on!

- G.** Work in pairs. Make an interview about the influence of technology on social life using the following interview questions.

- How much time, on average, do you spend chatting online a day?
- Do you continue surfing the Net or put your smart mobile devices aside while having face to face communication?
- Are there any rules about using mobile technologies at home?
- What are the differences between online learning and face to face learning?
- How do you think technology impacts social life?
- Is it an advantage or disadvantage to be available for communication at any time?

**6 A**

Explain your students that they are going to read a ‘for and against essay’ and each paragraph has a content in this essay. Have them study it and find out the content of each paragraph. Then, they are expected to match the paragraph to the content given. Set a time limit of at least 5 minutes for the activity and make short explanations for the unknown words if students need your help. Finally, check the answers.

**6 A**

- |                        |      |
|------------------------|------|
| <b>Introduction:</b> 1 | a. 4 |
| <b>Body 1:</b> 2       | b. 3 |
| <b>Body 2:</b> 3       | c. 1 |
| <b>Conclusion:</b> 4   | d. 2 |

**6 B**

Put your students into pairs. Ask them to take a look at the statements of a “for and against essay”. Let them discuss in pairs and decide in which of the paragraphs in a “for and against essay” would the statements fall. Also, remind students that they can benefit from Part 6 A. When they complete the activity, choose a few volunteer pairs to share their answers with the class for oral check.

**6 B**

1. Introduction
2. Body 2
3. Body 1
4. Body 1
5. Body 2
6. Body 1
7. Body 2
8. Body 2
9. Conclusion
10. Body 1

**TEACHER'S NOTES**

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## TECHNOLOGY

## THEME

## 9

6

**A. Study the essay and find out the content of each paragraph. Then, match the paragraphs to the content below.**

**1** As they continue to take place one way or another, technological developments do and will impact our lives. The question whether these developments are beneficial or harmful is a whole another story, depending on where you stand.

**2** One advantage of technological developments is that they can be life-saving as the research runs day and night to cure diseases and to help people live a healthier and longer life. Another positive aspect is in the field of security. Law enforcement officers can pursue and catch criminals using devices that we have never heard of before. Also, technology makes our lives easier and more comfortable. Cars, TV sets, smartphones, the Internet, kitchen and other households are only some of the examples.

**3** On the other hand, technological developments also have negative consequences. Since an innovation needs to be tested before use, scientists do the testing on animals. This may be both cruel and fatal. In addition, our planet is damaged radically as electronic devices emit CO<sub>2</sub> and contribute to the greenhouse effect. Another disadvantage is that some industries which are non-environment-friendly and violent may have their shares from these developments. War industry develops more fatal and chemical weapons each new day.

**4** In conclusion, technological developments with both negative and positive consequences will continue to exist and shape our future. What we should do is to benefit from advantages and avoid harmful effects.

## Paragraphs

## Contents

a. Introduction	<input type="checkbox"/> 1. disadvantages/reasons against
b. Body 1	<input type="checkbox"/> 2. summing up the main arguments/personal opinion
c. Body 2	<input type="checkbox"/> 3. advantages/reasons in favor
d. Conclusion	<input type="checkbox"/> 4. current situation/introduction of the debate

**B. In which of the paragraphs in a 'for and against essay' would the following statements fall? Work in pairs and decide.**

- This leads to the storage problem within these devices. Cloud storage services aim to bring solutions to this problem with advantages and disadvantages.
- First, cloud technologies may not be accessible everywhere. When you do not have access to the Internet, you cannot reach or use your data.
- Another advantage is bandwidth. By sending a web link to recipients via your e-mail, you can avoid e-mail files.
- Due to the capabilities of mobile devices and computers, more data such as pictures, documents and videos are created by users.
- Cloud storage services have disadvantages as well.
- One of the advantages of cloud technologies is that they are a sort of disaster recovery. Cloud storage can be used as a back-up plan as it provides a second copy.
- Second, there are some usability risks.
- Users should be aware of disadvantages and risks while benefiting from their advantages.
- To sum up, cloud storage services may have some disadvantages as well as advantages.
- If the user moves a document into the cloud storage folder by using drag and drop, the document will be moved from the original folder permanently.

**6 C**

The aim of this activity is to make students write a 'for and against essay' discussing technology. In this part, students will use writing skills. Have them write a 'for and against essay' in any aspect of technology. Also, remind students that they can benefit from the sentences in Part 6 A. When they finish writing, choose a few students among the volunteers and let them read their essays aloud.

**6 C** Students' own answers

**7 A**

Ask your students to listen and focus on the stress of the words. Playing the tapescript twice will be enough for the students. Check whether they have understood or not by asking them some questions about how stress occurs. If necessary, add some more examples.

**7 B**

The aim of this activity is to make students practise word stress correctly. Let your students read and determine the stress patterns of the words as in Part 7 A. Remind them to be careful about intonation issues and if necessary, let them work in pairs. Then, play the tapescript and make an oral check for the answers.

- 7 B**
1. short-HAIRED
  2. GAR-den-er
  3. cas-SETTE
  4. HARD-ly
  5. RAR-i-ty
  6. POST-er
  7. well-ED-u-cat-ed
  8. good-LOOK-ing
  9. CALM-er
  10. net-i-QUETTE
  11. af-ter-NOON
  12. QUI-et-ly
  13. LUCK-y
  14. green-EYED
  15. AC-tive-ly
  16. car-TOON

C. Write a 'for and against essay' on any aspect of technology as in the sample in Part 6 A.

7

A. Study and listen to the notes. Tapescript 9.2

The three-syllable words ending in '-er and -ly' have usually stress on the first syllable.	silently, easier	SI-lent-ly, EAS-i-er
The words ending in 'a consonant and -y' have usually stress on the first syllable.	generous, loyalty	GEN-er-ous, LOY-al-ty
The words ending in '-ade, -que, -ette and -oon' have usually stress on the suffix.	lemonade, unique	lem-on-ADE, u-NIQUE
Compound adjectives have stress on the first syllable of the second word.	well-known, old-fashioned	well-KNOWN, old-FASH-ioned

B. Read and determine the stress patterns of the words. Then, listen and check. Tapescript 9.3

- |                  |                |
|------------------|----------------|
| 1. short-haired  | 9. calmer      |
| 2. gardener      | 10. netiquette |
| 3. cassette      | 11. afternoon  |
| 4. hardly        | 12. quietly    |
| 5. rarity        | 13. lucky      |
| 6. poster        | 14. green-eyed |
| 7. well-educated | 15. actively   |
| 8. good-looking  | 16. cartoon    |

**1****A. Read the phrases in the box and place them into the correct category.**

DRAM	Control unit	Monitor	Mouse	Touchpad
Speakers	Keyboard	SDRAM	Logic unit	Microphone
Projector	Ethernet card	Gamepad	Sound card	Cache
ROM	Hard disk	CPU	Earphones	Motion sensor

Input Devices	Output Devices	Processing Devices	Storage Devices
Keyboard Gamepad Mouse Sound card Touchpad Microphone Motion sensor	Speakers Projector Monitor Earphones	DRAM Control unit Ethernet card CPU Logic unit	ROM SDRAM Hard disk Cache

**B. Read the functions below and match them to the correct computer element in Part 1 A.**E.g. It stores its information in a cell containing a capacitor and transistor. DRAM

- It allows the computer's logic unit, memory, as well as both input and output devices know Control Unit how to respond to instructions.
- It performs both bitwise and mathematical operations on binary numbers. Logic Unit
- It lets you input letters, numbers, or symbols into a computer that can serve as commands Keyboard or be used to type text.
- It detects physical movement on a device or within an environment. Motion sensor
- It takes images generated by a computer and reproduce them onto a screen or wall. Projector
- It is a storage medium that is used with computers and other electronic devices. ROM
- It controls a cursor in a GUI and can move and select text, icons, files, and folders. Mouse
- It stores and provides relatively quick access to large amounts of data on an electromagnetically charged surface or set of surfaces. Hard Disk
- It's responsible for interpreting and executing most of the commands from the computer's CPU other hardware and software.
- It is a high-speed access area that can be a reserved section of main memory or on a Cache storage device.



**2**

**Read the dialogue and determine Nagwah and Belly's to-do list for the party.**

**Nagwah** Hi, Belly! How are you?

**Belly** I am a little bit nervous.

**Nagwah** Why?

**Belly** Because the party is getting closer.

**Nagwah** Oh! It is next weekend. I need to go to the beauty salon to have my look changed.

**Belly** Really! Will you change your look? That sounds great! I want to do it, too. May I go with you?

**Nagwah** Of course! Why not?

**Belly** Perfect, tell me when, because I also want to have my dress shortened.

**Nagwah** OK, then, let's make it tomorrow afternoon, because in the morning I will get my dad to buy me a new pair of shoes.

**Belly** Well, what about your dress, is it ready?

**Nagwah** Yes, I'll get my aunt to make a dress for me.

**Belly** Wow! We are almost ready for the party, except for the transportation. How are we going to go to the party? It's too far from here.

**Nagwah** Don't worry about it! I will get my daddy to lend me his car.

**Belly** Oh, that's great.

**Nagwah** By the way, do not forget your camera, please.

**Belly** Thank you for reminding that.

**Nagwah** Don't mention it.

**Belly** OK. Take care.



Belly's list

going to the beauty salon  
Having her dress shortened  
Bringing her camera

Nagwah's list

Going to the beauty salon  
Getting her dad to buy her a new pair of shoes  
Getting her aunt to make a dress  
Getting her dad to lend her his car

**3**

**Complete the spaces using the prompts in the brackets.**

E.g. My mother had her fences painted. (fences/paint)

1. I went to the hairdresser's to have my hair cut. (hair/cut)
2. You should take your car to the mechanic to have your wipers changed. (wipers/change)
3. I have to have my computer repaired, otherwise I can't do my project. (computer/repair)
4. If you can't see properly, you should have your eyes tested. (eyes/test)
5. We should have our pool cleaned before the summer begins. It looks dirty. (pool/clean)
6. The local council wants all dog owners to have the dogs tagged to reduce the problem of strays. (dogs/tag)
7. I broke the heel on my shoe last night and now I need to have it repaired. (it/repair)
8. After the car accident, Sally had to have her nose reshaped in order to look as she did before. (nose/reshape)
9. I'm going to do my food shopping online and have the food delivered to my house. (the food/deliver)
10. Linda isn't making her wedding dress by herself, she is having it made by a designer in Italy. (it/make)

**4**

**Complete the sentences in causative forms, using the words given in the box with your own words together.**

test    sharpen    dry-clean    pull out    iron    check    shorten    pick    repair    wash

E.g. Your coat is very dirty. You must have it dry-cleaned.

1. This jacket is too long for you. You should have it shortened.
2. Your shirt is creased. You had better have it ironed.
3. You have bad eyesight. You should have it tested.
4. The roof of your house has started to leak. You must have it repaired.
5. There is something wrong with the engine of the car. I'm going to have it checked.
6. Now that the cherries have ripened, my father will have them picked.
7. The garden is stuffed with weeds. It is necessary to have them pulled out.
8. Your pencil doesn't write well, you have to have it sharpened.
9. My car is too dirty, I had better have it washed.

**5**

**Change the sentences by using the structure 'have someone do something' or 'get someone to do something'.**

E.g. The cleaner cleaned the house. (have)  
I had someone clean my house.

1. The dentist cleaned my teeth. (have) I had the dentist clean my teeth.
2. The shop assistant gave me a discount. (get) I got the shop assistant to give me a discount.
3. The window cleaner washed the windows. (have) I had the window cleaner wash the windows.
4. The mechanic fixed the brakes. (have) I had the mechanic fix the brakes.
5. The students did their homework. (get) I got the students to do their homework.
6. My teacher helped me write the report. (get) I got my teacher to help me write the report.
7. The doctor took my temperature. (have) I had the doctor take my temperature.

**6**

**Read the given situations below, choose one of them and write a note to ask somebody to have something done for you.**

**1** You have an important exam this morning. You studied until late hours last night. You drank and ate many things but couldn't put the things away as you rushed off the house in the morning. Write a small note for it.

**2** Your neighbor never washes his car and his car is in dirt. You think that it needs cleaning. Write a small note on his rear window.

**3** Somebody is always parking his/ her car in your parking space these days. Write a small note for it.

Students' own answers

**7**

Read the text and write the numbers of the elements of a web page into the correct box in the provided template on the next page. The first one has been done for you.

### What are the elements of a web page?

A web page is a document commonly written in HyperText Markup Language (HTML) that is accessible through the Internet. A web page is accessed by entering a URL address and may contain text, graphics, and hyperlinks to other web pages and files.

Every web page is different. However, most pages contain some elements in common. Below is a list of major elements which should be included on an Internet web page to help give a web designer an idea of what to include.

- 1 The website, blog name, logo, or company name is almost always in the top-left corner of each web page.
- 2 The search allows a visitor to search a website for other related information and should be available on every page.
- 3 The navigation bar/ menu for a web page is always found on the top or left-hand side of each web page and should include links to each of the major sections of the website.
- 4 Advertisement banners can be shown in different places on a web page and are used to help pay for the expenses of running a website. Sometimes, ad banners may also be included within the content.
- 5 Social share links allow visitors to share your site with other people on social networking sites.
- 6 The breadcrumbs help you give the visitor an immediate understanding of where they are on the website as well as a way to backtrack to other main sections of the website.
- 7 The heading should be on the top of every web page and should be created using the `<h1>HTML</h1>` tag.
- 8 The opening paragraph should help draw the visitor into reading the web page.
- 9 Each web page should be broken up into headings. This allows the visitor to skim the page easily.
- 10 Having a method of allowing a visitor to provide feedback is a good step to let you know if a web page is helpful or not.
- 11 Additional information and tools such as a button to print the page can also be helpful for users.
- 12 The footer should include any other information that is important to the website and should be included on all web pages to help the visitor continue to other web pages.
- 13 The Copyright and any legal or privacy notice should also be on all web pages.
- 14 Finally, a back to the top button at the bottom of the footer can also be helpful for visitors.





1

2

Search

3

Help

Tips

Dictionary

History

Forums

Contact

5

m



C+



4

You are here &gt; Dictionary &gt; W &gt; Definitions

6

## Web Page

7

8

A document on the World Wide Web, consisting of an HTML (Hypertext Markup Language) file and any related files for scripts and graphics, and often hyperlinked to other documents on the Web. The content of web pages is normally accessed by using a browser. The page you are reading now is an example of a web page.

### When was the first web page created?

9

The first web page was created at CERN by Tim Berners-Lee on August 6, 1991.

- ▶ The history of the Internet.
- ▶ Who invented the Internet?

Was this page useful?

Yes

No

10

+ Feedback

E-mail

Share

Print

11



## Recently added pages

12

Our firm contact information

What are the symbols used by computers?

When was the first keyboard invented?

What is the difference between Internet and intranet?

View all updates

## Useful links

About us

Site map

Forum

Contact us

Top 10 pages

## Follow us

m MeetMe

N-Star

E-mail

eVERYbODY

C+ Come+

13

14

Back to Top



## FUNCTIONS

- Talking about wishes and regrets
- Apologizing
- Giving explanations



**1 A**

Ask your students to look at the picture. Let them think about it for a few minutes and then, motivate them to share their opinions about the following questions. It's vital to involve most of the students in the discussion.

**1 A Students' own answers****1 B**

Focus on the letters and set a time limit of 5-6 minutes for the students to skim them. They are supposed to find out why Donna, Richard and Ruth feel sorry in each situation. Make an oral check for the answers when the activity is completed.

**1 B** Donna feels sorry because she and her husband were deceived by an old woman and they had to pay the charge for two tables. Richard feels sorry because he was lost in the middle of a jungle. Ruth feels sorry because her bag was stolen and a thief had broken into her house and had taken everything.

TEACHER'S NOTES

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1

A. Look at the picture and discuss with your friends.



1. What is she doing in the picture?
2. What can you say about her mood?
3. What kind of situations make you feel sorry?

B. Take a quick look at the letters and find out why Donna, Richard and Ruth feel sorry in each situation.

Dear Sandra,

The meal I had had a longing for a long time turned into a disaster. You won't believe what you are reading but I have to write to you without forgetting any small details. I had a terrible meal with my husband two hours ago. At first, we were enjoying our meal. As we were eating, we noticed an elderly woman sitting at another table alone and staring at our direction continuously. We smiled back politely and the old lady made her way to our table. "I'm sorry to bother you," she started. "But you look so like my son. He died of cancer last year and I miss him a lot. I wonder if you would do me a favor."

We nodded mercifully and she continued "I would be so pleased and happy if you would say 'Goodbye mum' as I'm leaving and wave your hands." "Sure," we replied. How could we refuse? A few minutes later, she picked up her belongings and stood up to leave. We happily waved and said goodbye as she left the restaurant.

In an hour, we asked for the bill. But the total was massive and we were shocked. We called the manager immediately.

"The bill includes the charge for two tables," he explained. She said her son would pay. We were flabbergasted. How could this happen? We were jerked and felt disappointed. If only we hadn't been so sentimental! Then, our dinner would have ended with good memories. Now, I wish I could meet her somewhere else.

Donna

## 1 C

Tell your students to scan the three stories in a suitable amount of time. Monitor and help the students if they are having problems with vocabulary. The aim here is to help the students examine the text in different categories (intention, ending, feelings, etc.) and fill in the table given. Remember to check the answers.

1 C	The intention at the beginning	Two important events	Ending of the story	Feelings	Wishes
Story of Donna	a happy meal	meeting with a woman	the couple were tricked	disappointment	meeting the woman one day
		woman's request			
Story of Richard	go hiking	leaving his hiking group	He was lost.	He felt scared.	He had listened to the hiking leader carefully.
		He couldn't find them anymore.			He had told his parents where he would go in the morning.
Story of Ruth	having shopping	Her bag was stolen.	Her house was burgled.	She felt so sad.	She had waited for her husband before leaving home.
		The security called her.			

## 1 D

Give your students some time to read the stories again. Focus on the expressions of wishes and regrets and ask the students to underline them in the text. Make sure the students compare their answers with a partner and then, check the answers.

**1 D Story of Donna:**

If only we hadn't been so sentimental! Then, our dinner would have ended with good memories.

Now, I wish I could meet her somewhere else.

**Story of Richard:** I should have listened to the hiking leader and shouldn't have separated from the group. Now, I wish that I had listened to the hiking leader carefully while he was explaining the survival skills in a jungle. I wouldn't be so desperate if only I had told my parents where I would go, in the morning.

**Story of Ruth:** If I hadn't been so careless, I wouldn't have lost all my money and precious things in a day. I shouldn't have counted on a phone call. I should have asked for the name of the security. I wish I had waited for my husband before leaving the house.

## MANNERS

## THEME

## 10

Dear Diary,

THANK GOD, you are with me otherwise I would go off the rails. I'm feeling scared because I'm lost in the middle of a jungle. I left my hiking group to explore around on my own and couldn't find them anymore. I'm so regretful. I wish I were with my friends. This is the first time that I have been hiking. How can I be such a stupid boy? I should have listened to the hiking leader and shouldn't have left the group. Now, I wish that I had listened to the hiking leader carefully while he was explaining the survival skills in a jungle. I wouldn't be so desperate if only I had told my parents where I would go in the morning.

Richard

Dear Diary,

I feel so sad today and I must write here to solace myself. I went shopping in the morning. After I had finished shopping, I decided to have a cup of tea in a cafe nearby. Nearly half an hour later, I realized that I hadn't had my bag with me. My purse and keys were all gone. I told the security what had happened but I was desperate and didn't expect to find my bag again. Then, I came back home. In the afternoon, I was so glad when the security called me and told that they had found my bag. I was pleased with the news and hurried to the shopping mall to take my bag back. When I talked to the security, I was disappointed because he didn't know what I was talking about. He said "I didn't call you, lady. There is a misunderstanding."

I went home immediately, but it was too late. As soon as I opened the door, I realized that it was the handbag thief who had phoned me. While I was out, he broke into my house and took everything. I was helpless when I called the police. If I hadn't been so careless, I wouldn't have lost all my money and precious things in a day. I shouldn't have counted on a phone call. I should have asked for the name of the security. I wish I had waited for my husband before leaving the house.

Ruth

**C. Read the three different stories below and fill in the table. One has been done for you.**

	The intention at the beginning	Two important events	Ending of the story	Feelings	Wishes
Story of Donna	a happy meal	meeting with a woman	the couple were tricked	disappointment	meeting the woman one day
		woman's request			
Story of Richard					
Story of Ruth					

**D. Reread the three stories and underline the expressions the authors used to talk about wishes and regret.**

**Let's Explore:** In the first part, students are expected to study the wish clauses from the text. Try to draw their attention on how these sentences are formed and help them elicit the use and usage of the new grammatical pattern. Students should circle the correct options to complete the given sentences about the rules for wish clauses. Give them a few minutes and then, check the answers. In the second and third parts, ask your students to express their own wishes and regrets about the present and the past by completing the sentences given. In the last part, students are given a chance to share their wishes and regrets with the class.

- Let's Explore**
- 1. 1. b
  - 2. a
  - 3. b
  - 4. b
  - 5. b
- 2. Students' own answers
  - 3. Students' own answers

## 2 A

Focus on the photo and ask your students how Robert and Jason feel for eliciting the answer that they both feel sorry, sad, unhappy, etc. Explain the task and play the tapescript once. Give the students some time to tick the phrases they hear. If necessary, play the tapescript again. Make an oral check for the answers.

- 2 A Phrases about wishes: I wish that Judy had told...
- Phrases about regrets: I shouldn't have behaved...  
She should have told...  
I didn't mean to hurt...
- Phrases about apologies: I just want to apologize for...  
I'm terribly sorry...  
Please accept my apology...



### TEACHER'S NOTES



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# Let's explore

1. Pay attention to the given sample sentences from the texts and complete the rules by choosing the correct options.

1. "I wish I were with my friends."

We express a regret about a present state with a wish + \_\_\_\_\_ or continuous.  
a. present      b. past

2. "I wish I had waited for my husband before leaving the house."

We express a regret about the past with a wish + \_\_\_\_\_  
a. past perfect      b. past simple

3. "I wish I could meet her somewhere else."

We express a \_\_\_\_\_ with wish + could.

a. regret      b. wish

4. "If only we hadn't been so sentimental!"

We use 'if only' if the feeling is \_\_\_\_\_

a. weaker      b. stronger

5. "I shouldn't have counted on a phone call."

We use should have or shouldn't have to express \_\_\_\_\_ about actions in the past.

a. wishes      b. regrets

2. Complete the sentences below with your wishes or regrets about the present.

1. I wish I were/was \_\_\_\_\_.

2. If only I \_\_\_\_\_.

3. Complete the sentences below with your wishes or regrets about the past.

1. I wish I had \_\_\_\_\_.

2. If only I hadn't \_\_\_\_\_.

3. I shouldn't have \_\_\_\_\_.

4. I should have \_\_\_\_\_.

4. Now share your wishes and regrets with as many friends as possible in the classroom.

Then, try to find someone with the same wish or regret as you.

2

A. Listen to the dialogue between Robert and Jason. Then, tick the phrases you hear in each category. Tapescript 10.1



Phrases for wishes

- I wish that Judy had told...
- Something I've always wanted is...
- I wish Judy would...
- If only Judy...
- What I'd like more than anything else...

Phrases for regrets

- I shouldn't have behaved...
- She should have told...
- If only I hadn't been...
- I didn't mean to hurt...
- It wasn't my intention...

Phrases for apologies

- I just want to apologize for...
- It was my fault...
- Excuse me for...
- I'm terribly sorry...
- Please accept my apology...

**2 B**

Take your students' attention on the comprehension questions. Play the tapescript for the students to listen for more details. Let them write their answers in a few minutes and then, play the tapescript again for oral check.

- 2 B**
1. He behaved so rude and hurt Jason.
  2. He was really sad and sought for somebody to put the blame on.
  3. Yes, he does.

**2 C**

Allow your students to read the phrases about regrets, wishes and apologies in Part 2 A in 5 minutes. They are expected to add one more expression to each category that's why remind them to consider the rules of forming wish clauses. Monitor the students and help them if necessary. Finally, choose some volunteers among the students and let them share their answers with their friends.

- 2 C** Students' own answers

**3 A**

Put your students into pairs. Focus on the situations. Tell the students to read them and choose one to make a dialogue expressing their regrets, wishes and apologies about it. Give them enough time for the activity and let them act it out in front of the class.

- 3 A** Students' own answers

**3 B**

Set a time limit of at least 5 minutes for students to take a look at the situations again, choose one of them and write a note to a teacher, a friend, a neighbor, etc. Remind your students to include their regrets, wishes and apologies on the note. Monitor and help them, if necessary. Then, let them share their notes with the class.

- 3 B** Students' own answers

## MANNERS

## THEME

## 10

B. Listen to the dialogue again and answer the following questions. Tapescript 10.2

1. Why does Robert feel so sorry? \_\_\_\_\_
2. What is Robert's explanation for the situation? \_\_\_\_\_
3. Does Jason accept his apology? \_\_\_\_\_

C. Read the list of the phrases about regrets, wishes and apologies on the previous page and add one more expression to each category and share with your friends.

3

A. Work in pairs. Read the situations below, choose one and make a dialogue to express your regrets, wishes and apologies about it. Act it out in front of the class.

You visited your friend last night and broke his/her mother's favorite vase accidentally. You didn't mention about it last night. You call your friend this morning and express your regret and apology.

Your dog has stolen one of your neighbor's shoes and brought it to your house. You realize that a few days later. You knock the door and talk to your neighbor about the event.

You're not honest with your teacher because you said you had done your homework although you hadn't done it. You feel regretful now. Talk to your teacher and express your regrets, wishes and apologies.

B. Now, choose one of the given situations above and write a note to your teacher, friend or neighbor. Include your regrets, wishes and apologies about it.

A large blue rectangular area with horizontal white lines for writing. On the left side, there are seven small circular punch holes, one on each line, suggesting it's a page from a notebook.

**4 A**

The aim of this activity is to help the students get prepared for the listening task by means of some questions. Focus on the image and give the students a few minutes to answer the questions. Also, let them do some brainstorming and give more examples related to table manners. Finally, choose some volunteer students and motivate them to speak.

**4 A Students' own answers****4 B**

Focus on the question and ask your students to think about the good and bad manners of everyday life for a few minutes. They should give examples related to school life, communication, etc. using 'should or shouldn't'. Remind them that they can benefit from the examples given.

**4 B Students' own answers****4 C**

Explain the task and tell your students to focus on the table. Play the tapescript once and let the students fill in the table by putting a tick into the correct box. Then, play the tapescript again and give them some time to complete the task. Don't forget to check the answers.

**4 C**

Manners	Origin			Practice in everyday life	
	China	India	Brazil	Body Language	Eating Manner
1. Do not stand very close to people.	x	x		x	
2. Use chopsticks all the time.	x				x
3. Do not touch, hug or back slap.	x	x		x	
4. Use your first three fingers and thumb.		x			x
5. Use a knife and a fork.			x		x
6. Touch people's arms.			x	x	

## THEME 10

## MANNERS

**4**

**A.** Look at the picture. Answer the questions and share them with your friends.

1. What do you think about this man's manner?  
\_\_\_\_\_
2. Can you give other examples of good and bad table manners?  
\_\_\_\_\_



**B.** What are some of the good and bad manners in everyday life? Give examples related to school life, communication, public transport, the cinema, hospital, street.

**E.g.** You shouldn't keep your eyes on people's mobile devices on a bus, train etc.  
You should be silent in hospital corridors.

**C.** Listen to Michelle and Kevin talking about manners of different cultures. Fill in the table by putting a tick into the correct box related to their country of origin and everyday practices. Tapescript 10.3

Manners	Origin			Practice in everyday life	
	China	India	Brazil	Body Language	Eating Manner
1. Do not stand very close to people.					
2. Use chopsticks all the time.					
3. Do not touch, hug or back slap.					
4. Use your first three fingers and thumb.					
5. Use a knife and a fork.					
6. Touch people's arms.					



**4 D**

Ask your students to take a look at the table in Part 4 C again. The aim here is to have the students discuss the manners in different cultures by answering the questions given. Tell the students to work in pairs and motivate them to share their opinions.

**4 D Students' own answers****5 A**

Focus attention on the notes about sentence stress. Remind your students that the most important words for communication in a sentence are stressed. Give the students a few minutes to study these words.

**5 B**

Ask your students to read the sentences and determine the stress of these sentences. If necessary, let them discuss in pairs, then play the tapescript once. Have your students listen and check their answers.

**5 B**

1. JOE DOESN'T like me.
2. I will MAKE a CUP of COFFEE if you would like some.
3. Sarah will CYCLE to work today.
4. I was TALKing to BRIAN when you CALLED me.
5. This BLACK CAT was ill yesterday.
6. Do you like the FOOD?
7. I would GO to the cinema with you tonight but I HAVE an IMPORTANT exam tomorrow.

**5 C**

Put your students into pairs and ask them to make conversations. Remind them to take a look at the example and be careful about sentence stress. Give them five minutes for the activity. When it's done, choose some volunteers among the students and let them act out their conversations.

**5 C Students' own answers**

## MANNERS

## THEME

## 10

D. Work in pairs. Look at the table in Part 4 C and discuss the manners in different cultures by answering the questions below.

Can you share some interesting manners of your culture with your friends?

Can you find any manners that are similar in your culture?

Which manners do you find interesting?

What do you think about the manners related to different countries?

5

A. Study the notes about sentence stress.

<b>Content words are stressed</b>	main verbs	sell, give
	nouns	bus, Sally
	adjectives	huge, red
	adverbs	always, quickly
<b>Structure words are not stressed</b>	negative auxiliaries	don't, can't
	pronouns	he, we
	prepositions	in, from
	articles	a, the
	conjunctions	and, but
	auxiliary verbs	do, have

B. Read the sentences and determine the stress of the sentences. Then, listen and check.

Tapescript 10.4

1. Joe doesn't like me.
2. I will make a cup of coffee if you would like some.
3. Sarah will cycle to work today.
4. I was talking to Brian when you called me.
5. This black cat was ill yesterday.
6. Do you like the food?
7. I would go to the cinema with you tonight but I have an important exam tomorrow.

C. Work in pairs and make conversations similar to the one in the example. Pay attention to the sentence stress.

E.g. You: What would you like to drink?  
Your friend: I don't know. A coffee, maybe.

**6 A**

Focus on the pictures and ask your students to describe what they see in them. They are supposed to discuss and decide which are good or bad manners in our culture. Set a time limit of 5 minutes for the students to practise what they want to say and motivate them to share their answers.

**6 A** Students' own answers

**6 B**

Read the instruction aloud and explain your students that two argumentative texts are given in this activity. Give them a suitable amount of time to read these texts to find out whether the authors agree or not. Help them with the unknown words if necessary and finally, check the answers.

**6 B** They are of the same opinion.

TEACHER'S NOTES

## THEME 10

## MANNERS

6

A. Look at the pictures below and decide which are good or bad in your culture.



B. Bob and Maria were supposed to write argumentative texts on the importance of manners in a society. Read their texts and find out whether they are of the same opinion.

#### Manners Matter

Nowadays, we come across many elderly complaining about problems in manners. Some people think that there is no necessity for manners in this era. Unlike them, I believe manners are more important in today's society because the basis of modern society is communication and good communication requires good manners.



Some of my friends think manners that have been taught for centuries are not sincere at all because they are the things we have decided on, they are the expectations that have been exposed to the new generations by the former ones. For this reason, they support the idea that people should behave as they wish, not as the others wish.

To me, manners are required even in our very basic daily routines. People live, study and work together in every part of their lives. The question is whether there is anybody who wants to study or work with someone who curses, picks their noses or burps sincerely. Whether they are exposed to the generations or not, whether people behave sincerely or not; manners of a culture determine the acceptability level for such kind of mannerisms in the society. And, this makes our society worth living together or not.

Maria

**6 C**

Take your students' attention on the comprehension questions and give them a few minutes to read the text again to find the answers to these questions. Let the students compare their answers with a partner's and then, make an oral check for the answers.

- 6 C**
1. Maria thinks that the basis of modern society is communication and good communication requires manners. Bob thinks that manners play a significant role in human relationships as they refer to the polite and good behaviors in a society. They mean certain values of human relationship that keep the society lively.
  2. She thinks that manners are required even in our very basic daily routines. People live, study and work together in every part of their lives.
  3. Human life has become too much varied and busy today. We are both short of time and space but there are different kinds of societies we are supposed to be involved in. For this reason, it is commonly believed that manners are out of use today.
  4. Some people think manners are unnecessary today because manners that have been taught for centuries are not sincere at all as they are the things we have decided on, they are the expectations that have been forced to the new generations by the former ones. For this reason, they support the idea that people should behave as they wish not as the others wish.

TEACHER'S NOTES

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## MANNERS

## THEME 10

**Manners Cost Nothing!**

Due to the fact that they determine the way most members of a society perceive one's actions or utterances, manners play a vital role in human relationships. Therefore, I am of the opinion that they must be preserved.

We are all aware that human life has become too much varied and busy today. We are both short of time and space but there are different kinds of societies we are supposed to be involved in. For this reason, it is commonly believed that manners are out of use today. In contrast, I disagree with this point of view. To me, manners are still needed, because they cover standard values and all kinds of societies depend on them.

The virtues like respect and loyalty are crucial in their characters. Also, our qualities and characters have been determined by our level of respect to these virtues. We should admit that the ways of being understanding today are not similar to those in the past. But being understanding towards others is still a touchstone of our friendships today. To trick or lie to somebody have always been considered bad and are still bad. What I mean is that these are the great components of manners of a society and nobody can count them one by one.



The norms of our behaviors can change in our fast changing world but the status of good manners will remain constant because I think good manners are the very lifeblood of a healthy human relationship.

Bob

**C. Reread the texts and answer the questions.**

1. What do Maria and Bob think about the importance of manners in a society?  
\_\_\_\_\_
2. How does Maria support her opinion?  
\_\_\_\_\_
3. What are some arguments against Bob's opinion?  
\_\_\_\_\_
4. Why do some people think manners are unnecessary today?  
\_\_\_\_\_



**7 A**

Have your students read the manners and if necessary, discuss them in pairs. They are expected to tick the ones that are considered as bad behaviors in our culture. Make simple, brief explanations for the unknown words in English and motivate the students to share their opinions with the class.

**7 A Students' own answers****7 B**

The aim of this study is to have the students write a personal letter about a bad manner. Set a time limit of 10 minutes for the students to think about a bad manner they have witnessed or experienced before and describe the event, experiences and feelings in detail. Assign your students to do this task at home if time is not enough to do it in the class.

**7 B Students' own answers****TEACHER'S NOTES**

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## THEME (10)

## MANNERS

7

A. Read the manners below and tick the ones which are considered as bad behaviors in your culture.

- giving seat to the old
- saying 'thank you'
- belching
- interrupting one's speech
- shaking hands
- tipping at a restaurant
- chewing gum
- getting in line
- saying 'please'
- covering one's mouth when sneezing or yawning
- whispering among others
- spitting



B. Write a personal letter about a bad manner you have witnessed or experienced before.  
Describe the event, your experience and how you felt in detail.

THEME QUOTE

"MANNERS COST  
YOU NOTHING  
BUT IGNORANCE  
COSTS YOU  
EVERYTHING"

**1****A. Look at the pictures and match them to the appropriate expressions.**

sneezing in public  
~~crossing legs~~  
eating with hands  
whispering  
making a grimace  
yawning in public  
picking nose



E.g. crossing legs



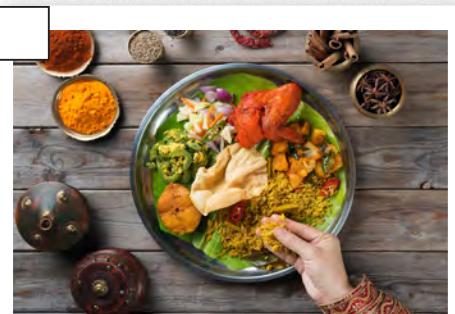
sneezing in public



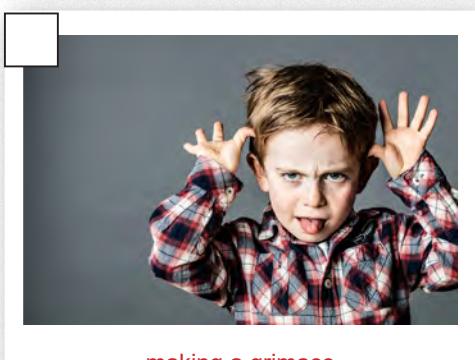
whispering



picking one's nose



eating with hands



making a grimace



yawning in public

**B. Look at the pictures of some manners above and tick the ones that are considered as bad manners in your culture. Students' own answers**

2

**Read the apology letters below and fill in the table.**

(1)

I hope you will accept my sincere apology for the excessive noise my class made yesterday morning. They got engaged the activity we were doing and they completely forgot about keeping their voices down, and I must admit that I got carried away as well. I'm so sorry that we disturbed and distracted your class from the lesson. I will make a greater effort in the future to keep my class's enthusiasm within acceptable limits.

Karren Miller

(2)

I am so sorry for forgetting to mention that you had prepared the charts for this morning's presentation. It must have been very annoying for you to not have your hard work recognized. As soon as I realized what I had done, I e-mailed all the members, thanking them for attending and informing them that you were responsible for the excellent charts in the presentation. I hope this will help to make up for my oversight.

Robert Robbinson

(3)

I am truly sorry and very embarrassed about not finishing the report on time. I know you are eager to have the entire study completed by February 1, so I am working day and night to have this completed by January 25. You can count on it being delivered by special mail on or before that date. I will do everything I can to make this project a success. I appreciate the opportunity to work on it, and I thank you for your patience.

Anthony Allen

(4)

Please accept my sincere apology for missing our lunch date yesterday. In the middle of the rush, I overlooked our appointment. Can we make another appointment for next week? I enjoy being together and it gives me a much-needed break from the stress here at the office. Let's meet at Sam's Cafe at noon next Tuesday; it will be my compensation.

Mary Carter

(5)

I apologize for the damage our worker did to your screen door. Martinez has been delivering newspapers for three years and this is the first time he has done such a thing. He is embarrassed and understands your frustration. Will you please have the glass repaired and post us the bill? John will also be over to personally apologize. You have been a good customer for us, and he looks forward to serving you as long as he has this paper route.

Kevin Young  
Newly News Agent Distributer Manager

	Problem	Explanation	Compensation for the situation
Letter 1	disturbing/ distracting others	enthusiasm	making a greater effort for the next time
Letter 2	not thanking sb. at the end of the meeting	—	e-mailing others after the meeting
Letter 3	not finishing the report on time	doing everything to make this project	delivering the report on time
Letter 4	missing a lunch date	being in a rush	making another appointment
Letter 5	damage to a screen door	doing accidentally	posting the bill to the agent

**3**

**A.** Imagine that you went back to your home town after years and you found that many things were different. Complete the sentences using the correct forms of the verbs in brackets.

E.g. Most of my family members were no longer here. They had left (leave).

1. My favorite café was no longer open. It had closed (close) down.
2. Another building stood in place of my favorite theater. It had been. (be) demolished.
3. My parents no longer had their house. They had sold (sell) it.
4. My best friend, Linda, was no longer single. She had got (get) married.
5. I couldn't recognize Mr. Hudson. He had changed (change) a lot.

**B.** Complete the sentences using the verbs in brackets in Past Perfect Tense.

E.g. Mr. and Mrs. Nelsons were in an aeroplane and they were very excited while the plane was taking off because they (fly) had never flown before.

1. Your friend was a complete stranger to me because I had never seen (see) before.
2. Mr. Johnson was late for school. His students were surprised because he had never been late (be/ late) before.
3. My son played golf yesterday. At least, he tried to play. He wasn't very good at playing as he had never played (play) before.
4. It was Kenneth's first driving lesson. She was very nervous and didn't know what to do. It was an acceptable panic reaction as she had never driven (drive) before.
5. It was my first time abroad and I was so excited and shared lots of photos on social media networks. I had never been (be) abroad before.

**C.** Put the verbs into the correct form either past perfect or past simple.

E.g. - Was he there when you arrived? - Was he there when you arrived?  
- No, he had gone (go) out. - Yes, but he went (go) out soon afterwards.

1. The house was very quiet when I got home. The kids had gone (go) to bed.
2. I was very tired when I got home, so I went (go) straight to bed.
3. Sorry, I'm late. The car broke (break) down on my way to work.
4. Mary didn't want to come to the cinema with us because she had seen (see) the film before.
5. When they came in, the house was dirty because we hadn't cleaned (not/clean) it for weeks.

**4**

**A.** Decide whether these statements express a 'wish' or a 'regret'. Sometimes both are possible.

E.g. W/ R If only I knew how to speak English fluently.

- W** I wish I could swim.  
**R** If only she had seen the doctor earlier. She could have lived longer, then.  
**W** I wish I were a teacher.  
**R** If only I had studied hard.



**B. Complete the sentences using the words given.**

**E.g.** I'm sorry that you can't come to the trip. (wish)  
I wish you could come to the trip.

1. Maria is interrupting me, it is very annoying. (wish)  
I wish Maria wasn't interrupting me, it is very annoying.
2. Joshua would like to be able to dance, but he can't. (wishes)  
Joshua wishes he could dance.
3. My hair is short and curly, but I'd prefer long and straight hair. (wish)  
I wish my hair was long and straight.
4. Helen doesn't see her father very often, which makes her sad. (wishes)  
Helen wishes she saw her father more often.
5. I live in Paris but I hate Paris. (wish)  
I wish I didn't live in Paris.
6. My brother isn't here and I need him.  
I wish my brother was here.
7. Susan can't come to the party and she's your dude.  
I wish Susan could come to the party.

**C. Read the given situations and make a wish sentence in the past.**

**E.g.** You have drunk too much coke and now you are about to throw up.  
You say: I wish I hadn't drunk too much coke.

1. You have just painted your gate. Now, you think that the color was a wrong decision.  
You say: I wish I hadn't painted my gate.
2. You are on holiday and you have seen great scenes and you would like to take some photos. But you haven't brought your camera with you.  
You say: I wish I had got my camera with me.
3. Your best friend visited your town but you were away and couldn't see him.  
You say: I wish I had seen him.
4. You have just come back from holiday. Everything was fine but the hotel was a disaster.  
You say: I wish the hotel had been better.
5. You went shopping with your friend. You liked a coat and you wanted to buy it very much. You didn't buy as it was expensive but now you regret.  
You say: I wish I had bought it.

**D. Use the verbs in the Past Simple or Past Perfect Tense to create meaningful sentences.**

**E.g.** Jane couldn't get a good score. She wishes she (work) had worked harder.

1. Andrew likes basketball very much. He wishes he became (become) a professional basketball player.
2. My father was running very fast when he had a heart attack. If only he hadn't run (not/ run) so fast.
3. My sister's keen on computers. She wishes she studied (study) computer science at the university.
4. I am sorry I don't know how to share photos on the Internet. If only I knew (know) how to do it.
5. I worked till late hours and missed the last bus. I wish I hadn't stayed (not/stay) at work late.
6. I need help. If only you helped (help) me.
7. What a beautiful house! I wish I had (have) a house like this one.
8. I wish I were (be) rich. I would buy a farm and enjoy the serenity of the countryside.
9. They had that bad accident because they were careless. If only they had been (be) more careful.
10. We saw the film. I wish you had come (come) with us. It was an amazing evening.

**5****Read the situations and write sentences with 'should have' and 'shouldn't have'.**

**E.g.** When we got to the hotel, there were no vacancies. We hadn't reserved one.

We should have reserved a room.

1. Alice and Astrid went for a walk. While they were walking, they got hungry but they didn't have anything to eat.  
They should have had something to eat.
2. My best friend lives in Izmir. Last week, I went to Izmir but I didn't visit him. When I saw him later, I said: I should have visited him.
3. The speed limit is 50 km an hour but Nina was driving at 80. She shouldn't have driven so fast.
4. The driver in front stopped suddenly without any warnings and I crashed into his car. He shouldn't have stopped suddenly.
5. It was very cold and rainy. The boy was walking along the road without a coat. He should have worn his coat.
6. It was a mistake to write his name on the letter. He shouldn't have written his name on the letter.

**6**

**Think about a situation that you should write an apology letter for. Look at the samples in Part 2 if necessary. Write down an apology letter. Include your feelings, regrets and compensation in it.**

Students' own answers



# TAPESCRPTS

## Tapescript 1.1

Listen to the eight extracts of different music types and identify what sort of music they are. Write the numbers in the boxes.

1. Opera
2. Hip Hop
3. Classical
4. Rock
5. Country
6. Reggae
7. Folk
8. Jazz

## Tapescript 1.2

You will listen to a song. Some clues about its story are embedded in the lyrics. Listen and put a tick in the boxes of the statements that you think are related to the story behind.

Take me out to the ball game  
Take me out with the crowd  
Buy me some peanuts and crackerjacks  
I don't care if I never get back  
Let me root, root, root  
For the home team  
If they don't win it's a shame  
For it's one,  
Two,  
Three strikes you're out  
At the old ball game

## Tapescript 1.3

Listen and study the intonation of the sentences below.

I washed the dishes, vacuumed the floor, and made the beds.  
Are we eating chicken or meat?  
If Barbara calls me, ask her to leave the message.  
I don't approve your decisions nowadays.  
Would you like some more tea?  
Is this your bag?

## Tapescript 1.4

Listen and check your answers.

1. Jessica likes playing volleyball, swimming, and sailing.
2. If you send this letter today, your mother will receive it tomorrow.
3. Do you want coffee or tea?
4. I bought a pair of shoes, two skirts, and a coat.
5. Jack wants to go to Rome, Paris, and Moscow.
6. If it is rainy, I won't water the plants.
7. Is that Sue's car?
8. Would you like to drink something?

## TAPSCRIPTS

9. Sally doesn't support you whole-heartedly.
10. Which do you prefer, with or without sugar?

### Tapescript 1.5

**Listen to the advertisement of a concert. Which of the items in the box in Part 6 B does it cover? Put a tick in the boxes.**

- The event is finally in the city.
- The city square will host the legendary rock band at 8.30 pm on the 8<sup>th</sup> of January. FEBGAM will play and sing only for you, and with you.
- Do not miss the chance of a lifetime.

### Tapescript 1.6

**Listen again and fill in the concert poster according to the advertisement.**

- The event is finally in the city.
- The city square will host the legendary rock band at 8.30 pm on the 8<sup>th</sup> of January. FEBGAM will play and sing only for you, and with you.
- Do not miss the chance of a lifetime.

### Tapescript 2.1

**Mr. Robbins, the new English teacher, is telling his students a story of a good friend. Which of the given qualities of a good friend given below are mentioned in the story? Listen and tick the ones you can infer.**

...

Well guys, now that I have introduced myself, we can move on to today's activity. Today, we will focus on the qualities of a good friend, signs of a good friend. First, I'll tell you a true story from my own life. This story features what a good friend should be like. I hope you like this story and find it inspirational. As I will ask you to share your inferences about the qualities of my good friend in the story, you should take notes while listening. Is everyone ready? Yes, that's good. Can you hear me at the back? OK. Here comes the story, then. We had just moved to our new house in Iowa. The whole family was tired from the work. You know, moving and placing all the stuff is hard work. The bell rang and it was me who opened the door. A boy, who appeared to be about the same age as me, greeted and told that he was the child of the family who lived in the house next to ours. He was there to give a warm welcome and ask whether we needed something. Half an hour later he served us homemade lemonade from his house. That's the best lemonade I have ever tasted. He and his family had made a good impression on us. It didn't take our families long to establish a good friendship. I discovered that I had a lot in common with Martin. His friendship and company helped me to get over the problem of feeling lonely at a new place. He showed me round the town and he introduced me to his friend circle. Soon, I had a lot of nice friends. At times when I sat in the garden on my own in a thoughtful way, he came and asked if he could be of any help.

Can you take notes; everyone? I hope the pace is OK. If I go fast, just raise your hands and I'll slow down for you. OK, then. I'm going on.

My first days at school were not good. Fortunately, Martin and I were in the same class. When I told Martin that I had difficulty in understanding the teacher and the other students were a bit distant, he told me that I needed time to get used to the teacher's style and the other students would in time make friends with me.

### Tapescript 2.2

**Now, listen to some students talking to each other about Mr. Robbins after his class. Fill in the missing parts with specific information from their conversation.**

**Sam** So, guys... What do you think about Mr. Robbins? What kind of a person is he?

## TAPESCRIPS

**Morgan** I was impressed. I like the way he teaches.

**Linda** That's right, Morgan. He seems to be supportive, patient and tolerant.

**Sam** Yeah. He seems to be supportive and patient but it's early to talk about tolerance. It was just the first lesson with him and the class treated him in a respectful way.

**Morgan** We deserved it. He went step by step. He tried to calm us down. To me, he is sincere and soothing, and also charismatic as Jack Nicholson.

**Linda** Apparently, he is someone who wants to help us.

**Morgan** I agree. And, the way he finished was great as well. He thanked and praised everyone. He is encouraging.

**Sam** He was nice. He doesn't have much in common with the former English teacher.

**Morgan** Her courses were really boring, last year. She was strict.

**Sam** How old do you think he is?

**Linda** He can't be older than 50. He looks 45.

### Tapescript 2.3

**Study and listen to the notes.**

Dog, fast

Person, seldom

Present, forget

Beautiful, interesting

### Tapescript 2.4

**Read and determine the stress patterns of the words. Then, listen and check.**

- |             |           |
|-------------|-----------|
| 1. water    | 6. better |
| 2. demand   | 7. quite  |
| 3. tomorrow | 8. bird   |
| 4. banana   | 9. maybe  |
| 5. parent   | 10. never |

### Tapescript 3.1

**Mrs. Emily Merits** is giving the opening speech at the meeting of the Human Rights Club. Below are some of the expressions you will hear in her speech. Pay attention to the context and match them to their meanings.

Ladies and gentlemen! Welcome!

We are at the beginning of a new academic year, which is why we are more enthusiastic. Our club has accepted new members making us more powerful. Thank you for being part of this volunteer work.

This year, our top priorities are basic human rights again. We are happy that we have received fewer complaints about human rights abuses so far this year. This university has become a place where human rights regulations are followed. However, this doesn't mean that we don't have much to do. We have a long way to go. We would like to make things even better. We intend to make the conditions better for the refugee students in our campus. We should develop new curricula for them. We are thinking of launching campaigns to support the disadvantaged groups.

### Tapescript 3.2

You will hear some people. In their statements, each has positive and negative expressions related to human rights. Listen and make a list of their positive and negative expressions as in the example. Then, compare your answers.

**Judy** In my previous university, there was discrimination but I can say that everyone is equal here in this

## TAPESCRIPS

university.

**Meriam** I think the jury's decision was fair. I didn't see anything unfair.

**Ali** In the end, we got our freedom. Slavery was a thing of the past.

**Tom** Everyone agreed that I was innocent. I wasn't guilty.

### Tapescript 3.3

**Study and listen to the notes.**

Ten, sixty

Myself, herself

South Africa, Mrs. Jackson

football, seafood

education, economic

employee, shampoo

democracy, critical

### Tapescript 3.4

**Read and determine the stress patterns of the words. Then, listen and check.**

- |               |                  |                   |
|---------------|------------------|-------------------|
| 1. television | 7. Carnegie Hall | 13. taboo         |
| 2. themselves | 8. policeman     | 14. dining table  |
| 3. Mr. Thomas | 9. one hundred   | 15. democratic    |
| 4. ourselves  | 10. technician   | 16. concentration |
| 5. guarantee  | 11. eighty       | 17. bamboo        |
| 6. bedroom    | 12. realistic    | 18. greenhouse    |

### Videoscript 4.1

**Watch the video and take notes about positive and negative effects of cyber games. Then, compare your notes with the notes based on the listening.**

**Joan** I'm really fed up, James. I can't cope with Milton. He keeps playing cyber games all the time.

**James** That doesn't seem to be a problem. What kind of games does he play?

**Joan** I have no idea. He just sits in front of the computer and plays games.

**James** Well. You shouldn't be prejudiced against all video or cyber games.

**Joan** Do you mean they are useful?

**James** Not, exactly. It depends. First, check the content of the game. There are games with violent content. If it is a game of that kind, it's a serious problem. But it may be a game with teaching purposes as well. Then, give a go ahead. He could learn from them.

**Joan** Come on! I don't see any point in playing such a game.

**James** That doesn't make sense, Joan. Experts do. They say that there are both positive and negative effects of these games. They may help with cognitive functions, I mean they may change the brain structure, they may help with concentration and boost hand-eye coordination. That's not all. They may also help to improve quick thinking and decision making skills.

**Joan** I'm not sure. I can't quite understand what you say.

**James** I'm pretty sure, Joan. The thing is, these games may have positive effects.

**Joan** Don't they have negative effects, at all?

**James** I've already told you that.

**Joan** Some children try to move and act like super heroes and heroines and get seriously injured. They cannot distinguish between the real and imaginary world.

**James** Did I say these do not happen? There are many other threats as well. Distraction from school life, muscular

## TAPSCRIPTS

and skeletal disorder, poor academic performance, social isolation and aggressive behavior are just some of them.

**Joan** You hit the nail on the head.

**James** Look! Why don't you observe Milton and try to notice any academic and behavioral changes?

**Joan** That's a good beginning.

### Videoscript 4.2

You will watch the same video again with some parts undubbed. These undubbed parts are for you to participate in the debate by using the statements below.

**Joan** I'm really fed up, James. I can't cope with Milton. He keeps playing cyber games all the time.

**James** \_\_\_\_\_ What kind of games does he play?

**Joan** I have no idea. He just sits in front of the computer and plays games.

**James** Well. You shouldn't be prejudiced against all video or cyber games.

**Joan** \_\_\_\_\_

**James** Not, exactly. It depends. First, check the content of the game. There are games with violent content. If it is a game of that kind, it's a serious problem. But it may be a game with teaching purposes as well. Then, give a go ahead. He could learn from them.

**Joan** Come on! \_\_\_\_\_

**James** That doesn't make sense, Joan. Experts do. They say that there are both positive and negative effects of these games. They may help with cognitive functions, I mean they may change the brain structure, they may help with concentration and boost hand-eye coordination. That's not all. They may also help to improve quick thinking and decision making skills.

**Joan** I'm not sure. \_\_\_\_\_

**James** I'm pretty sure, Joan. The thing is, these games may have positive effects.

**Joan** Don't they have negative effects, at all?

**James** I've already told you that.

**Joan** \_\_\_\_\_ They cannot distinguish between the real and imaginary world.

**James** Did I say these do not happen? There are many other threats as well. Distraction from school life, muscular and skeletal disorder, poor academic performance, social isolation and aggressive behavior are just some of them.

**Joan** \_\_\_\_\_

**James** Look! Why don't you observe Milton and try to notices and academic and behavioral changes?

**Joan** That's a good beginning.

### Tapscript 4.1

Listen to the recorded passages about virtual reality and imaginary world and match them to the topics given below. Write the number of the record by each topic title in the box.

#### Record 1:

Virtual reality helps to train people of various sectors for lower costs and without risks. If a pilot were trained in real life situations, s/he would have to risk losing lives of people as well as the aircraft. It eliminates risks and higher costs.

#### Record 2:

The world will not a place of humans and animals. We will also have cyborgs around us as they will be part of everyday life. We shouldn't be scared of this since they will not be more dangerous than a person with evil purposes.

#### Record 3:

People will need to make fewer decisions as robots, appliances and smart devices with artificial intelligence will decide, control and arrange things for them. This will ease up human life but may damage brain activity.

#### Record 4:

Virtual reality is the use of computer technology to create a simulated environment. Unlike traditional user interfaces, VR places the user inside an experience.

## TAPSCRIPTS

### Record 5:

In aviation, medicine, and the military, virtual reality training is an attractive alternative to live training with expensive equipment, dangerous situations, or sensitive technology. Commercial pilots can use realistic cockpits with VR technology. Surgeons can train with virtual tools and patients. Police and soldiers are able to conduct virtual raids that avoid putting lives at risk.

### Tapescript 4.2

Listen and notice the reduced forms of will and will not. Then, practise them.

Full Forms	Reduced Forms
What will you have?	What'll you have?
I will have the steak, please.	I'll have the steak, please.
She will come to our party tomorrow.	She'll come to our party tomorrow.
Who will go?	Who'll go?
Tom will cry.	Tom'll cry.
I will not be at the school tomorrow.	I won't be at the school tomorrow.
She will not cycle to work.	She won't cycle to work.
We will not listen to the radio.	We won't listen to the radio

### Tapescript 5.1

Now, listen to Mrs. Calmer, talking to different clients and make a list of the suggestions she makes to change the negative moods of her clients.

#### Dialogue 1

Mrs. Calmer So, you are telling me that your office is a boring place because people do not talk to you much?  
Morris Yes, absolutely.  
Mrs. Calmer Can you tell me what you've done to cope with this?  
Morris Nothing much. I do not think I can make a change.  
Mrs. Calmer Well... What do you usually do in the office?  
Morris When I finish the work of the moment, I wear my earphone and listen to music.  
Mrs. Calmer Don't you think that they want to talk to you but since you are usually listening to music, they do not want to disturb you?  
Morris I've never thought so.  
Mrs. Calmer I suggest that you talk to your friends when you and they have the time instead of listening to music. Things may change.  
Morris I'd rather do that. Thank you, doc.  
Mrs. Calmer You are welcome, Morris. I hope things will work out fine for you.

#### Dialogue 2

Mrs. Calmer Linda, what I understand from what you say is that your parents treat you as if you were a child. Do I get it right?  
Linda Yes, absolutely. They keep giving advice all the time and I feel that they do not have confidence in me.  
Mrs. Calmer Let me tell you something, Linda. I am 48 years old, married with two children, but believe me, even my parents try to shape my life even though they are aware of this. You are not alone. There are millions of people like you.  
Linda How do you react?  
Mrs. Calmer I just assume that they are my parents, my beloved ones and they will always see me as their child no matter how old I am, what my status is. I also assume that they feel well when they give me advice and that they think they protect their children. If I do so, it doesn't hurt me. Why don't you try

## TAPSCRIPTS

Linda to see things this way?  
Mrs. Calmer Oh! I can do that.  
Mrs. Calmer Great! I hope to see you happier some time later.

### Dialogue 3

Mrs. Calmer So, Johny. You say that you have been intimidated and you feel frustrated.  
Johny That's right, Mrs. Calmer. What should I do?  
Mrs. Calmer I suggest you talk to them about the problem and tell them that you do not want anything similar once more.  
Johny What if this doesn't work out well?  
Mrs. Calmer Then, you had better contact the authorities at school and ask them for help.

### Tapescript 5.2

**Listen to the people speaking and try to guess their moods. Circle the words that describe their moods, tones. More than one option is possible.**

**Speaker 1** I don't know where to begin Mr. Calmer. Things suddenly started to go wrong and the boss lost confidence in me. I tried hard to fix things up. As I tried to make things better, they got even worse and now I've lost my job. It's the boss. He did not try to understand me, at all.  
**Speaker 2** How nice to be here! This is a great place John. I can't believe I'm here. I have always seen this place on TV.  
**Speaker 3** Now is the time, guys. In a couple of minutes, you will be on the court for the final match. As your coach, I have always believed in this moment. So have you as my players. Remember all the moments you have suffered to reach this moment and appreciate the moment. You'll soon raise the cup. Here we go!  
**Speaker 4** Well... I don't know what to do. I'm in despair for now. But I must find a way out.

### Tapescript 5.3

**Listen and study the intonation of the sentences below.**

Do you want to go to Rome or Paris?  
I saw Jack, Sue and Marry.  
If it is rainy today, we can't go on a picnic.

### Tapescript 5.4

**Listen and check your answers.**

1. Today was wet, cold and cloudy.
2. If you study very hard, you will pass the exam.
3. Do you want to buy a book or borrow it from the library?
4. I would like to have pizza, coke and chips.
5. She was tired, cold and had a headache.
6. If Jane speaks English better, she can find a better job.
7. If you tell me about your problem, I can help you.
8. Are you coming or going?
9. Would you like a house or flat?

### Tapescript 6.1

**Listen to eight dialogues and write the correct dialogue numbers into the boxes.**

## TAPSCRIPTS

**Jack** Does anyone mind if I open the window, guys?

**Susan** Well, I'd rather you didn't if you don't mind. I'm a bit cold.

**Edward** Do you happen to have a change for five pounds?

**Ruth** I'm afraid not, I've just used all my change in the canteen.

**Pam** Can I borrow your dictionary?

**Tim** Yes, of course. I don't need it right now.

**Andrew** Would it be possible to move that table in the shade?

**Waiter** I'm afraid that table is reserved sir, but I'll see what I can do.

**Teacher** Pam and Carol, excuse me for interrupting but could you please continue your conversation after the lesson?

**Student** Oh, we're so sorry, Mr. Bloom.

**Jane** Do you think I could borrow your car this weekend?

**Sue** Normally I'd say no, but you are my best friend and I know you wouldn't ask for it if you didn't need it so much.

**Mary** Is it alright if I park here?

**Sam** I'm afraid. You're not allowed to park here.

**Student** I was wondering if you could spare me a minute to have a look at my assignment.

**Instructor** Yes, of course. Let's go to my office, shall we?

### Tapescript 6.2

Listen to the dialogues again and tick the expressions related to making requests you hear.

**Jack** Does anyone mind if I open the window, guys?

**Susan** Well, I'd rather you didn't if you don't mind. I'm a bit cold.

**Edward** Do you happen to have a change for five pounds?

**Ruth** I'm afraid not, I've just used all my change in the canteen.

**Pam** Can I borrow your dictionary?

**Tim** Yes, of course. I don't need it right now.

**Andrew** Would it be possible to move that table in the shade?

**Waiter** I'm afraid that table is reserved sir, but I'll see what I can do.

**Teacher** Pam and Carol, excuse me for interrupting but could you please continue your conversation after the lesson?

**Student** Oh, we're so sorry, Mr. Bloom.

**Jane** Do you think I could borrow your car this weekend?

**Sue** Normally I'd say no, but you are my best friend and I know you wouldn't ask for it if you didn't need it so much.

**Mary** Is it alright if I park here?

**Sam** I'm afraid. You're not allowed to park here.

**Student** I was wondering if you could spare me a minute to have a look at my assignment.

**Instructor** Yes, of course. Let's go to my office, shall we?

# TAPSCRIPTS

## Tapescript 6.3

Listen to the dialogue between Helen and Sarah and complete the missing parts.

- Helen Hi Sarah. I've got a favor to ask. Would you mind cooking dinner tonight? I will stay late at work.  
Sarah Sure, Helen. What would you like?  
Helen Could I trouble you to make some soup?  
Sarah That sounds good. Let's eat delicious soup tonight. What kind of soup should I cook?  
Helen Would it be too much trouble for you to cook tomato soup?  
Sarah No, that's easy. Yummy. Good idea.  
Helen Thanks Sarah. That really helps me out.  
Sarah No problem. It would be my pleasure.

## Tapescript 6.4

Read the sentences and identify places where coalescence may occur. Then, listen and check.

1. Would you repeat your answer?
2. Could you speak louder?
3. Would you lend me your book?
4. Could you buy two tickets?
5. Could you help me to carry these boxes?
6. Would you have lunch with us?

## Tapescript 6.5

Listen to three different dialogues about favors and decide whether the expressions of accepting and refusing are formal or informal.

- Mark Hey Susan, could you do me a favor and help me with this homework?  
Susan I'd be glad to help out. What is it?  
Mark I can't solve this problem. Would you mind explaining it to me?  
Susan Sure, I'll do my best.  
Mark Thank you in advance.  
John Hi Sally, would you do me a favor? I need some help.  
Sally Sure John, what do you want?  
John You are very good at English. Could you please check my draft and correct my grammar mistakes?  
Sally Er... I'm sorry John but I can't. This is your assignment and you should do it on your own.
- Jack Hey Sam. Could you do me a massive favor?  
Sam I am not sure, Jack. What is that?  
Jack Would you mind lending me some money?  
Sam Yes, I would Jack. Unfortunately, I can't lend you some money any more.

## Tapescript 7.1

Listen to the first part of a record about Naim Süleymanoğlu and list the main events with their sequencers.

Naim Süleymanoğlu was born into a Turkish family living in Bulgaria. When he was a child, he was initially interested in wrestling and football, but he was directed towards weightlifting due to his physique, which earned him the nickname 'The Pocket Hercules' for his 1.47 meter height. It didn't take him much to break a world record in the weightlifting championship in Brazil when he was only 15.

## TAPSCRIPTS

### Tapescript 7.2

Listen to the second part of the record about Naim Süleymanoğlu and complete the text below with cohesive devices.

It was good enough for an exceptionally bright career. However, things suddenly started to go wrong for Naim.

First, the Bulgarian Government of the time boycotted Los Angeles Olympic Games. Therefore, he missed his first chance at Olympic success. Also assimilation policies against Bulgaria's Turkish minority were being carried out. As a result Naim was not happy at all. In the meantime, Naim Süleymanoğlu was forced to change his name to 'Naum Shalamanov'.

Naim had made his decision before the Weightlifting World Cup in Melbourne in 1986 where he won the gold medal in the 60 kilogram category. Just after he had won the medal, he used a brief moment when he was not monitored by the Bulgarian delegation to be taken out of the building by Turkish agents. Then, he was brought to Turkey immediately with a private jet. Suddenly, he became the subject of newspaper headlines all around the world.

As the crisis with Bulgaria resolved, Naim started to compete under the Turkish flag. Now, he was happy at home and made a unique worldwide reputation with six world and nine Olympic medals.

### Tapescript 7.3

Listen and focus on the sentence stress.

1. Sue and her father drank a cup of coffee.
2. I never wear a white T-shirt on a rainy day.
3. What time do you usually get up at the weekend?
4. She will buy two kilos of apples and a kilo of oranges.
5. I am thirsty. I will drink some water.

### Tapescript 7.4

Read the sentences and determine the stress of the sentences. Then, listen and check.

1. They were in Rome when the earthquake happened.
2. No, my father is 45 years old.
3. I am from Japan but I live in France.
4. This is Jack's car. It is red and fast.
5. I bought a jacket yesterday but it was stolen.
6. The cute girl was talking to your mother.
7. Morris is having salad and pasta because he doesn't like eating meat.

### Tapescript 8.1

Listen to the dialogue and note down the solutions to the given problems of excessive energy consumption.

**Son** Mum, have you ever heard of the term 'Vampire Power'?

**Mum** No, what is it? Is it a horror film?

**Son** No, mum. My science project. It is about overuse of energy. I have been reading an article. Scientists warn people of excessive energy consumption. They say our televisions, printers and all other electrical outlets continue to use energy even when off.

**Mum** How come they work when off? What should we do then?

**Son** They withdraw small amount of energy just by being plugged in. Just unplug when you are done with them.

**Mum** Uh huh! Now I see the reason for our high electricity bills. It is taking a bite out of our wallet. That must be the reason why it is called vampire.

**Son** Absolutely.

**Mum** Don't get me wrong, dear, but in order to help with our budget, you must initially unplug your mobile phone charger then. I never see it unplugged. Don't you think so?

**Son** Come on, mum. You're exaggerating. It can't be the only reason for high electricity bills.

**Mum** OK, OK. Just kidding honey. What can be done individually? What are the other things we should focus on?

## TAPSCRIPTS

- Any recommendations?
- Son** People should be more concerned and sensitive about their energy consumptions to care about environment. It has a role in increasing or reducing our carbon footprints.
- Mum** Carbon footprint? What do you mean?
- Son** Another big problem. Harmful carbon based emissions at a particular time from a product or activity. I mean they must be at way much lower levels than they are.

### Tapescript 8.2

Listen and study the intonation of the sentences below.

1. Are you ill?
2. What are you doing?
3. I haven't seen her for 7 years.
4. My sister likes carrots, cabbages and potatoes.
5. I couldn't believe my eyes.
6. I am not interested in your match.
7. I like eating chocolate but I don't like ice-cream.

### Tapescript 8.3

Read the sentences, determine and draw arrows for the intonation patterns of the sentences as in Part 4 A. Then, listen and check your answers.

1. I can speak English but I can't speak German.
2. Is your sister at home, now?
3. When is Jack's birthday party?
4. Her amazing sound fascinated me.
5. Morris was so excited for your success.
6. I can't stand driving in the rush hours!
7. My little brother is very afraid of snakes, spiders and crocodiles.

### Tapescript 9.1

Mary is talking to her husband Robert about the household repairs and Robert is taking notes. Listen and complete the to-do list about the everyday equipment for Robert.

**Mary** We cannot lock this room. The lock set needs changing.

**Robert** OK, dear. I'll get it changed.

**Mary** And these chairs, honey... We cannot sit on them because they are not steady.

**Robert** Hmm! We should get them repaired by a craftsman.

**Mary** And we have a leaky faucet here.

**Robert** Oh! I can't do it on my own. I'll have a plumber to fix it. We must get it replaced... What's next, honey?

**Mary** Come on, Robert! I'm just telling you about the problems at home. Here comes the last thing... Linda's computer needs formatting.

**Robert** No, worries, dear. That's not a serious problem. I'll get it formatted.

**Mary** That's great.

### Videoscript 9.1

Watch the video and discuss the main idea of it.

The arrival of an innovation means the end of an existing method, system or device in the same field. We have witnessed this thanks to the evolution of technology, especially in the field of computer software and applications.

## TAPESCRIPS

My father's desk was very crowded, for example. He had a calculator, calendar, typewriter, dictionaries, encyclopedias, a fax machine, a telephone, and many more. Today, I only have an average laptop and mobile phone on my desk. If he were alive today, he would have the same things as me as well. The items on my father's desk are still invaluable as ornamental items, and of course as memories from him.

### Tapescript 9.2

**Study and listen to the notes.**

1. silently, easier
2. generous, loyalty
3. lemonade, unique
4. well-known, old-fashioned

### Tapescript 9.3

**Read and determine the stress patterns of the words. Then, listen and check.**

- |                  |                |
|------------------|----------------|
| 1. short-haired  | 9. calmer      |
| 2. gardener      | 10. netiquette |
| 3. cassette      | 11. afternoon  |
| 4. hardly        | 12. quietly    |
| 5. rarity        | 13. lucky      |
| 6. poster        | 14. green-eyed |
| 7. well-educated | 15. actively   |
| 8. good-looking  | 16. cartoon    |

### Tapescript 10.1

**Listen to the dialogue between Robert and Jason. Then, tick the phrases you hear in each category.**

**Robert** Hello, it's Robert speaking. Can I speak to Jason?

**Jason** Hi, Robert! It's me, Jason. Are you feeling better today?

**Robert** Yeah, thank you for your interest. I just want to apologize for last night. I shouldn't have behaved so rude. You know I was really sad and sought somebody to put the blame on.

**Jason** Well, don't worry. I wish Judy had told you about it before.

**Robert** You're right! She should have told me before but it was my fault. I'm terribly sorry, I didn't mean to hurt you. Please accept my apology!

**Jason** Don't mind! We're buddies, you know. Your apology will be accepted but first you have to speak to Judy about last night.

### Tapescript 10.2

**Listen to the dialogue again and answer the following questions.**

**Robert** Hello, it's Robert speaking. Can I speak to Jason?

**Jason** Hi, Robert! It's me, Jason. Are you feeling better today?

**Robert** Yeah, thank you for your interest. I just want to apologize for last night. I shouldn't have behaved so rude. You know I was really sad and sought somebody to put the blame on.

**Jason** Well, don't worry. I wish Judy had told you about it before.

**Robert** You're right! She should have told me before but it was my fault. I'm terribly sorry, I didn't mean to hurt you. Please accept my apology!

**Jason** Don't mind! We're buddies, you know. Your apology will be accepted but first you have to speak to Judy about last night.

## TAPSCRIPTS

### Tapescript 10.3

Listen to Michelle and Kevin talking about manners of different cultures. Fill in the table by putting a tick into the correct box related to their country of origin and everyday practices.

- Kevin** Well, guys! Today, Michelle will share some interesting manners of the countries she has been before. Are you ready? Shall we start?
- Michelle** Yeah, I'm ready. Let's start with China. Chinese culture is so unique.
- Kevin** Exactly, you're right Michelle. Especially, their eating manners... They use chopsticks for all meals, which is very challenging for a stranger.
- Michelle** Yeah, those chopsticks... I know, I know... And they had been my trouble during my first visit. I can't forget my hosts' bulging eyes staring at me! Everybody! Watch out your manners while using those chopsticks at a table. Don't tap your chopsticks on the table, never and ever! It's such a bad manner for them.
- Kevin** What about eating manners in India? What comes to your mind when I say 'India' to you?
- Michelle** Well, it's been the experience of my lifetime. Do you know they rarely use the utensils? It was too difficult for me to eat as the way they do. Let's warn our audience from here. You should use your first three fingers and thumb while eating in India. But, what's so interesting was that we flew to Brazil immediately after visiting India. And do you know what? You should use a knife and a fork for everything on the table, even for fruit in Brazil. I needed some time to adopt after that India experience.
- Kevin** That sounds really interesting Michelle. What about body language in those countries? Have you noticed any manner differences during your travel?
- Michelle** Of course, Kevin. There were great differences. For example, Chinese people don't like being touched, so you shouldn't touch, hug, back slap or make any body contact with them whereas in Brazil, touching arms, elbows and back is very common and acceptable among people. Similar to Chinese people, Indians value their personal space, thus you shouldn't stand close to them.
- Kevin** Thank you for this valuable sharing, Michelle. Let's talk about other manner differences of these countries in our next program.

### Tapescript 10.4

Read the sentences and determine the stress of the sentences. Then, listen and check.

Joe doesn't like me.

I will make a cup of coffee if you would like some.

Sarah will cycle to work today.

I was talking to Brian when you called me.

This black cat was ill yesterday.

Do you like the food?

I would go to the cinema with you tonight but I have an important exam tomorrow.