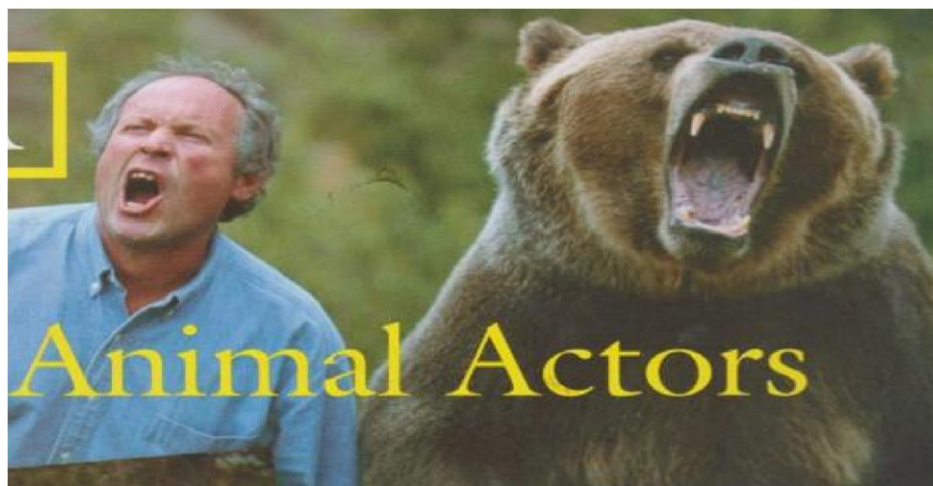


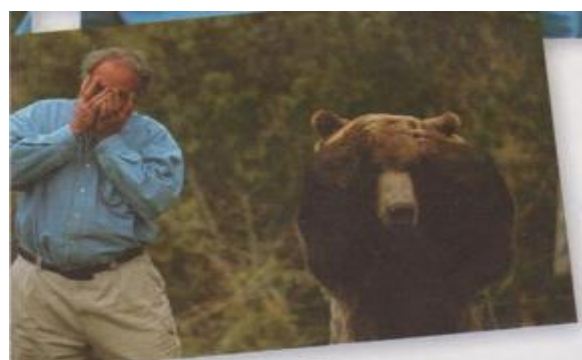
UNIT 5- LIFE EXPERIENCES

A. QUICK DISCUSSION

Talk about an event that marked a turning point in your life.



At an animal **training** centre, a **wild** grizzly bear named Tank learns to show his teeth to the camera.



Tank is taught to cover his face with his **paws**. Training a wild animal like Tank is not easy- the animal may try to **bite** its trainer.

Animal trainer Ruth LeBarge stands with a trained bear **actor** named Barney. LeBarge has trained many adult bears and bear **cubs**.

B. VOCABULARY: Look at the photos and the words in bold. Then match each word in bold with its definition.

- a. living or growing in a natural state _____
- b. learning skills to be able to do something _____
- c. the feet of an animal such as a dog, cat, or bear _____
- d. someone whose job is to act in plays or movies _____
- e. young wild animals such as lions, wolves, and bears _____
- f. to use your teeth to cut into or through something _____

C. IDENTIFY: You are going to read about an unusual summer job.

Quickly scan the reading to answer the questions below. Then read again to check your answers.

1. What was the young man's job?
2. Where did he work?

Reading I- My Grizzly Summer Job



“One-time Bump took a bite out of my back, and I had to wrestle her to the ground.”

Russell Chadwick **remembers** the summer he **turned** 16. It was the time he *wrestled* ¹ with grizzly bears! Russell's **adventure** started when he came to stay at Wasatch Rocky Mountain Wildlife, an animal training center in Utah. The center is run by Doug and Lynne Seus, who train wild animals to be actors in television and movies.

Doug and Lynne asked high- school student Russell to help them take **care** of two four-month-old grizzly bears cubs called Little Bart and Honey Bump. That's more **difficult** than it sounds, because even baby bears are pretty big.

Russell's **job** was to play with the bears to get them used to **humans**. At the same time, he had to remember that movie bears are still wild animals.

“One-time Bump took a bite out of my back, and I had to wrestle her to the ground. But it also showed me how *smart* ² she is. She knew she had done something wrong and ‘*apologized*’ ³ by putting her head in my *lap* ⁴.”

Russell found that bears can **understand** more than just “sit” and “stay.” For example, when Russell called out “Peekaboo” to the **adult** bear, Tank, **he** covered his eyes with his paws, just like a little *kid* ⁵. Although he didn't get a large **fee** for the job, Russell says he **values** the experience more than money. When you have wrestled with a grizzly bear, things like work and exams don't seem so difficult anymore!

¹ If you **wrestle** with someone, you fight them by forcing them to the ground.

² Someone who is **smart** is very clever.

³ If you **apologize** to someone, you say that you are sorry for hurting them or causing them trouble.

⁴ Your lap is the front area formed by your thighs when you are sitting down.

⁵ A **kid** is a child.

WORK WITH THE READING

A. IDENTIFY: Circle the best answer according to READING I.

1. What's the reading **mainly** about?

- a. how to get a summer job in Utah.
- b. what Russell did for his summer job.
- c. why wild animals make good actors.
- d. movies that the Seus's bear acted in.

2. In paragraph 1, the word **turned** means _____.

- a. became
- b. grew up
- c. went around
- d. remembered

3. Which of these sentences is **NOT** true?

- a. Doug and Lynne Seus run Wasatch Rocky Mountain Wildlife.
- b. Doug and Lynne Seus work in Utah.
- c. Doug and Lynne Seus are animal trainers.
- d. Doug and Lynne Seus are movie actors.

4. In paragraph 6, line 2, "**he**" refers to _____.

- a. Russell
- b. Peekaboo
- c. Tank
- d. a little kid

5. What is the **main idea** of the last paragraph?

- a. Russell liked everything about the summer job except wrestling with the bears.
- b. Russell thinks that tests and homework are good ways to get ready for a summer job.
- c. Russell's summer experience helped prepare him for other things in life.
- d. Russell didn't receive enough money for his summer job.

B. SUMMARY Complete the sentences below. Fill in each blank with no more than three words from the reading.

1. At Wasatch Rocky Mountain Wildlife, Doug and Lynne Seus train animals to work in _____.
2. One summer, Doug and Lynne Seus asked Russell Chadwick to help them _____ two grizzly bear cubs.
3. Russell played with Little Bart and Honey Bump because the bears needed to _____ humans.
4. Russell thinks the job was a good experience even though he didn't get _____.

C. VOCABULARY:

1. Complete the sentences with the correct words from the box.

adult	fees	understanding	adventure	human
valuable	caring	job	difficult	remember



Chimpanzees, or “chimps”, can be trained to learn and 1. _____ various actions and movements. In this way, they learn to “act” in films and on TV. About 200 chimps are now used in the U.S entertainment business. Sometimes these chimps can seem almost like 2. _____ actors.

Some people are against training chimps to be actors. Although chimps are smart, they are still wild animals. At training centers, chimps may be hit if they don't do what the trainer says. Also, most TV and movie chimps are very young.” The chimps we see used in entertainment are generally youngsters,” says Dr. Jane Goodall, who runs a research center in Maryland, USA, and has studied wild chimps in Africa. “Once they reach six to eight years old, they become increasingly

3. _____ to control. Owners can charge high 4. _____ for the use of their chimps in TV shows and movies. Once the chimps stop acting, they become less 5. _____ to their owners. The cost of 6. _____ for chimps is very high. Housing and food can cost up to 10,000 dollars a year- and chimps can live for 60 years or more! Because of this, many older, 7. _____ chimps spend the rest of their lives in cages or are given to zoos.

2. Complete the sentences using the words in the box above.

1. A(n) _____ is a kind of experience that is exciting and uncertain.
2. If something is _____, it is not easy.
3. A(n) _____ is money that you pay to do something.
4. If you _____ something, you think of it or keep it in your mind.
5. If something is _____, it is worth a lot of money.

WRITING I

USING EXAMPLES

You can use examples to support the main idea of a paragraph. They help to make your main idea clear to the reader. You can introduce an example with these transition words followed by a comma:

>For example,

>For instance,

These transition words have the same meaning. Use them to introduce a complete sentence, not just words. (Remember, a complete sentence has a subject and a verb, and expresses a complete thought.) Example:

- I like to talk in front of large groups of people. For example, I like to give speeches in class.

Exercise 1:

A. Read the model paragraph. Underline the two sentences that show examples. Circle the transition words.

MY SPECIAL TALENT

I am good at public speaking. I like to talk in front of large groups of people. For example, I like to give talks in class. I don't feel nervous. I became aware of my ability in third grade. I liked to learn poems and retell them in front of my class. Everybody applauded me, and I liked that. Later, my teacher gave me important parts in school plays. For instance, in sixth grade, I was Dorothy in *The Wizard of Oz*. In high school, I won a speaking contest. I really enjoy public speaking, and I want to learn more about it.

B. Rewrite the sentences below using "For example" or "For instance".

1. Amanda's mother helped her. She taught her to be independent.
2. He received 12 Grammy Awards. That man won many awards.
3. Bad things happened to Alice. She saw her younger brother drown.
4. He often stayed up late at night listening to the radio. As a boy, Jake loved listening to music.
5. He learned to play the piano and the clarinet. Thomas learned to play several instruments.

IDENTIFYING THE MAIN IDEA (2)

What is the main idea?

- The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied.
- Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summary of the information in the paragraph.
- The main idea of a paragraph is the point of the passage, minus all the details. It's the big picture - the Solar System vs. the planets. The football game vs. the fans, cheerleaders, quarterback, and uniforms. The Oscars vs. actors, the red carpet, designer gowns, and films.
- The main idea is what you tell someone when they ask what you did last weekend. You might say something like, "I went to the mall," instead of saying, "I got in my car and drove to the mall. After I found a parking space near the main entrance, I went inside and got a coffee at Starbucks. Then I went into several shoe stores looking for a new pair of kicks to wear next weekend when we go to the beach. I found them at Aldo's, but then I tried on shorts for the next hour because I realized mine were all too small."
- It's the brief but all-encompassing summary. It covers everything the paragraph talks about but nothing in particular.

How to find the main idea

- **Summarize the Passage:** After you've read the passage, summarize it in one sentence that includes the gist of all the ideas from the paragraph.
You'd have to think broadly, so you could include every detail in just a short statement.
- **Look for Repetition of Ideas:** If you read through a paragraph and you have no idea how to summarize it because there is too much information, start looking for repeated words, phrases, ideas or similar ideas.

Read the paragraphs and choose the best sentence which gives the main idea of the paragraph.

1. There are some people whose mood is affected by the grey skies during the winter months. These people have seasonal affective disorder. Seasonal Affective Disorder, or SAD for short, is a mood disorder. Some SAD patients experience feelings of sadness or depression while others experience physical symptoms such as headaches or stomach aches. There are many treatments for this disorder. Light therapy is a common treatment. Patients sit under a bright light that mimics the sun. After 30-60 minutes, the patients feel much better.

- a. SAD patients experience sadness and headaches.
- b. Seasonal Affective Disorder is a mood disorder.
- c. People with SAD sit under bright lights.
- d. Many places have grey skies in winter time.

2. Do you remember your dreams? Many people believe that dreams can help us figure out our problems in life. If you are having difficulty sleeping and you can't figure out why, put a notebook and a pencil near your bed. If you wake up in the middle of a dream, write what you remember in the notebook. After a few weeks, you may see patterns in your dreams and these patterns may help you figure out what is bothering you.

- a. Write your dreams down.
- b. Our dreams can help us figure out our problems in life.
- c. Ideas for helping you sleep.
- d. Put a notebook by your bed at night.

3. There are many challenging times when raising a child. Some parents hire professionals to help with these challenges. From homework help to toilet training, there is a service for any problem a parent needs help with. One recent survey showed a 50 percent increase in parent-help services. Some child psychologists believe this could weaken the relationship, while others believe that helping parents avoid the typical arguments with their children can strengthen this relationship. Either way, if you need help, there is always someone you can turn to for that help.

- a. Parents can hire professionals to help with challenges.
- b. Raising a child can be difficult.
- c. Parent –help services have increased over the years.
- d. It is better to help your own child.

READING II: POSITIVE EFFECTS OF OWNING A DOG ON CHILDREN

A. QUICK DISCUSSION:

1. Do you have a pet? If so, what are your responsibilities while taking care of it?
2. Why is owning a pet important?
3. What are the difficulties of having a pet?

B. VOCABULARY: Fill in the blanks with the words in the box.

ignore	benefits	desire	behave	empathetic	pat
dependent	duty	safety	mature	suffer	create

1. _____ people are good friends because they can understand and feel things from the perspective of other people.
2. His classmates try to _____ the boy who makes a lot of noise in the classroom. They pretend not to see or hear him.
3. Babies are _____ so they need their mothers for food and all other things to survive.
4. The tennis player has a great _____ to win the match next month. She trains for more than eight hours a day.
5. Naughty twins, Jack and John _____ differently when their parents come to school. They never shout or run as they do in the classroom.
6. My nephew is twenty years old but he is not _____. He usually acts like a child.
7. Helen is on _____ today. She has to take the kids from school for Mrs. Thompson.
8. You have to wear your seat belt for your own _____. It protects you when there is an accident.
9. There are a lot of _____ of getting up early for people. They can do more things and finish their work easily in a day.
10. Mr. Johnson and his wife have the same illness. They both _____ from migraine.



THE POSITIVE EFFECTS OF OWNING A DOG ON CHILDREN

¹ Having a dog helps a child learn how to act responsibly. As a dog owner, the child must take care of the animal's daily needs. The dog must be fed and exercised every day. A dog is completely dependent on its owner for good health and safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the people around it. If the child forgets the responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the child that his responsibility to the dog is more important than playing with his toys, talking on the phone, or watching TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health and safety of a dog leads to learning how to take responsibility for oneself.

² Another lesson that a child can learn from having a dog is how to be empathetic. Empathy is the ability to put oneself in another person's situation and imagine that person's feelings or problems. A dog cannot talk, so its owner must learn to understand what the dog's behaviour means. Is the dog frightened, aggressive, or sick? The child needs to understand what is going on in the dog's mind. Understanding a situation from the dog's perspective helps the child understand why the dog is behaving in a certain way and what the dog needs. Learning to read a dog's behaviour means that the child develops empathy. By learning how to empathize with a dog, the child also learns how to empathize with other people. This leads to the child becoming a more considerate and caring person.

³ Being considerate and caring are important characteristics in a good friend. One of the most important benefits of owning a dog is the example of true friendship. A dog gives unconditional love to its owner. A dog will not stop loving its owner because of a little anger, indifference, or neglect. The dog will wait patiently for its owner to pat its head and say a few kind words. This acceptance of

the negative qualities and appreciation for the positive qualities of its owner provide a wonderful model of how to be a good friend. A child soon understands that his dog will always listen to him, will always be ready to play with him, will always protect him, and will always forgive him. A child who has learned to be even half as good a friend to others as his dog is to him will have learned one of the most valuable lessons in life.

⁴ These are some of the most important lessons a child will ever learn. The benefits of owning a dog will last the child's entire lifetime. The understanding and appreciation of responsibility, empathy, and friendship that a child develops from the experience of having a dog will help him or her grow into a reliable, caring, and mature adult.

C. IDENTIFY: Circle the best answer according to Reading II.

1. Which of the following have a positive effect on a child's development?

- a. feeling responsible
- b. feeling empathy
- c. building friendships
- d. all of the above

2. A child learns how to be responsible for a dog by _____.

- a. taking care of the dog's daily needs
- b. taking away a safe environment
- c. feeding the dog weekly
- d. becoming dependent on the dog

3. Children can learn how to _____.

- a. take care of themselves
- b. only care about themselves, and not others
- c. get rid of the dog they don't want to take care of it
- d. be irresponsible

4. Which of the following should a dog owner understand from the dog's behaviour?

- a. fear
- b. happiness
- c. illness
- d. all of the above

5. Which of the following is a positive result of learning how to understand a dog's behaviour?

- a. becoming selfish
- b. becoming empathetic
- c. becoming arrogant
- d. being thoughtless

6. What kind of love does a dog provide?

- a. impossible
- b. unreal
- c. unconditional
- d. one-sided

7. Which of the following is **NOT** a benefit of a child owning a dog?

- a. reliability
- b. friendship
- c. loyalty
- d. argument

8. In what ways is a dog loyal? Circle the ones which are correct.

- a. It is able to tolerate the negative qualities of humans.
- b. It will protect people.
- c. It neglects its owner.
- d. It offers unconditional love.

D. CATEGORIZE: Read the statements. Write T (true) or F (false). Then correct the false ones.

- _____ 1. Dogs don't affect children's personality.
- _____ 2. The owner of a dog should protect the dog and the people are with the dog.
- _____ 3. Having a dog makes children selfish.
- _____ 4. Dogs love their owners forever.
- _____ 5. Having a dog doesn't have any positive effects when the owners grow up.

WRITING II

Sequencing words and connecting ideas by using time expressions:

1. Sequencing words: *first, second, after that, then, finally*

When we write or talk about an event, we usually tell the story in chronological order. We use specific words and phrases such as *first, second, after that, then, finally* to indicate sequence.

2. Using time expressions: *when, after, before*

Another way to order two events is to use *when, after, or before*.

‘*When*’ shows that the first event happened just before the second event:

e.g: I told him the news **when he called**. (He called first; then I told him the news.)

When he called, I told him the news.

‘*After*’ shows the first event.

e.g: I played soccer **after school / after I left school**. (school happened first; not soccer)

After school / After I left school, I played soccer.

‘*Before*’ shows the second event.

e.g: I couldn’t play the guitar **before I took lessons**. (lessons happened first)

Before I took lessons, I couldn’t play the guitar.

NOTE: When *after, before, when* begin a sentence, use a comma after the event.

A. Underline the words that indicate the order of events in the story.

Two months ago, I found a dog in the street. First, I asked my neighbors if it was their dog, but it wasn’t. Then I made posters and put them around our village. Nobody called me. After that, I put an ad in the newspaper. A week later, a man called, but it wasn’t his dog. Finally, I decided to keep the dog. His name is Joey, and he’s great.

B. Complete the paragraph with listing-order transition signals. Add commas where needed. For some, there may be more than one answer.

First	First of all	Second	Too	Third	In addition	Also	Finally
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Kinds of Intelligence

There are many kinds of intelligence First, there is mathematical-logical intelligence. People with this kind of intelligence become mathematicians, scientists, and engineers.¹ _____ there is linguistic intelligence. People with linguistic intelligence are good at language, so many become musicians and writers. We are familiar with these first two kinds of intelligence, but other kinds are not so familiar. There are² _____ spatial intelligence and musical intelligence. Spatial intelligence is necessary for architects and artists, and musical intelligence is necessary for musicians.³ _____ there is kinaesthetic intelligence. Athletes and dancers have kinaesthetic intelligence. Personal intelligence is a kind of intelligence ⁴ _____. People with personal intelligence manage people well, so they become leaders of society. In short, there is more than one way to be smart.

C. Join these ideas with when, after, or before. Add a comma if necessary.

1. _____ the movie, we went home. (The movie is the first action.)
2. I left my house _____ you called. (First you called.)
3. We left the class _____ we turned in our assignments. (First we turned in our assignments.)
4. Please finish your homework _____ you watch TV. (First finish your homework.)
5. I woke up _____ the alarm clock rang. (First the alarm clock rang.)
6. _____ the dog barked, the baby cried. (First the dog barked.)

SAMPLE STUDENT PARAGRAPH

A short biography of ROBBIE WILLIAMS



Robert Peter Maxmillion Williams was born in Stoke- On- Trend Robbie on Wednesday 13th February 1974. From a very early age, the young Robbie showed his star qualities, performing “Summer Nights” from Grease on stage in Spain when he was three years old. At school, Robbie’s exam scores were less than perfect because his mind and ambition focused on his entertainment career. His comedian father inspired him. Robbie’s ability is to make great music but his sense of humour in his performances and interviews is the same as his father’s.

The red ones: Correction!!!

Write a title! Cansu Dere was born ~~in~~ (on) 14th October, 1980. She was born (the preposition “in” is missing) Ankara but she grew up in İzmir. She studied in Vali Vecdi Gönül High School and graduated from the department of Archeology at İstanbul University. She is (a) Turkish film and television actress(spelling: actress) and model. First, her debut in both cinema and television was (at) the beginning of 2004. Two years later, she had the leading role ~~from~~ (omit “from”) Sıla in “Sıla Series”. She then starred as Defne in the Son Osmanlı movie and played the character Eyşan in the TV series Ezel in 2009. This (verb missing: was) a milestone in her life. Finally, she played the role of Asya in the TV drama series “Sadakatsiz”. She is a very popular actress in my country and I love her.



WRITING TASK 8

- Write a paragraph about one of the topics below.
- “Biography of a famous person”
- “Your memories with a pet”