

ORTAÖĞRETİM

İNGİLİZCE 10

ÖĞRENCİ ÇALIŞMA KİTABI

Yazar

Çiler GENÇ KARATAŞ

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

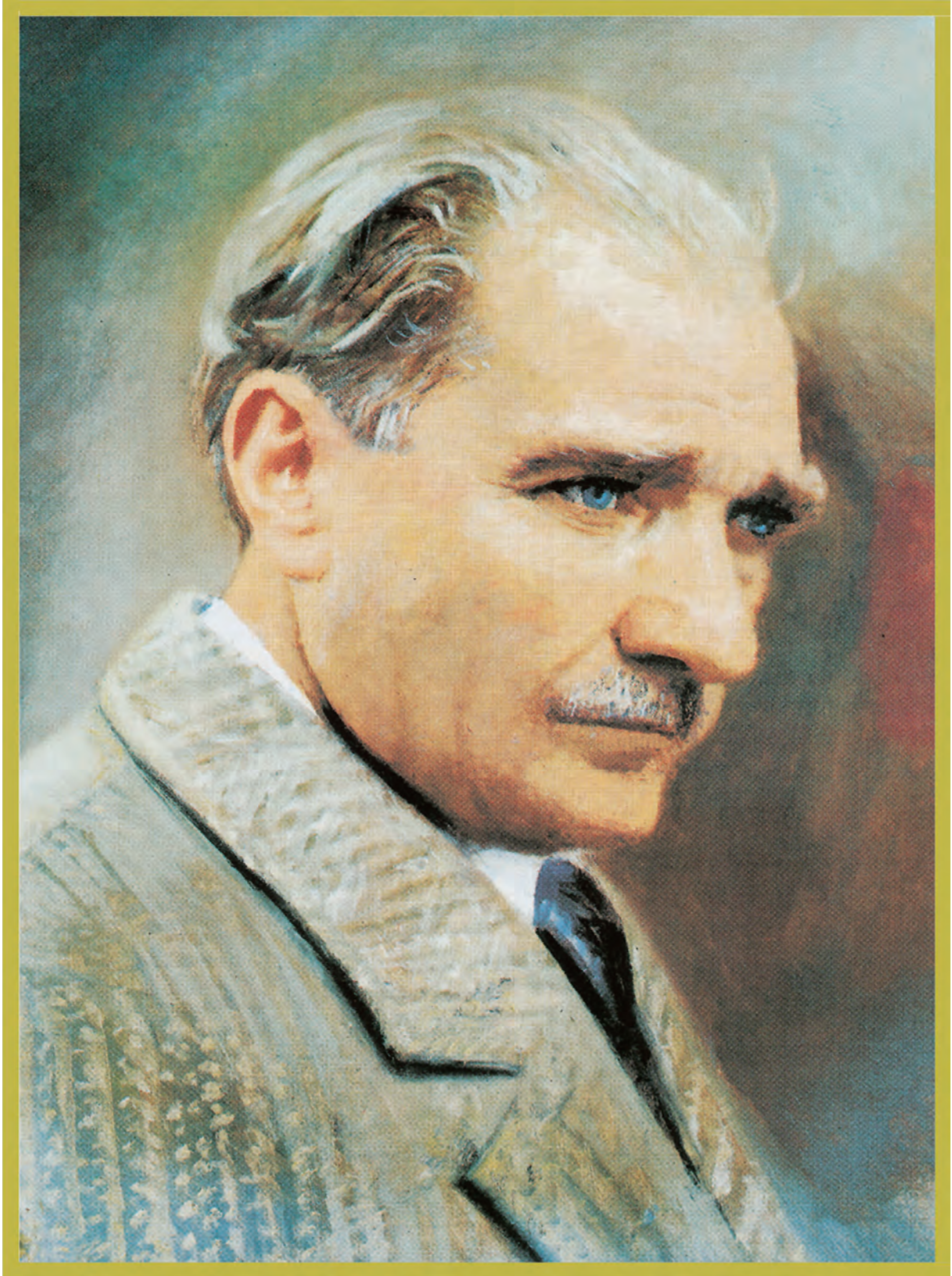
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



Mustafa Kemal ATATÜRK

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THEME 1

School Life



Theme 1: School Life

A. You can see the places at a school in the pictures. Label them with the words in the list below.

- staff room
 library
 gym
 computer lab
 science lab
music room
 art room
 canteen
 corridor



1.



2.



3.



4.



5.



6.



7.



8.



9.

B. Use some of the words in activity A to complete the following sentences.

- It's break time so the teachers aren't in the classrooms. They're in the
- Jane and her group members are in the They're doing research for their geography project on the Internet.
- The pupils are having the biology lesson in the today because they're doing an experiment.
- Mike is playing the piano in the He's practising for the contest.
- I'm going to the because I need to borrow some reference books for my history project.
- The volleyball players of our school team train hard in the five times a week.

C. The headmaster of a high school is talking to a school cleaner. Listen to the conversation and complete the table below. (Audio 1.4)

Class	Place	School Subject



D. Fill in the missing letters and find the free time activities.

- R _ _ D _ N G A B _ O _
- S W _ _ M I _ G
- P _ _ Y I N _ B A _ K _ T B A _ _
- C _ _ K I _ G
- W _ T _ H _ N G A M _ V I _
- D _ N C _ _ G
- S U _ F _ _ G T H _ N _ T
- R _ D _ N _ A B _ K _

E. Work in groups of 4 and play a mime game.

- Look at the free time activities above and choose one. You can also choose a different free time activity.
- Each member of the group mimes in turn.
- The other members try to guess.

Theme 1: School Life

F. Look at the table below. It's part of a survey about popular free time activities among teenagers. Complete the survey questions with examples of free time activities.

Questions	Yes, I like it.	Yes, I love it.	No, I hate it.
1. Do you like ?			
2. Do you like ?			
3. Do you like ?			
4. Do you like ?			
5. Do you like ?			
6. Do you like ?			

G. Work in pairs and look at activity F again. Ask the survey questions in turn and tick (✓) the correct column for your partner's answers.

H. Look at the table again and share your partner's answers with the class as in the example.

Kadir likes playing the guitar, listening to music and reading a magazine. He loves playing chess and going to the cinema. He hates riding a motorbike.

I. Work in pairs. Read the following profiles about four different pupils and choose one of them. Imagine you are that person and talk about yourself.

① **Name:** Simon Taylor
Hometown: Liverpool
Siblings: 1 sister, 1 brother
Parents: Father: doctor & mother: teacher
Favorite subjects: ICT & music
Free time activities: playing computer games & playing the guitar

② **Name:** Jenny Stone
Hometown: London
Siblings: 2 sisters
Parents: Father: engineer & mother: nurse
Favorite subjects: maths & physics
Free time activities: watching documentaries & riding a bike

③ **Name:** Nancy Roberts
Hometown: Bristol
Siblings: 1 sister, 2 brothers
Parents: Father: dentist & mother: artist
Favorite subjects: literature & art
Free time activities: reading & drawing

④ **Name:** Fred Simpson
Hometown: Leeds
Siblings: No sisters or brothers
Parents: Father: vet & mother: architect
Favorite subjects: biology & PE
Free time activities: football & swimming

J. Work in pairs. Read the profiles again and choose another person this time. Take turns to ask each other questions. Use the information given and answer your partner's questions.

K. Read the following text and choose the best answer.

The text is an extract from

- a. a magazine article
- b. a letter
- c. a story

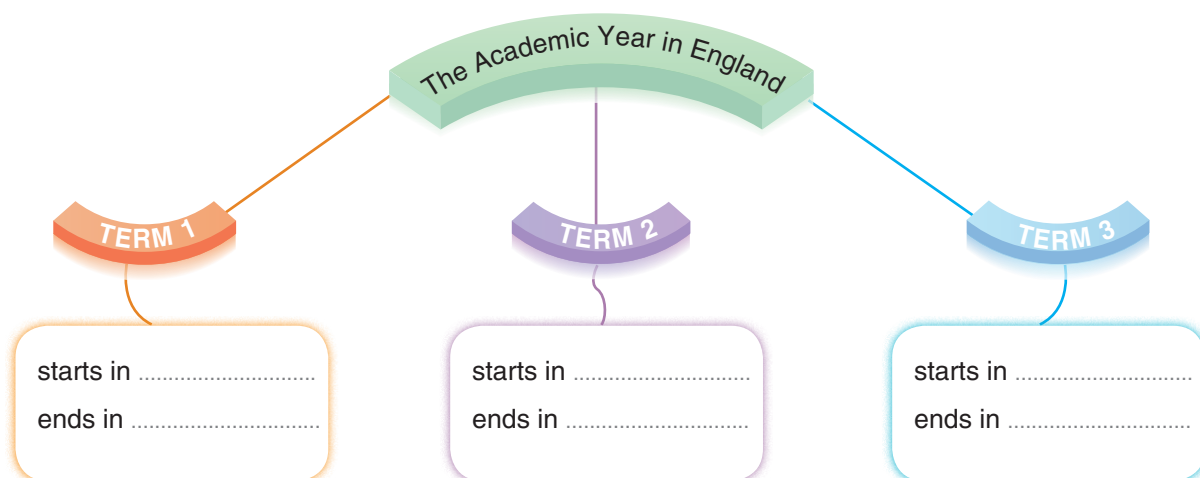
The academic year in England has three **terms** in most schools. The first one usually starts in September and finishes in December. Pupils have a one-week holiday at the end of October and a two-week holiday at the end of December (Christmas holiday). The second term starts at the beginning of January and ends in March. There's a one-week holiday in February and a two-week holiday at the end of March (Easter holiday). The third term begins in April. Pupils have a one-week holiday at the end of May. Then schools start again in June. After that, it's time for the summer holiday. It's from the middle of July to the end of August. It **lasts** six weeks.

During the summer holiday, English teenagers generally do the same as the ones in other countries. For example, they like watching telly and listening to music. They spend most of their time **texting** their friends or **chatting** with them on their mobile phones. They love playing video games. They usually surf the Net. They sometimes read magazines. They often go swimming. They also enjoy going to the cinema with their friends. They have a good time together.



Theme 1: School Life

L. Read the text and complete the diagram.



M. Read the text again and circle the correct alternative in each sentence below.

- In England, there is a **one-week/ two-week** school holiday at the end of October.
- English pupils have their Christmas holidays for **two/ three** weeks.
- They get **one week/ two weeks** off school at Easter.
- They have a one-week holiday at the **beginning/ end** of May.
- The summer holiday begins in **June/ July**.
- English pupils have a **six-week/ eight-week** holiday in the summer.
- English teenagers love playing **video games/ board games** during the summer holiday.
- They go **sailing/ swimming** during the summer holiday.

N. Read the text again. Match the words with the definitions.

- | | |
|---------------------|---|
| 1. terms (.....) | a. sending text messages |
| 2. lasts (.....) | b. talking |
| 3. texting (.....) | c. continues |
| 4. chatting (.....) | d. periods in an academic year; semesters |

O. Use the words above and complete the following sentences.

- Is your best friend talkative? Does she like to people?
- The winter holiday for schools two weeks in our country.
- The academic year in our country has two
- Do you enjoy your friends in your free time? No, I prefer phoning them.


P. Work with a different partner. Compare the academic year in England with the one in your country. Complete the table with some examples of the similarities and differences.

Similarities	Differences

Q. Discuss the question in groups of 4.

What do Turkish teenagers usually do during the summer holiday?

R. Choose a different pupil from the profiles in activity I and imagine you are that person. Describe yourself, your family and your habits in a paragraph. Use the information given and your ideas to write the paragraph.



Theme 1: School Life

S. Do you agree with the sentence below? Why /Why not? Express your opinions.

School rules are necessary.

.....

.....

.....

.....

.....

.....

.....

T. Discuss the following sentences in groups of 4.

If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.



THEME **2**

Plans



Theme 2: Plans

A. Look at the list below. Have you ever helped with the organization of these celebration types?

wedding anniversary

graduation ceremony

birthday party

garden party

surprise party

dinner party

B. Listen to Molly and Adam. Which picture is about their conversation? (Audio 2.5)



(1)



(2)

C. Listen to the conversation again. Write *Molly* or *Adam* to complete the sentences.

1. wants to organize a celebration.
2. will call Tina, Robert, Sue and Andrew.
3. wants roast chicken for the dinner.
4. is writing the shopping list.
5. wants salad for the dinner.
6. wants to buy drinks for the dinner.
7. will make coffee now.

D. Listen again and make the shopping list.



Shopping list



E. Listen again and check your answers.

F. Put the following conversation into the correct order.

- (.....) At half past eight.
- (.....) I'm sorry, but art is not my cup of tea.
- (.....) OK. I'll be at your house at around eight.
- (.....) I'm afraid I can't. I feel too tired.
- (.....) See you. Bye.
- (.....) How about watching the football match this evening?
- (.....1.....) Hey, Sam! Do you fancy visiting the art gallery on Saturday afternoon?
- (.....) Would you like to go cycling after school today?
- (.....) All right, Sam. See you this evening.
- (.....) Yeah, that sounds great. What time?



G. Work with your partner. Make plans for the weekend and act out a conversation. You can use the information in the table below. Or you can add your own ideas.

	Saturday			Sunday		
	morning	afternoon	evening	morning	afternoon	evening
You	<i>go to the gym</i>	<i>study for your physics exam</i>	<i>free</i>	<i>free</i>	<i>free</i>	<i>go to the cinema</i>
Your partner	<i>free</i>	<i>free</i>	<i>attend your brother's wedding ceremony</i>	<i>play basketball</i>	<i>have a barbecue</i>	<i>go to the cinema</i>

H. Change roles and act out your conversation again.

I. Present your conversation to the class.

Theme 2: Plans

J. Talk about your plans for the semester holiday. First make notes below and then present your plans to the class.

.....

.....

.....

.....

.....

.....

K. Work in groups of 4. Read the instructions below and prepare a conversation.

- Imagine that you're organizing a surprise party for a classmate because it's his/her birthday next Thursday and you want to celebrate it.
- Make plans for the party and write your conversation. You can use the expressions in Speaking-1 on page 26 in the Student's Book.
- Include:
 - ▲ the place (Where are you going to throw the party? In your classroom, at the school canteen, at a cafe, in your house or a friend's house?)
 - ▲ the time (When are you going to have the party? At lunch-time or after school?)
 - ▲ the guests (Who are you going to invite?)
 - ▲ the gift (What gift are you planning to buy?)
 - ▲ the food and drinks (Are you planning to order a birthday cake? What food and drinks are you going to buy for the party?)
- Write the conversation in class together.
- Memorize your lines at home and get prepared for the next lesson.
- Act out your conversation for the class.



L. Read Steve's planner below. Choose the correct answer.

It is a planner.

a. daily

b. weekly

c. monthly

What's up this week?						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>history exam (@ 10 a.m.)</i>	<i>football practice (@ 3 p.m.)</i>	<i>Fred's birthday party (@ 4 p.m.)</i>	<i>literature exam</i>	<i>take books back to the library</i>	<i>help dad in the shop</i>	<i>sleep!!!</i>
<i>shopping after school</i>	<i>help sister with her science project after dinner</i>	<i>revise for literature exam</i>	<i>give in geography project</i>	<i>take a piano lesson (@ 6 p.m.)</i>	<i>help dad in the shop</i>	<i>picnic with class (@ 2 p.m.)</i>

M. Read the planner again and answer the following questions.

1. What is Steve doing at ten o'clock on Monday morning?
2. What's he going to do after school on Monday afternoon?
3. What time does his football practice start on Tuesday?
4. What's he going to do on Tuesday evening?
5. Who's throwing a party on Wednesday?
6. What's Steve planning to do after the party?
7. When's he taking his literature exam?
8. What's he going to do on Thursday afternoon?
9. What's he planning to do on Friday morning?
10. What's he doing at six o'clock on Friday?
11. What's he going to do on Saturday?
12. What time does the class picnic begin on Sunday?




N. Work with a different partner. Read Steve's planner again and take turns to talk about his plans for next week. Start as follows.

Steve is taking his history exam at ten o'clock on Monday morning. He's going to go shopping after school on Monday afternoon...


O. Do you think Steve is an organized person? Why?

Theme 2: Plans

P. Read the sentences below. Use them to complete the conversations (1 - 6).



- I'll have lemonade.
- I'll think about it.
- I'll look it up in my address book.



- I'll phone her now.
- I'll answer it.
- I'll get my jacket.

1
A: I can't remember Andy's address!
B: Don't worry.
.....

2
A: Would you like to drink something cold?
B: Yes, please.
.....

3
A: The phone's ringing.
B: It's OK.
.....

4
A: Why don't we do a project together?
B: That's a good idea!
.....

5
A: I'm going for a walk. Do you want to come with me?
B: Yes. Wait a minute, please.
.....

6
A: Did you talk to your aunt about the party this evening, Jack?
B: No, I didn't.
.....

Q. Work in pairs. Act out the conversations above.

R. What would you say in the following situations? Make sentences using *will*.

1. Your mum needs help with the housework.

.....

2. You've just arrived home, but you realize you've forgotten to buy a newspaper for your dad.

.....

3. Your best friend is at your house. He/She says, "It's very hot in here!"

.....

4. You're leaving home for school. Your dad says, "I think it will rain."

.....

5. You're going out for a birthday party. Your mum says, "Your hair looks untidy."

.....

THEME 3

Legendary Figures



Theme 3: Legendary Figures

A. Read the following sentences from a Nasreddin Hodja story. They're jumbled up. Have you ever read or heard of this story?

- (.....) **a.** The next morning, the Hodja bought 2 kilos of meat and he again told his wife to cook it.
- (.....) **b.** When the Hodja came home, his wife said, "The cat stole the meat. It ran so fast that I couldn't catch it."
- (.....) **c.** The Hodja got angry and grabbed the cat.
- (.....) **d.** One day, the Hodja bought some meat and gave it to his wife.
- (.....) **e.** The Hodja weighed the cat and said, "The cat weighs 2 kilos. If this is the cat, where's the meat? But if this is the meat, then, where's the cat?"
- (.....) **f.** The Hodja got very unhappy because he wanted to eat meat.
- (.....) **g.** The Hodja wanted his wife to cook the meat and went out, but she cooked and ate it all.
- (.....) **h.** The Hodja couldn't eat the meat in the evening because his wife again told him, "The cat ate it."



B. Listen to the story and put the events in the correct order. (Audio 3.8).

C. Work in pairs. Take turns to tell the Nasreddin Hodja story in activity A. Start as follows.

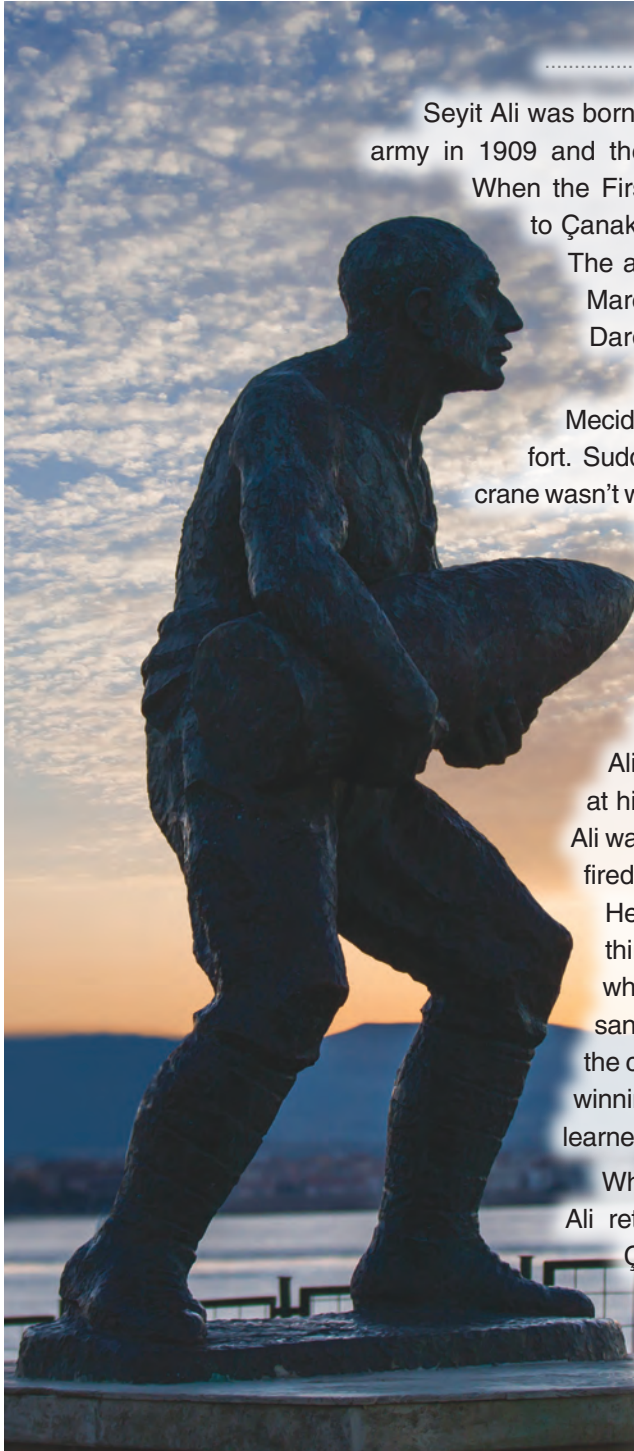
One day, the Hodja bought some meat ...

D. Work in pairs. First think about the events in the story and write a conversation. Then choose a character, the Hodja or his wife, and memorize your lines. Finally, act out your conversation for your classmates.

E. Work in groups of 4. Read the instructions below and prepare a short play.

- Choose a different Nasreddin Hodja story together.
- Write the script in class.
- Choose your character, and memorize your lines at home.
- Arrange the costumes if possible.
- Act out your play for your classmates next week.
- Finally, vote for the best performance.

F. Read the following text. Whose life story is it? Complete the title with the person's name.



.....

Seyit Ali was born in Balıkesir in 1889. He joined the Ottoman army in 1909 and then he fought in the Balkan War in 1912. When the First World War **broke out** in 1914, *he* went to Çanakkale and began his duty as an artilleryman. The allied naval forces started an attack on 18th March, 1915 because *they* wanted to pass the Dardanelles (Çanakkale) Straits.

Corporal Seyit Ali was in Fort Rumeli Mecidiye then. The **enemy** started bombarding the fort. Suddenly, Seyit Ali and his friends saw that the crane wasn't working at all. That was a big problem because *they* couldn't lift the cannonballs without *it*. Each cannonball weighed nearly 275 kilos. It was impossible to raise them so *they* couldn't fire the cannon.

Everybody was **hopeless** and didn't know what to do. Just then, Corporal Seyit Ali lifted a cannonball. His friends were looking at him, but *they* couldn't believe their eyes. Seyit Ali walked slowly and put it on the cannon. Next, he fired. The cannonball hit the enemy ship Ocean. He carried two more cannonballs and shot. The third one damaged Ocean badly. After a short while, it crashed one of the mines in the sea and sank. The moment was so critical that it changed the course of the war. While the enemy felt sure of winning a **victory**, they failed. Finally, all the world learned that Çanakkale is impassable.

When the First World War ended in 1918, Seyit Ali returned to his village. He got the surname Çabuk in 1934. And in 1939, Seyit Ali Çabuk got very ill and died. Now he's one of the legendary figures in the Turkish history and the Turkish people never forget him.

G. Read the text and answer the following questions.

1. Where was Seyit Ali born?
2. What was his duty in Çanakkale?
3. Why did the allied naval forces start an attack on 18th March, 1915?
4. What was the problem in Fort Rumeli Mecidiye during the enemy attack?
5. How much did each cannonball weigh?
6. What lesson did the enemy learn on 18th March, 1915?

Theme 3: Legendary Figures

H. Read the text again. Choose the correct events from the list below and fill in the timeline as in the example.

Seyit Ali got the surname Çabuk.

The First World War started.

Seyit Ali died.

Seyit Ali joined the Ottoman army.

Seyit Ali returned to his village.

Seyit Ali was born.

Seyit Ali changed the course of the war with his heroic act.

Seyit Ali fought in the Balkan War.

1889	<i>Seyit Ali was born.</i>
1909	
1912	
1914	
1915	
1918	
1934	
1939	



I. Find these words in the text in activity F. Then read the definitions (1-4) and fill in the gaps with the correct words.

- broke out
- enemy
- hopeless
- victory

1. feeling no hope:
2. suddenly started:
3. success in a war:
4. a country, or the soldiers of a country, that is at war with another country:

J. Look at the list above again. Use the correct words to complete the following sentences.

1. The were getting ready to attack the village when they learned that the war ended.
2. The Turkish army won a against the Greek army in Dumlupinar on 30th August, 1922.
3. The Second World War in 1939 and lasted for six years.
4. The rescue team searched for the survivors for three days, but they couldn't find anyone. The families were feeling and depressed.

K. Read the text in activity F again. Write what or who the following words refer to.

1. he (Line 3)
2. they (Line 6)
3. it (Line 12)
4. they (Line 19)

L. Work in pairs. Look at activity F again. Make notes about the important details of Seyit Ali's heroic act. Then use them and tell the story to each other in turn.

M. Work in pairs. Student A, look at the card below. Student B, look at the card on the next page. Ask each other questions for the missing information and fill in the gaps.

(Student A)

Mevlana Celaleddin Rumi

"Come! Come whoever you are," said Mevlana more than eight centuries ago. He believed people should have patience, tolerance and goodness. He was one of the greatest philosophers of the 13th century. He was born in Balkh (present-day Afghanistan) in His father left Balkh when he was years old. The family settled in Konya in 1220. Mevlana met when he was 37 years old. This Muslim scholar was walking along the spiritual path of love. His teachings affected Mevlana a lot. Mevlana was also a great poet. He generally wrote poems about the love of God. He wrote many books. His most famous book is called

He influenced the literature of the Islamic world. He combined poetry, music and dance (Sema). Mevlana died in Konya in 1273. His mausoleum is in and thousands of people visit it every year.

(Student B)

Mevlana Celaleddin Rumi

“Come! Come whoever you are,” said Mevlana more than eight centuries ago. He believed people should have patience, tolerance and goodness. He was one of the greatest philosophers of the 13th century. He was born in (present-day Afghanistan) in 1207. His father left Balkh when he was 5 years old. The family settled in Konya in Mevlana met Shams of Tabriz when he was years old. This Muslim scholar was walking along the spiritual path of love. His teachings affected Mevlana a lot. Mevlana was also a great poet. He generally wrote poems about He wrote many books. His most famous book is called Mesnevi. He influenced the literature of the Islamic world. He combined poetry, music and dance (Sema). Mevlana died in Konya in His mausoleum is in Konya and thousands of people visit it every year.



N. Work in groups of 4. Write a story together. Use sequence words. Describe the characters and places as well. Finally, present it to the class.

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THEME 4

Traditions



Theme 4: Traditions

A. Read the following phrases. Match them with the pictures.

a. shake hands

b. kiss on the cheek

c. blow your nose

d. make eye contact

e. eat with chopsticks

f. greet with a bow



1. (.....)



2. (.....)



3. (.....)



4. (.....)



5. (.....)



6. (.....)

B. Read the questions below and tick (✓) the correct column.

1. Do you think it's easy to eat with chopsticks?
2. Do you think it's impolite to blow your nose loudly in public?
3. Do you shake hands with your friends when you greet them?
4. Do you kiss your parents on the cheek when you greet them?
5. Do you bow when you greet your teachers?
6. Do you make eye contact while you're talking to someone?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<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. Work in pairs. Look at activity B again. Ask and answer in turn.

D. Listen and complete the chart. (Audio 4.6)

Country	Dos and Don'ts
Japan	(1) when you greet someone. Don't (2) loudly in public.
China	Greet the oldest people first. Don't make (3) with them.
France	(4) when you meet someone on business, but kiss your friends on the cheek when you greet them. Never keep your hands (5) when you're at a restaurant.
South Korea	Use (6) correctly when you eat out. Don't (7) on a bus or train.
Thailand	(8) before you walk into someone's home, a temple or a school room. Don't touch anyone on the head.

E. Work with your partner. Look at the chart again. Take turns to talk about the traditions. Start as follows.

When you're in Japan, you should/shouldn't...

F. Work in groups of 4. Read the following quotation. Explain your opinions about it with some examples.

"Learning about another culture is like seeing the world through a new pair of glasses."

G. Read the following sentences. Which ones do you agree with? Why? Share your answers with the class.

- ✦ The world is a wonderful place, with so many different customs to discover and explore.
- ✦ It's important to respect the cultural differences around the world. When we accept the differences, we respect them.
- ✦ Some customs of other countries may seem strange to us, but they're part of their history.

Theme 4: Traditions

- H.** Work in pairs. Take turns to talk about the things you used to/ didn't use to do when you were at secondary school. Make sentences as in the examples below.

When I was at secondary school, I used to cycle to school, but now I don't. I didn't use to listen to rock music, but now I do...

- I.** Work in groups of 4. Read the instructions below and play the communicative game.

- ✦ Take turns to make four sentences about the things your parents used to do when they were younger.
- ✦ Write one false and three true sentences.
- ✦ Your group members try to guess which sentence is false. For example, they can say, "I think your father didn't use to play the drums, did he?"
- ✦ The game continues until all the group members make sentences about their parents.

- J.** Work in groups of 4. Think of your city 50 years ago. Write sentences together as in the examples. Then present them to your classmates.

This city used to be very small 50 years ago.

There didn't use to be any traffic jams in the main streets of this city then.

There used to be only detached houses in this city 50 years ago, but now there are lots of tall buildings.

- K.** Look at the list. Which ones are the inventions of the 20th and 21st centuries? Tick (✓) them.

<input type="checkbox"/> electricity	<input type="checkbox"/> compass
<input type="checkbox"/> paper	<input type="checkbox"/> personal computer
<input type="checkbox"/> light bulb	<input type="checkbox"/> Internet
<input type="checkbox"/> wheel	<input type="checkbox"/> e-mail
<input type="checkbox"/> automobile	<input type="checkbox"/> pottery
<input type="checkbox"/> aeroplane	<input type="checkbox"/> mobile phone
<input type="checkbox"/> television	<input type="checkbox"/> fridge
<input type="checkbox"/> radio	<input type="checkbox"/> washing machine

- L.** Look at the modern inventions above and compare the lives of people in the past with the lives of people today. Make sentences as in the examples.

In the past, people didn't use to have electricity so they didn't use to have electrical appliances, but today people use many different electrical appliances in their daily lives.

In the past, people didn't use to have the light bulb so they used to light candles at night...

M. Read the following text and write a good title for it.

Traditionally, it's important for Turkish people to set up foundations. The Ahi Foundation is one of the most well-known foundations in our history. It started in Anatolia in the 13th century. Ahi Evran was a Turkish philosopher, and he **founded** the "Ahi-order". He was the leader of 32 craft and trade types. He was born in Azerbaijan. The exact date of his birth is not known, but he died in 1261. His mausoleum is in Kırşehir.

According to Ahi Evran, moral values are essential in professional and trade activities. He used to **recommend** the members of the Ahi Foundation to be honest while trading. He used to tell them to avoid cheating people. The Ahi Foundation used to act as a school and increased its members' knowledge. An Ahi person used to have an occupation. He was a craftsman, a **merchant** or a profession owner. He used to be generous, tolerant, just, respectful and modest. Besides, an Ahi person used to help the poor. **Solidarity** became part of the Turkish society with the Ahi Foundation. This improved the economic life as well.

Turkish people still remember Ahi Evran. In order to keep the Ahi Foundation's values alive, they celebrate the Ahi-order, Craftsmen and Merchants Festival in Kırşehir in the third week of September every year.

**N. Answer these questions according to the text above.**

1. When did the Ahi Foundation start in Anatolia?
2. Who founded the "Ahi-order"?
3. Where was this person born?
4. When did he die?
5. Did Ahi Evran use to tell the members of the Ahi Foundation to cheat people?
6. Did the Ahi Foundation use to act as a school?
7. Did an Ahi person use to have an occupation?
8. When do people celebrate the Ahi-order, Craftsmen and Merchants Festival?
9. Where do they celebrate the festival?
10. Why do they celebrate it?

Theme 4: Traditions

O. Read the text again. Circle the characteristics that an Ahi person used to have.

lazy

honest

shy

generous

tolerant

just

helpful

respectful

greedy

modest

P. Find these words in the text in activity M. Then read the definitions (1-4) and fill in the gaps with the correct words.

founded

recommend

merchant

solidarity

1. support by one person or a group of people for another because they share similar feelings, opinions, aims, etc.:
2. advise somebody to do something:
3. started something, such as an organization or a company:
4. a person that buys and sells products in large amounts:

Q. Look at activity P again. Use the correct words to complete the following sentences.

1. We you to book your flight early.
2. His uncle an Internet business last summer.
3. A strong earthquake hit the island two days ago. Since then, hundreds of people have shown with the survivors.
4. My grandfather is a coal He's been selling coal for fifty years.

R. Read the extract from a history textbook. Complete the sentences with the correct information.

The Ottoman Sultans used to build foundations for charity, and these foundations played an important role in improving the society. First of all, the rich came together there and helped the poor. They used to provide food, clean drinking water and clothes for the needy. The Ottomans succeeded in eliminating poverty through the foundations for six centuries. Moreover, these charitable organizations used to offer education and medical services to the public. They also used to pay for fountains, bridges, mosques, markets, inns, roads and so on. In this way, the foundations developed the socio-economic life.

1. It was traditional for to build foundations for charity.
2. used to provide food, clean drinking water and clothes for the needy at foundations.
3. With foundations, it became possible to eliminate for six centuries.
4. Foundations used to offer the public
5. Foundations paid for

THEME 5

Travel



Theme 5: Travel

A. Imagine that an interviewer is asking you these questions for a survey about teenagers' travel preferences. Answer the questions. You can give imaginary answers.

1. Which countries have you visited so far?
2. Which one did you like most?
3. What type of accommodation do you prefer?

B. Listen to the interview with three teenagers Tina, Nick and Pete. Match their names with the pictures. (Audio 5.6)



1.



2.



3.

C. Listen to the interview again. Write Tina, Nick or Pete under the correct maps.



1.



2.



3.



4.



5.



6.



7.



8.



9.

D. Listen to the interview again. Write the correct countries to complete the following sentences.

1. Tina's vacation in was her favorite one.
2. Nick's vacation in was his favorite one.
3. Pete's vacation in was his favorite one.



E. Work in groups of 4. Imagine you are the interviewer. Ask the questions in activity A to your group members and complete the table.

		Questions	
Your group members	Which countries have you visited so far?	Which one did you like most?	What type of accommodation do you prefer?

F. Report your group members' answers to the class as in the examples.

Yavuz has visited Germany, Iran and the USA. He liked Germany most. He prefers bungalows for accommodation when he is on vacation.

Theme 5: Travel

G. Read the text and circle the correct alternative.

The text is from a *newspaper* / *brochure* / *encyclopedia*.

Our Travel Agency Offers You Unforgettable Vacations!

Do you want to see new places and meet new people? Do you want to take your dream vacation? You should visit us. We can help you to plan the best vacation you've ever taken.

We offer you wonderful experiences from the beginning to the end. There are many choices here. You can go on independent vacations or a variety of organized group tours.

We have lots of independent vacation packages. They're good for you if you want to travel without groups and if you don't need any guides during your vacation. Our independent vacation packages include air, hotel and transfers to and from the airport. Some packages also include sightseeing, museum passes and public transportation passes. Our discount vacation packages are just for you if you don't want to spend too much money.



Moreover, you can explore your destination and discover everything on your own if you choose one of our independent vacation packages.

Many travellers prefer organized group tours as they believe this is an excellent way to see the world. Firstly, you can save money on everything from hotels to sightseeing when you choose a group tour. Our all-inclusive packages are perfect for you. Secondly, our tour operators organize everything for you and reduce your stress. You don't feel worried about details so travel becomes easy and fun. Thirdly, our local guides can give you a lot of information about your destination. You can also make many new friends from different countries.

**Visit our website or call us at 678
345 9012 for more information.**



H. Read the text again and complete the following sentences.

1. You can contact the travel agency if you want to see
and meet
2. The brochure mainly tells you about two vacation types:
and
3. People should choose independent vacations if they want to travel without
or
4. If you choose an organized group tour, make all the organization
for you so you don't feel stressed.

I. Complete the table according to the text.

Advantages	
Independent vacations	Organized group tours



J. Work in groups of 4. Discuss the following question and complete the table.

What are the disadvantages of independent vacations and organized group tours?

Disadvantages	
Independent vacations	Organized group tours

Theme 5: Travel

K. Work in pairs. Discuss the following questions.

1. Do you prefer independent vacations or organized group tours? Why?
2. Would you rather take peaceful vacations or adventure vacations? Why?

L. Work in pairs. Imagine one of you works at a restaurant and the other one wants to book a table there. Prepare a phone conversation. Then act it out for the class.

M. Read the lyrics of the song. Use the following words to fill in the gaps.

happy

holiday

nice

celebrate

life

together

good

Holiday (by Madonna)

Holiday, celebrate
Holiday, celebrate
If we took a holiday
Took some time to celebrate
Just one day out of life
It would be
It would be so (1)

Everybody spread the word
We're gonna have a celebration
All across the world
In every nation
It's time for the (2) times
Forget about the bad times
Oh, yeah! One day to come
(3)

To release the pressure
We need a holiday
If we took a holiday
Took some time to (4)

Come on, let's celebrate!
Just one day out of life
Holiday!

It would be
It would be so nice
You can turn this world around
And bring back all of those (5)
days
Put your trouble down
It's time to celebrate
Let love shine
And we will find
A way to come together
And make things better
We need a (6)

If we took a holiday
Took some time to celebrate
Just one day out of (7)

It would be
It would be so nice
Holiday, celebrate
Holiday, celebrate

N. Listen to the song and check your answers. (Audio 5.7)

O. Read the lyrics again and complete the sentence.

The singer wants everybody in the world to be

P. Listen again and sing.

Q. Find the vacation types in the word square. Write them down.

S	B	A	G	B	E	Y	C	O	B
O	A	D	V	E	N	T	U	R	E
F	Z	V	C	K	X	W	L	H	A
A	D	U	B	L	A	F	T	I	C
O	N	E	J	H	C	Z	U	K	H
B	C	R	U	I	S	E	R	I	D
K	S	A	F	A	R	I	A	N	E
X	E	F	Q	G	E	K	L	G	J
B	D	S	K	I	I	N	G	B	M
C	Y	C	L	I	N	G	O	W	Z

1.

2.

3.

4.

5.

6.

7.

8.

Theme 5: Travel

R. Imagine you're taking a fantastic adventure vacation with a group of friends. Write a postcard to your penfriend about it.

Hi, !

Greetings from



S. Work in pairs. Swap your workbooks and check each other's postcard for spelling and grammar mistakes.

THEME

6

Helpful Tips



Theme 6: Helpful Tips

A. Look at the pictures below and read the helpful tips. Discuss these questions.

1. Which one do you think is the most useful tip? Why?
2. Which one do you think is the least useful tip? Why?



- (1) **Wrap a wet paper towel around your beverage and put it in the freezer. In about 15 minutes, it will be almost completely ice cold.**



- (2) **Use nail polish to identify different keys.**



- (3) **To remove the stem from a strawberry, use a straw.**



- (4) **Add one teaspoonful of baking soda when you boil an egg. It'll make the shell come off easily.**



- (5) **Before you throw away a post-it, run it between the keys on your keyboard to collect crumbs and fluff.**



- (6) **Use a pencil case or a sunglasses case to store your cables in your backpack or suitcase.**

B. Use the words below to label the pictures.

candle

gum

ribbon



1. 2. 3.

C. Listen to the conversation and answer the question. (Audio 6.8)

Which helpful tips in activity A do the speakers mention? Tick (✓) them.

- (.....) Tip 1
- (.....) Tip 2
- (.....) Tip 3
- (.....) Tip 4
- (.....) Tip 5
- (.....) Tip 6



D. Listen to the conversation again and underline the correct alternative.

1. Janet / Nancy is reading a magazine article about helpful tips.
2. Nancy has decided to use some *salt* / *baking soda* when she boils eggs.
3. If you want to find your suitcase quickly at the airport, you should *tie a ribbon to your suitcase* / *paint your suitcase*.
4. It's a good idea to *wash your face* / *chew gum* if you don't want to cry while you're chopping onions.
5. If you use *a stick of spaghetti* / *a long match* to light a candle, you won't burn yourself.

E. Work in pairs and read the helpful tips in activity D again. Take turns to ask and answer the following questions.

1. Do you think these tips are useful?
2. Would you like to use any of these tips from now on? If yes, which one(s)?
3. Can you give an example of a similar helpful tip?

Theme 6: Helpful Tips

F. Discuss the following questions in groups of 4.

1. Who do you talk to for advice when you have a problem?
2. Does that person give you good advice?
3. Has anybody ever come to you for advice?
4. Do you give good advice?
5. Do you follow your friends' advice?



G. Work in groups of 4 and play the communicative game.

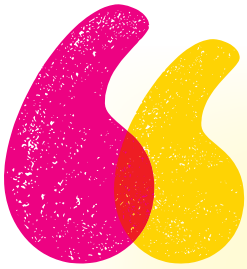
- Imagine you want to talk to the school counselor about your problems.
- Take turns to be the school counselor and give advice to your group members.
- The others choose one of the problems below and ask for advice.

<p>My parents don't let me go anywhere with my friends. What should I do?</p>	<p>I had an exam last week. I didn't cheat, but the teacher thought I did. That makes me sad because I'm an honest person. What should I do?</p>
<p>I have a ticket for the Beyonce concert on the same night as my grandmother's 70th birthday party. What should I do?</p>	<p>My parents want me to become a doctor, but I'm not sure about my future career. What should I do?</p>
<p>I'd like to build strong muscles. What should I do?</p>	<p>I'd like to be a very successful student. What should I do?</p>
<p>One of my online friends wants to see me offline. I'd like to meet up, but I can't be sure if it's safe. What should I do?</p>	<p>I failed some of my exams and my parents want me to quit the football team. But I love football. What should I do?</p>
<p>I'd like to improve my English. What should I do?</p>	<p>I'd like to get a tattoo, but my parents say it's unhealthy. What should I do?</p>
<p>One of my classmates gossips about me. She tells lies. What should I do?</p>	<p>I've broken my new mobile and I can't tell the truth to my parents. What should I do?</p>

H. Read the text below. Choose the correct answer.

The writers of the following letters are

- a. asking for advice
- b. giving advice



Write to Abby if you have a problem. Make sure she'll solve it.

Dear Abby,
I'm having a problem with my flatmate. He's very messy. I like the house to be clean, but he throws his books and clothes everywhere in the flat. That drives me crazy. Please help me. What should I do?
Frank

Dear Abby,
I have a friend who is tight-fisted. When we go to a restaurant, he says he hasn't got any money. He disappears to the toilet when the bill arrives. But he has a part-time job. What should I do?
Edward

Dear Abby,
I have headaches every day. I also feel exhausted. I sometimes feel so tired that I fall asleep in class. The doctors say I have too much stress at university. Please help me. What should I do?
Caroline

Dear Abby,
I share a room with my sister. She borrows my things without asking. She wears even my favorite clothes. And I can't find them when I want to put them on! That's so annoying! What should I do?
Mollie



We can find ways to solve your problems.



Theme 6: Helpful Tips

I. Read the letters again. Fill in each gap with the correct name. Write *Frank, Edward, Caroline* or *Mollie*.

1. has a problem with his/her sister.
2. has a problem with his/her flatmate.
3. has a health problem.
4. has a problem with a tight-fisted friend.
5. gets angry when he/she can't find his/her clothes.
6. is angry because the flat is not clean.
7. is angry because his/her friend never pays bills.
8. is feeling extremely stressed these days.

J. Imagine you are Abby and you must reply to the letters in activity H. Read them again and write a letter of advice for each one.

Abby is always here to help you.

Dear Frank,

Dear Edward,

Dear Caroline,

Dear Mollie,

K. Look at the sign below and answer the question.

Where can you see this sign?



L. Look at the sign again and choose the correct answer.

What is the purpose of this sign?

- a. To describe the rules and regulations at the swimming pool.
- b. To give advice to swimmers in the sea.
- c. To give swimmers information about the correct swimming techniques.

M. Complete the following sentences according to the sign.

- 1. Parents should their children at all times.
- 2. Swimmers should use the They are near the pool.
- 3. Never alone. That's dangerous.
- 4. Don't around the pool. You may fall down and get injured.
- 5. Don't into the pool. You may bump your head.
- 6. You should avoid play in or around the pool. That's too risky.

N. Work in pairs. Look at the sign again and take turns to talk about the rules and regulations. Start as follows.

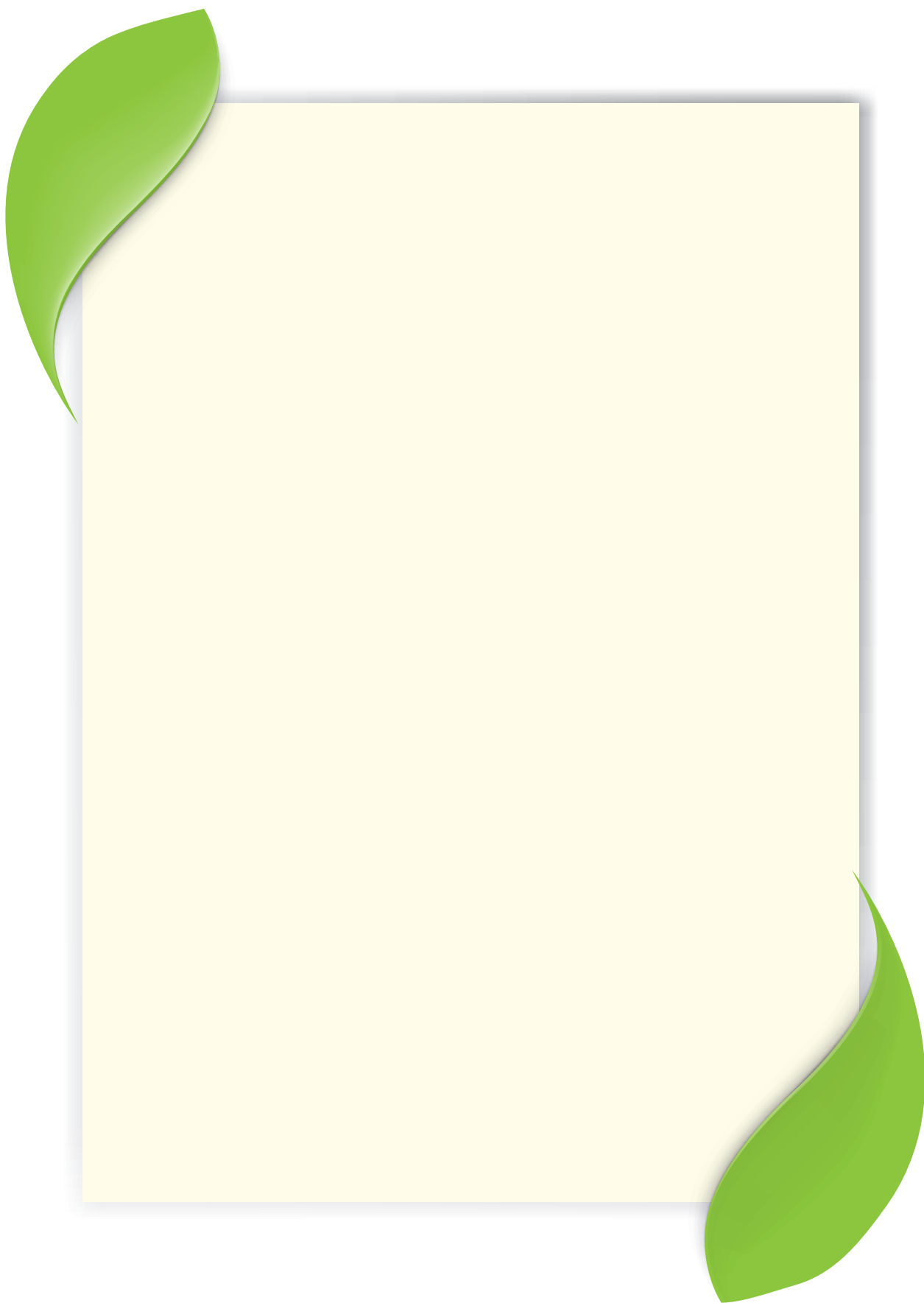
If you want to use our swimming pool, you must/ mustn't

O. Work in groups of 4. Take turns to talk about the household chores that your family members are responsible for. Make sentences as in the example.

My brother is responsible for setting the table.

Theme 6: Helpful Tips

- P.** Work in groups of 4 and prepare a poster about wasting energy sources. Then present it to the class. Finally, vote for the best poster.



THEME **7**

Food and Festivals



Theme 7: Food and Festivals

A. Discuss these questions with your partner.

1. Do you like festivals?
2. How do you usually feel at festivals?
3. What's your favorite festival? Why?

B. Listen to the presenter and her guest. What festival are they talking about? (Audio 7.6)

Choose the correct answer.

- a. Independence Day
- b. Wedding ceremony
- c. Halloween

C. Listen again and put the steps of the process in the correct order.

The steps of carving a pumpkin:

- A simple outline of a face is drawn on the pumpkin with a marker pen.
- A lid is cut out of the pumpkin.
- The lid is placed on the pumpkin.
- The eyes, nose and mouth are carved out of the pumpkin.
- A large serving spoon is used to remove the filling from the pumpkin.
- A large pumpkin is chosen.
- A candle is lit and put inside.
- A small and sharp knife is selected.

Now you can display your pumpkin in a safe area.

D. Work in pairs. Look at activity D again. Take turns to describe the process of carving a pumpkin. Use the following words to tell the order of the steps.

First

Second

Third

Next

Then

After that

Later

Finally

E. Read the steps below and complete the sentence.

The following sentences are about how to make a French

Step 1: Slice the peppers into small pieces.

Step 2: Chop the tomatoes.

Step 3: Melt the butter in a pan.

Step 4: Cook the peppers and tomatoes.

Step 5: Add the eggs into the pan.

Step 6: Grate the cheese and add it into the pan.

Step 7: Sprinkle some salt.

And your omelet is ready. You can also add some mushrooms or sausages. Good appetite!

F. Read the steps in activity F again. Write the process of making an omelet. Make sentences as in the example. Use the following sequence words.

First

Second

Third

Next

Then

After that

Finally

First, the peppers are sliced into small pieces.

.....

.....

.....

.....

.....

.....

G. Work in pairs. Look at activity G. Take turns to describe the process of making an omelet.

H. Imagine you've made a new type of cake, and you want to share the recipe with your friends. Write the process of making this cake. Make sentences as in the example. Then present the recipe to the class.

First, the eggs are broken into a large bowl.

.....

.....

.....

.....

.....

.....

Theme 7: Food and Festivals

I. Read the following text. What festivals is it about?

The *Teen* magazine interviewed some teenagers about their favorite festivals. Here are two of their answers.

Hi, I'm Juan. La Tomatina is celebrated in the town of Bunol near Valencia in Spain. It's my favorite festival. It's organized on the last Wednesday of August. Thousands of people join this festival every year. It's the most famous food fight in Europe. Old clothes and closed shoes are worn for this fight. In addition, goggles are put on. And then the food fight starts with a signal. Tomatoes are thrown to each other. It lasts for only an hour. Of course, there are some rules. You mustn't enter the festival area with bottles or hard objects as you may cause harm. Moreover, you mustn't tear others' clothes. You should also squash the tomatoes before you throw them. In this way, the hit will be less painful. And you should stop when you hear the second signal. In the end, the streets are cleaned by fire engines. The atmosphere is terrific. The festival is fantastic.



Hello! I'm Eva. I love Chocolate Festival. It's held in Amsterdam, the capital city of the Netherlands every October. It's one of the sweetest events in Europe. Over 700 different flavors of chocolate can be tasted there. I find this fascinating. It's a two-day festival. You can meet chocolate experts from many different countries as well as the Netherlands. They teach you all about chocolate. You can learn the process of making chocolate from bean to bar. The festival organizers don't forget children. They can create masterpieces of art with chocolate. They can also join entertaining activities like face painting. What's more, there's live music in the afternoon and evening. You can enjoy yourselves a lot at this festival.



J. Read the text again and complete the table.

	What festival?	Where?	When?
Juan			
Eva			

K. Read these statements. Then read the text again and tick the correct column for each one.

	YES	NO
1. People wear new clothes at La Tomatina.	<input type="checkbox"/>	<input type="checkbox"/>
2. Bottles and hard objects mustn't be taken to the festival area.	<input type="checkbox"/>	<input type="checkbox"/>
3. The tomatoes should be squashed before throwing.	<input type="checkbox"/>	<input type="checkbox"/>
4. La Tomatina is a two-day festival.	<input type="checkbox"/>	<input type="checkbox"/>
5. You can taste more than 800 different flavors of chocolate at Amsterdam Chocolate Festival.	<input type="checkbox"/>	<input type="checkbox"/>
6. The festival lasts for two days.	<input type="checkbox"/>	<input type="checkbox"/>
7. You meet only Dutch chocolate experts at the festival.	<input type="checkbox"/>	<input type="checkbox"/>
8. Children can join creative activities at the festival.	<input type="checkbox"/>	<input type="checkbox"/>

L. Work with a different partner. Look at activity J again. Talk about the festivals in turn.

M. Read the paragraph and fill in the gaps with the correct words.

Do you know how chocolate is made at home? Here's the recipe. First, a cup of cocoa butter is (1) and put into a small, heat-safe bowl. Second, a cup of coconut oil is added. Third, a glass of water is (2) into a shallow pan and heated. Next, the bowl is placed in the pan. You should stir the oil and butter occasionally until smooth. Then a cup of cocoa powder is added and (3) well. After that, some vanilla is (4) Later, half a cup of honey is poured into the mixture. Check if the chocolate is sweet enough for you. You can also add some dried fruit or nuts. Finally, the mixture is poured into a tray and (5) in the freezer for half an hour. You'll be astonished by how delicious your chocolate is.

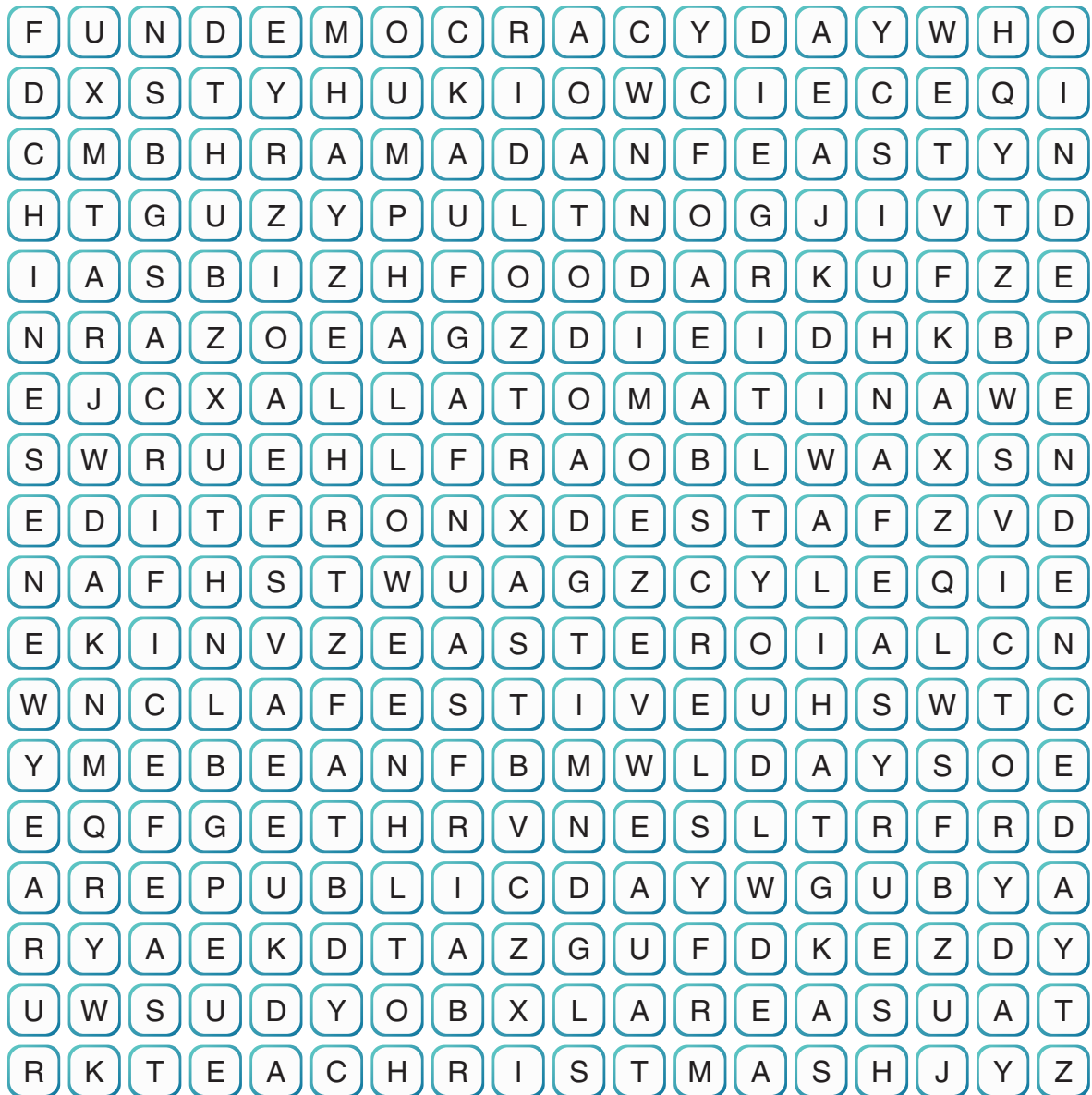


N. Work in pairs. Take turns to describe the process of making home-made chocolate.

Theme 7: Food and Festivals

Q. Word hunt: Find the following festivals in the word square.

RAMADAN FEAST	SACRIFICE FEAST	VICTORY DAY	REPUBLIC DAY
DEMOCRACY DAY	INDEPENDENCE DAY	EASTER	CHRISTMAS
HALLOWEEN	CHINESE NEW YEAR	DIWALI	LA TOMATINA



P. Work in groups of 4. Look at the festivals above. Take turns to answer these questions.

1. What festival do you think is more interesting than the others? Why?
2. Have you ever joined any of the festivals abroad? If yes, which one(s)?
3. Would you like to join any of the festivals abroad? If yes, which one(s)?

Q. Work in groups of 4. What do you think about the following quote? Discuss it with your group members. Then share your group's opinions with the class.

"The greatness of a culture can be found in its festivals."

Theme 8: Digital Era

A. Work in groups of 4. Look at the pictures below and discuss the questions.

1. What can you see in each picture?
2. Do you think the teenagers in the first picture are socializing with their friends? Why/ Why not?
3. Do you think there is something wrong with these teenagers? Why/ Why not?
4. Why do you think the mother in the second picture looks angry?
5. Do you think she is right? Why/ Why not?



B. Listen to the radio program. Underline the correct alternative. (Audio 8.8)

The radio program is about teenagers' *Internet habits / social media habits*.

C. Listen again and complete the sentences.

A well-known American TV channel has studied the social media habits of more than (1) students who are 14 years old. According to their report, (2) % of these teenagers have accounts on social networking sites, and some of them check their accounts (3) times a day. The study also shows that (4) % of the 14-year-olds share all their personal information on social media. (5) % of the teenagers use social networking sites as a way of making friends, and (6) % of them have online friends who are complete strangers. And (7) % of them say their parents don't control their social networking. Of course, this is really worrying. Social media is changing the way young people interact and make friends, but this may cause too much trouble. Therefore, parents should definitely control their children's online activities.



D. Work in groups of 4. Read the paragraph above and discuss the questions.

1. Which piece(s) of information do you find the most interesting?
2. Which piece(s) of information do you find the most worrying?
3. Do you have an account on a social networking site?
4. If yes, how many times a day do you usually check your account?
5. How many online friends do you have? Do you really know all of them?
6. How often do your parents control your social networking?



E. Work in groups of 4. Conduct a survey on the social media habits of the teenagers at your school.

- Prepare your survey questions. Write at least 7 questions.
- You can use online survey generators.
- Ask your questions to 30 students at your school.
- Record the results of your survey.



Theme 8: Digital Era

- F.** Use the results of your survey to write a paragraph for your school magazine. Activity C can be a model for you.



- G.** Work in pairs. Take turns to ask and answer the following questions.

1. Do you prefer a tablet or a smartphone? Why?
2. Would you rather use a PC or a notebook? Why?

- H.** Work in pairs. Take turns to ask your partner how he/she would like to communicate in the following situations.

1. You're having a great time in a foreign country. You've taken some beautiful photos, and you want to share them with your friends.
2. Your uncle lives in another city, and it's his birthday today. You want to say "Happy birthday!" and you also want to make him very happy.
3. You're away on a school trip for the weekend, and your parents want to know what you are doing. You have to inform them.
4. You want to give your best friend some good news.

- I.** Work in groups of 4 and discuss the questions. Present your group's opinions to the class.

What technological device do you think is the most important of all? Why?

Theme 8: Digital Era

L. Read the text again and answer the following questions.

1. Why did Tim Berners-Lee invent the World Wide Web?
2. Why was his invention important?
3. When did social media sites start?
4. How many people use the Internet every day?
5. How many messages do web users send every minute?

M. Discuss the questions with your partner.

1. Which piece(s) of information do you find the most interesting?
2. Read what Tim Berners-Lee says. Do you agree with him?



N. Work in groups of 4. Think of some advantages and disadvantages of the Internet. Make notes below. Then use your notes and share your group's opinions with the class.

Advantages	Disadvantages

0. Read the text below and complete the sentence.


The text is about people's opinions on

Search
Login

>
35 comments


What's your opinion?

People have different opinions on social media. Some people think it provides young people with lots of benefits, but others are worried about the negative effects which social media has on young people's lives.




Jack: *(25 minutes ago)*

Many people believe that social media is beneficial in many ways. I agree with them. I think social media helps young people communicate with extended family and friends. It also helps them develop their social skills, and they keep healthy interpersonal relationships. Therefore, they become more self-confident.




Sandra: *(50 minutes ago)*

I believe social media makes young people less social. They waste loads of time online. That affects them negatively and often causes social media addiction. And in my opinion, there's too much harmful material on the Internet. It's a real danger. Young people see violence in videos, photos or games. Therefore, they get more aggressive.




Charles: *(3 hours ago)*

If you ask me, social media is really advantageous to young people. They learn new things when they exchange ideas. Social media provides an efficient platform for young people to enhance their knowledge. They can access all the information which they need. They also develop their networking skills. And they get a practical understanding of technology.



Hillary: *(7 hours ago)*

In my view, young people become more creative through social media because they take part in lots of activities and discussions. They upload, change and create content. They share different kinds of content such as music, photographs, videos and writing. They also develop their interests and find many other people who share the same interests.



Martin: *(9 hours ago)*

It seems to me that too much social media can have bad effects on young people. They can't concentrate on their studies so they can't be successful at school. Another problem is cyberbullying. Some evil people can send them frightening messages, and then they get depressed.

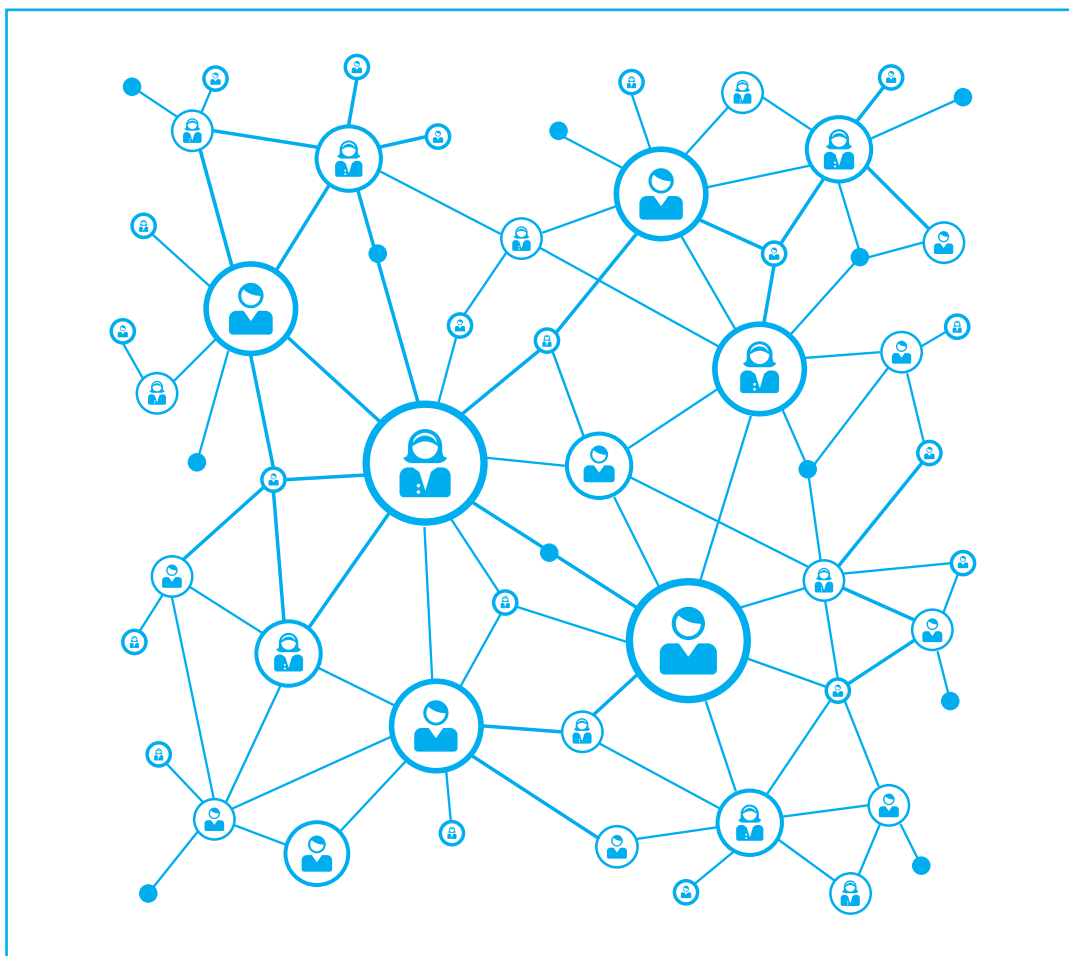
Theme 8: Digital Era

P. Read the text again and complete the sentences. Write *Jack, Sandra, Charles, Hillary or Martin*.

1. thinks social media makes young people more creative.
2. thinks social media makes young people less social.
3. thinks social media makes young people less successful.
4. thinks social media makes young people more self-confident.
5. thinks social media makes young people better at networking skills.

Q. Read the text again and answer the questions.

1. Which person(s) do you agree with? Why?
2. Which person(s) do you disagree with? Why?



R. Look at activity O again. Write a similar paragraph describing your opinions about social media.

Blank area for writing a paragraph describing opinions about social media.

THEME 9

Modern Heroes and Heroines



Theme 9: Modern Heroes and Heroines

A. Discuss the questions with your partner.

1. Do you think it's nice to have superpowers like superheroes? Why/ Why not?
2. Would you like to be invisible? Why/ Why not?

B. Listen to the conversation and complete the question. (Audio 9.5)

The teenagers are answering the following question:

What would you do if

C. Listen to the conversation again and use the correct names to complete the sentences.

Jeremy

Melissa

Michael

Susan



1. wants to see many famous people at the Academy Awards ceremony.

2. wants to travel in the cockpit of an aeroplane.

3. wants to watch his/her favorite football club's match behind the goalposts at the stadium.

4. wants to see his/her favorite actor's movie set.

D. Look at activity C again and make sentences as follows.

1. *If Jeremy were invisible for five hours, he would*
2.
3.
4.

E. Work in groups of 4. Read the teenagers' answers above and discuss the following question.
Whose answer do you think is the most interesting of all? Why?

F. Work in the same group. Use your imagination and think of an interesting answer to the question in activity B.

G. Share your group's answer with your classmates. Listen to all the groups' answers and vote for the most interesting answer.

H. Work in groups of 4. Take turns to ask and answer the questions and complete the table.
What would you do if you had a time machine? Why?

Your answer	
Your 1st friend's answer	
Your 2nd friend's answer	
Your 3rd friend's answer	

Theme 9: Modern Heroes and Heroines

I. What would you do if you had the superpowers of your favorite superhero? Give at least three examples. Then present your ideas to the class.

1. If
2. If
3. If

J. Read the situations and give advice. Start with the phrase "If I were you, I would..."

1. **A:** I've borrowed my brother's CD without permission, and I've broken it by mistake. I don't know what to do.

B:

2. **A:** Somebody has stolen my bicycle! What should I do?

B:

3. **A:** My mobile phone doesn't work properly. I don't know what to do.

B:

4. **A:** My mother and I had a big argument last night. What should I do?

B:

K. Work in pairs and role-play the dialogues above. Then change roles and role-play again.

L. Discuss the following questions with your partner.

1. What would you do if you were rich?
2. Where would you live if you had the chance to choose?
3. Where would you travel if you could go abroad?
4. Who would you be if you were a famous person for a day?
5. What would you do if you were the president of your country for a day?

M. Make wishes for the following situations. Start with the phrase "I wish ...".

1. You work really hard. You work even at weekends. So you feel extremely tired.

.....

2. You don't like living in the city center, but you have to.

.....

3. Your best friend has moved into another city and you miss him/her a lot.

.....

4. You want to work out regularly, but you're too busy.

.....

N. Read the news report and answer the questions below.

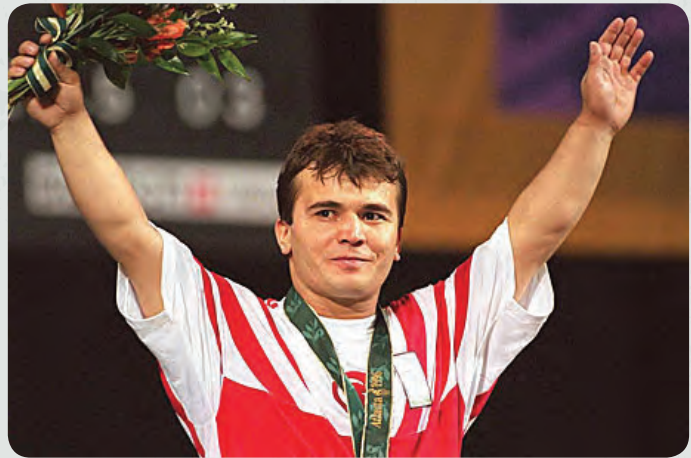
1. Who is the news report about?
2. What sport was this person interested in?

Date: 19 November 2017

OUR LEGENDARY SPORTSMAN HAS PASSED AWAY. TURKEY IS CRYING FOR HIM.

Naim Süleymanoğlu is a national hero for millions of Turkish people. He's also known as *Pocket Hercules*. He's been ill for a long time. Unfortunately, doctors couldn't save his life. He **passed away** on 18 November 2017 at the age of 50.

He was a national sportsman in Turkey. He was a great weightlifter. He dominated the sport in the mid-1980s and 1990s. He was 1 m 50 cm tall, and he had 60 kilos so he **competed** in the lighter body-weight categories.



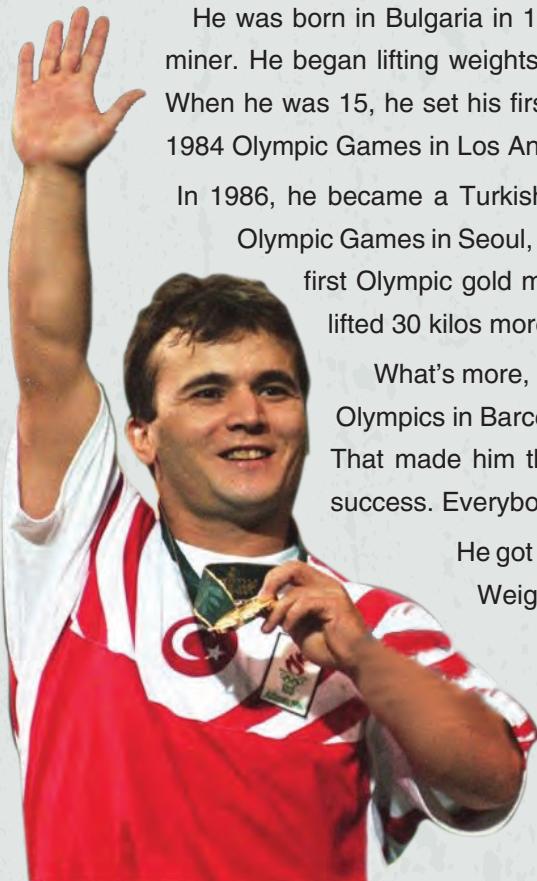
He was born in Bulgaria in 1967. He was born to a Turkish family. His father was a miner. He began lifting weights at the age of 10. He won championships in his teens. When he was 15, he set his first world record. However, he couldn't **participate** in the 1984 Olympic Games in Los Angeles **due to** Bulgaria's boycott.

In 1986, he became a Turkish citizen, and then he represented Turkey at the 1988 Olympic Games in Seoul, South Korea. He won a gold medal there. It was Turkey's first Olympic gold medal in weightlifting. He set world records in Seoul. He lifted 30 kilos more than his nearest **rival**. That was unbelievable.

What's more, Naim Süleymanoğlu won a gold medal again at the 1992 Olympics in Barcelona, Spain and the 1996 Olympics in Atlanta, the USA. That made him the sport's first three-time gold medalist. It was a great success. Everybody in Turkey was proud of him.

He got retired in 1997. He became a member of the International Weightlifting Federation in 2000 and 2004.

Turkish people will never forget *Pocket Hercules*. He'll always be our national hero.



Theme 9: Modern Heroes and Heroines

O. Read the news report again and complete the chart below.

Date	Event
1967	<i>Naim Süleymanoğlu was born.</i>
1986	
1988	
1992	
1996	
1997	
2000	
2017	

P. Work in pairs. Look at the chart again and take turns to make sentences as in the example.
1967 is the year when Naim Süleymanoğlu was born.

Q. Find the words (1-5) in the text and guess the meaning from the context. Then match them with the definitions (a-e).

- | | |
|------------------------|--|
| 1. pass away (.....) | a. to take part in an activity |
| 2. compete (.....) | b. a person in the same competition as you |
| 3. participate (.....) | c. because of |
| 4. due to (.....) | d. to die |
| 5. rival (.....) | e. to join a competition |

R. Use the words above to complete these sentences.

- Many traffic accidents occurred yesterday the terrible weather conditions.
- Unfortunately, her grandmother couldn't get over cancer so she
- Mandy is very shy. She never in the games that other children play.
- It seems to me that Rachel is much better than her nearest Therefore, I'm sure she'll be the champion.
- Arnold in many international competitions when he was younger.

S. Read the text again. What does the author wish to do? Choose all the correct answers.

- To inform readers about Naim Süleymanoğlu's death.
- To present information about Naim Süleymanoğlu's achievements.
- To show readers why Naim Süleymanoğlu was a national hero in Turkey.
- To tell readers the details of Naim Süleymanoğlu's health problems.
- To present detailed information about Naim Süleymanoğlu's private life.

T. Work in pairs. Take turns to talk about Naim Süleymanoğlu's achievements.

THEME 10

Shopping



Theme 10: Shopping

A. Match the types of shops below with the pictures.

(.....) 1. grocery shop

(.....) 4. music shop

(.....) 7. sports shop

(.....) 2. bookshop

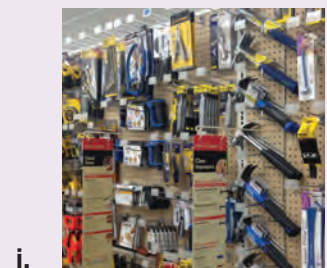
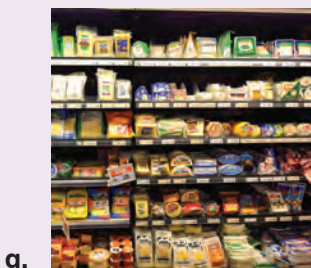
(.....) 5. toyshop

(.....) 8. hardware shop

(.....) 3. electronics shop

(.....) 6. jewellery shop

(.....) 9. pet shop



B. Look at the pictures again and complete these sentences with the types of shops.

1. I like shopping at a(n) most.

2. My mother likes shopping at a(n) most.

3. My father likes shopping at a(n) most.

4. My sister/brother likes shopping at a(n) most.

5. My best friend likes shopping at a(n) most.

C. Listen to the conversation. Choose the correct answer. (Audio 10.4)

The two teenagers are at a(n)

a. bookshop

b. electronics shop

c. music shop

D. Listen to the conversation again and fill in the gaps.

Fred: Look! This shop has opened this week. Let's go in and look round, Doris.

Doris: Yeah, why not? That sounds interesting.

Shop assistant: May I help you?

Fred: Yes, please. I'd like to buy a **(1)** case. Could you please show me your cases?

Shop assistant: Yes, of course. Look at this one. It's the **(2)** case. It's also durable. You can use it for a long time.

Fred: It looks fantastic. How much is it?

Shop assistant: It's **(3)** liras. But there's a special discount today so it's only **(4)** liras. It's much cheaper than the others.

Fred: Great. I'll take it.

Shop assistant: What color do you prefer?

Fred: **(5)**, please.

Shop assistant: Right. Anything else?

Fred: No. That's all for me. What about you, Doris? Would you like to buy anything?

Doris: Yes. I'd like a pair of **(6)**

Shop assistant: OK. We have really beautiful ones. Look. This pair is the **(7)** of all.

Doris: Yes. I love it! This is just what I want! How much does a pair cost?

Shop assistant: It costs **(8)** liras. But it'll be more expensive tomorrow.

Doris: All right. I'd like a **(9)** one, please.

Shop assistant: Sure. Here you are.

Doris: Thank you very much.

Shop assistant: You're welcome. Please pay at the checkout.

Doris: OK. Have a nice day.

E. Work in groups of 3. Role-play a shopping dialogue.

- One of you is the shop assistant and the other two are the customers.
- Choose a shop from activity A together.
- Decide on two products to buy at that shop.
- Use the dialogue above as a model and prepare your shopping dialogue.
- Role-play your dialogue.
- Change roles and role-play again.
- Present your dialogue to the class.

Theme 10: Shopping

F. Match the questions with the answers.

Questions

1. Do you sell jackets here? (.....)
2. May I try these trousers on? (.....)
3. Can I pay by cheque? (.....)
4. Is there a music shop in this mall? (.....)
5. Do you want to pay by credit card? (.....)
6. May I help you? (.....)
7. Where can I find video games? (.....)

Answers

- a. No. I prefer paying in cash.
- b. Yes, there is one on the first floor.
- c. Yes, we do. What size do you wear?
- d. Yes, please. I'd like a blue headscarf.
- e. They're in the department on the second floor.
- f. Sure. There are fitting rooms over there.
- g. Yes, of course. Or you can pay by credit card.

G. Put the sentences into the correct order.

- (.....) Yes, please. Where are the fitting rooms?
- (.....) OK. Thank you.
- (.....) Right. Here you are. Do you want to try it on?
- (.....) What color do you prefer?
- (...1...) How can I help you?
- (.....) I usually wear size small.
- (.....) I'm looking for a T-shirt.
- (.....) They're over there, near the checkout.
- (.....) And what size do you wear?
- (.....) I like red. It's my favorite color.

H. Work in pairs. Look at the pictures and compare the products. Take turns to ask and answer the following questions.

(1)



comfortable
₺ 100

(2)



light
₺ 90

(3)



fashionable
₺ 80

1. Which one is cheaper? The first or the second pair of boots?
2. Which one is more expensive? The second or the third pair?
3. Which one is lighter? The first or the second pair?
4. Which one is more comfortable? The first or the second pair?
5. Which one is more fashionable? The second or the third pair?
6. Which one is the cheapest of all?
7. Which one is the most expensive of all?

I. Read the text and match the hats with the countries.

HATS IN DIFFERENT CULTURES

Clothing differs from culture to culture. Even a hat is not the same in different countries. For example, the Mexican people wear *the sombrero*. It's the symbol of the Mexican culture. This hat has a very wide brim so it provides a shadow over the head, neck and shoulders of the wearer. Many people prefer wearing these hats in Mexico.



Another example is *the conical hat*. It's the most famous Vietnamese item of clothing. It's extremely popular in Vietnam. The Vietnamese people prefer it because they want to protect themselves from the sun and rain. They first started to wear the conical hat about 3,000 years ago. Today it has become part of the national costume.



In Bolivia, it's usual to wear *the bowler hat*. This hat is the most popular part of the traditional clothing. Bowler hats first appeared in Bolivia in the 1920s. At first, they were for the European workers in Bolivia, but they found them too small so they decided to sell them cheaply to local women. And a fashion trend started. Now bowler hats are everywhere. Most of the Bolivian women wear them.



- | | | |
|--------------------|---------|------------|
| 1. The sombrero | (.....) | a. Bolivia |
| 2. The conical hat | (.....) | b. Mexico |
| 3. The bowler hat | (.....) | c. Vietnam |

Theme 10: Shopping

J. Read the text again and answer these questions.

1. Why do many people wear the sombrero in Mexico?
2. Why do many people wear the conical hat in Vietnam?
3. When did the Vietnamese people begin to wear the conical hat?
4. When did the Bolivian women begin to wear the bowler hat?
5. Do the Bolivian women wear the bowler hat to protect themselves from the sun?

K. Read the following text and underline the correct alternative.

The text is an extract from *a product catalogue/ an encyclopedia*.



SAVE 25 %

NOW £ 25.75

Our maxi dresses are good-quality. They're comfortable and stylish. They're ideal for the spring or autumn. They're available in white, pink, purple and yellow.

SAVE 25 %

NOW £ 19.50

Our high-heeled shoes are perfect for you. They're very smart. They're available in black, white, red, silver and gold. These colors match any outfit.



SAVE 25 %

NOW £ 20.25

Our jumpers are very nice and trendy. They're also warm. They can match well with a skirt, a pair of trousers or jeans. They're available in pink, red and orange.

L. Read the text again. Fill in the gaps with the correct colors.

1. The color choices for the dress are
2. The color choices for the shoes are
3. The color choices for the jumper are

M. Read the text again and answer the questions. Write (D) for the dress, (S) for the shoes and (J) for the jumper.

1. Which product is more comfortable than the others? (.....)
2. Which product is warmer than the others? (.....)
3. Which product is the smartest of all? (.....)
4. Which product is the most expensive of all? (.....)
5. Which product is the cheapest of all? (.....)
6. Which product is the most stylish one? (.....)
7. Which product is the trendiest one? (.....)
8. Which product has the best quality? (.....)
9. Which product has the most color choices? (.....)
10. Which product do you think is the most beautiful? (.....)

N. Imagine you're preparing a product catalogue. Choose a product for men. Draw a picture. Write about the price and the characteristics. Present it to the class.



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s. 52	https://festivaloverzichtamsterdam.nl/festival/chocola-festival-2017
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NOTES

A large rectangular area with horizontal dotted lines, intended for writing notes.

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